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**IMPACT OF FOREIGN EDUCATION PROVIDERS IN INDIA**

**DR. HANNAH FREDERICK**  
**ASST. PROFESSOR**  
**DEPARTMENT OF COMMERCE**  
**MADRAS CHRISTIAN COLLEGE**  
**CHENNAI**

**ABSTRACT**

*The Foreign Educational Institution (Regulation of Entry and Operation) Bill, 2010, was passed on May 3<sup>rd</sup> 2010. Even before the passing of the bill there were some foreign institutions offering their programmes in India. All major universities around the world have 'India' as a specific plan on their agenda. If foreign universities start operating in India, it will give students a choice and also expand their higher education offerings in India. There is a huge gap in the demand and supply in higher education sector and foreign universities will reduce some gap. It is expected that, some of the foreign universities will also improve the culture of research in India. Students in India will get a better choice and competitive pressures will also improve the quality of the present education providers in India. A study has therefore been carried out to find the impact of foreign education providers in India on the Indian economy and on the Indian educational system.*

**KEYWORDS**

Foreign education bill 2010, Foreign education providers, Indian economy, Indian educational system.

**INTRODUCTION**

When the floodgates of our economy were opened a few years ago and multinational companies started their business in our country, everyone was sceptical about the nature of growth in our country. But all were pleasantly surprised by the success of globalization. Due to globalisation, the tremendous workforce in our country contributed to a stupendous annual growth of the economy. Globalisation has also added a new dimension to the Indian higher education structure which came due to the presence of Foreign Education Providers (FEP) in India. Towards the end of the last century, a diminishing of governmental support forced many universities in India to find new means of generating funds for their maintenance and development. India becoming a member of GATS provided an opportunity to market the educational wares in the developing world where there was a steadily increasing demand for higher education. So, as a part of globalisation- collaboration, partnership, mutual understanding and recognition has encouraged Foreign Education Providers to directly involve in India through commercial presence, which has proved to be most rewarding. In India, Foreign Education Providers have already started to provide their services.

Education builds the man so it builds the nation. Today we claim to be the biggest human resources supplier for the world, but are we concerned what quality of human capital we are building. The merger of Indian and Foreign academics is expected to be beneficial to India, since, it is essential for a society to innovate and survive in a global competitive environment. In the recent phase of internationalisation of education, Foreign Education Providers has brought about the movement of the institutions from one country to other country in order to provide foreign degrees in India. In recent years, foreign universities /institutions have developed academic collaborations with Indian institutions in different programmes of study amidst uncertainties in regulatory framework. Foreign Education Providers offer enormous opportunities to India as a dynamic catalyst in knowledge production and quality education. If India is to have a knowledge-driven economy in the coming decades, FEPs will need to play a great role in expanding institutional excellence to India and in creating opportunities for all sectors of the society. Overall, the move will increase the standard of education in our country. This will bring about an important dimension in the higher education system in India.

The need for global collaboration in higher education is the best solution to face the challenges of requirement of skilled manpower in 21st century. The Foreign Educational Institution (Regulation of Entry and Operation) Bill, 2010 which was passed in the Parliament on May 3<sup>rd</sup> 2010, would facilitate globally renowned institutes and universities to participate in India's higher education sector. Investment in higher education sector in India by foreign institutions would not only benefit Indian students but also help other countries.

**INTRODUCTION OF THE BILL**

The participation of foreign institutions in higher education was felt seriously recently by the Government of India. On 16th March 2010, the Union Cabinet gave clearance to a Bill that would allow foreign Universities to set up their own campuses in India. The Foreign Educational Institution (Regulation of Entry and Operation) Bill, 2010 was therefore introduced in the Lok Sabha on May 3<sup>rd</sup> 2010 by The Honourable Union Minister for Human Resources Development Mr. Kapil Sibal. The Bill was initially introduced in the Rajya Sabha in August 1995.

This bill seeks to regulate entry and operation of Foreign Educational Institutions imparting or intending to impart higher education and for matters connected therewith and incidental thereto. After the Cabinet approved the Bill, Honourable Union Minister for Human Resources Development Mr. Kapil Sibal said "This is a milestone which will enhance choices, increase competition and benchmark quality. A larger revolution than even in the telecom sector awaits us".

The Government's intention in bringing in the legislation was to withdraw itself from the field of higher education and give more professional autonomy to academic institutions in the higher education sector. This is considered as a welcome step when globalisation is set to dominate the global scenes for the years to come and the challenges in the coming years will be global.

"The enactment of a legislation regulating entry and operation of all the foreign educational institutions is necessary to maintain the standards of higher education within the country as well to protect the interest of the students and the public interest, The proposed legislation would regulate the entry of Foreign Education Providers as per India's priorities" said the Honourable Union Minister for Human Resources Development Mr. Kapil Sibal in a statement of the bill's objects and reasons.

**SALIENT FEATURES OF THE FOREIGN EDUCATIONAL INSTITUTION (REGULATION OF ENTRY AND OPERATION) BILL, 2010**

Some of the salient features of the Foreign Educational Institution (Regulation of Entry and Operation) Bill, 2010

1. Foreign educational institution means an institution established or incorporated outside India which has been offering educational services for at least twenty years in the country in which it had been established or incorporated, and which offers educational services in India or proposes to offer courses leading to award of degree or diploma or certificate or any other award through conventional method including classroom teaching method (not including distant mode) in India, independently or in collaboration, partnership or in a twinning
2. These institutions must give an undertaking that they have adequate financial resources to conduct the course or courses of study in India.
3. An institution can impart education in India unless it is recognised and notified by the Central Government as a Foreign Education Provider under the proposed legislation and offers education in conformity with the standards laid down by the statutory authority, and of comparable quality.
4. The Central Government may refuse to recognise and notify a foreign educational institution as Foreign Education Provider if it is not in the interest of sovereignty, integrity of India, the security of the state, friendly relations with foreign states, public order, decency or morality or sensitivity of location of the foreign educational institutions

5. Foreign Education Providers should be registered with the University Grants Commission (UGC) or any other regulatory body (which supersedes UGC), which will scrutinise proposals of aspiring institutions according to India's priorities.
6. Foreign universities aspiring to set up a campus will also have to maintain a corpus fund of not less than Rs 50 crore (US\$10million approx)
7. No part of the surplus in revenue generated in Indian by such Foreign Education Providers, after meeting all expenditure in regard to its operations in India, shall be invested for any purpose other than for the growth and development of education institutions established by it in India.
8. Moreover, a Foreign Education Provider shall, out of the income received from the corpus fund, utilise not more than 75 per cent of it for the development of its institutions in India. The remaining income will be deposited in the corpus fund.
9. A Foreign Education Provider shall ensure that the course or programme of study offered and imparted by it in India is, in conformity with the standards laid down by the statutory authority, and is of quality comparable, as to the curriculum, methods of imparting education and the faculty employed or engaged to impart education, to those offered by it to students enrolled in its main campus in the country in which such institution is established or incorporated.
10. Withdraw the recognition and rescind the notification of a Foreign Education Provider on the grounds of violation of the provisions of the proposed legislation or the University Grants Commission Act, 1956 or any other law for the time being in force and on such withdrawal or recession of notification, the Central Government shall make necessary alternative arrangements.

#### NEED FOR FOREIGN EDUCATION PROVIDERS

At the 25th India Economic Summit "Creating World-Class Education in India" The Honourable Union Minister for Human Resources Development Mr. Kapil Sibal said "India needs to prepare the critical mass of students to be ready for higher education since at present, only 12 per cent of the 220 million children who go to school in India reach college level. The target is to increase this to 30 per cent by year 2020. There are huge gaps in the skills development sphere too, that need urgent attention, with only around 12 per cent of India's 509 million young employed people equipped with the right skills." The total forex outflow in terms of education related payments from India to all foreign countries stood at \$2,247 million in FY'09 (provisional amount). The partially revised figures for FY'08 stood at \$2,827 million. While, the two fiscal years FY'06 and FY'07 saw an outflow of \$1.1 billion each and the same was \$642 million in fiscal 2004-05. This has resulted in the introduction of the Foreign Educational Institution (Regulation of Entry and Operation) Bill 2010 by The Honourable Union Minister for Human Resources Development Mr. Kapil Sibal.

For a sustainable collaboration, it is necessary that public system of higher education in India develops the partnership with foreign universities. This can, however, happen only when the Government of India develops an enabling framework to support it. There is high demand for the foreign education in India. With respect to students' preferences, it is important to note that they have been looking at investment in education as human capital formation. Demand for education is seen in terms of expected return in relation to fees. Hence, the preference for foreign universities is essentially in terms of higher employability.

One can fulfil his dream by getting foreign university degree without going abroad or doing only a part of their course abroad through Foreign Education Providers in India. Releasing its findings, ASSOCHAM (Associated Chambers of Commerce and Industry of India) President, Dr. Swati Piramal said that "Indian students going abroad, cost the country a foreign exchange outflow of \$ 10 billion annually and a legislative framework to provide foreign universities to open their campuses in India could prevent at least 3/4 of students number as they would prefer to study here". According to estimates made by ASSOCHAM "over 5 lakhs students choose to go overseas every year to obtain higher education which include professional courses in engineering, medical and management".

According to the National Knowledge Commission of India, Indian and Chinese students comprise the largest number of foreign students in America. More than 76,000 of the estimated 580,000 foreign nationals studying at the university level in the United States are Indian. Half of the world's top 200 Universities and Colleagues are from the USA and a number of American Universities have their sight on the Indian education sector. Many of these universities --California State University, Long Beach; Cornell University, Rice University, Champlain College, Columbia University, Carnegie Mellon University, Georgia Institute of Technology and Ohio University - have started their fully owned operations in India or planning partnerships with other universities.

The reason as to why large numbers of Indian students prefer to go to foreign universities is that such institutions in India have capacity constraints which deny them space. Secondly, many abroad going students have a perception that foreign education is qualitatively superior that provides skills to help them find better placement.

The emergence of Foreign Education Providers in India into India will prevent/reduce outflow of our students and our funds to foreign countries. This will help retain the best Indian talents, which in turn will provide more opportunities for youth to bring fresh investments in India.

#### POSITION OF FOREIGN EDUCATION PROVIDERS IN INDIA BEFORE THE INTRODUCTION OF THE BILL

Even before the passing of the bill a number of Foreign Education Providers have been operating in the country. They had to get the approval from the All India Council for Technical Education (AICTE) but most of them survived to operate without the approval of AICTE due to the students craze for a foreign degree. Though 100% foreign direct investment through automatic route was permitted in the education sector since 2000, foreign institutions in India were not allowed to grant degrees in India. The growth of Foreign Education Providers in India in collaboration with Indian partners were mostly in the private sector. It is also restricted to the big cities.

The programmes offered by these Foreign Education Providers have found ready acceptance in India partly because of unmet demand, but more because of the aura associated with foreign universities that, more often than not, translates into employment opportunities. The 'consumers' are largely young people from the more affluent families who are unable to secure admission to the better public institutions, in their own country, because of lower merit. However, considering the total student population the enrolment in the academic programmes offered by the foreign universities is insignificant. The programs offered in India are predominantly in the professional areas of management and engineering.

The regulatory bodies for higher education in India are concerned at the unregulated growth of Foreign Education Providers setting up campuses in India or offering twinning programmes in partnership with Indian institutions. At present, only the All India Council for Technical Education (AICTE) in May 2005 has notified regulations for entry and operation of foreign universities and institutions to impart technical education in India. The operation of Foreign Education Providers is totally unregulated and is basically guided by the market norms as they follow their own criteria of quality and course content. Its role in the host countries may diminish the quality and equity issue in higher education unless steps are taken to improve its quality and make it coherent and relevant. "A number of Foreign Education Providers have been operating in the country and some of them may be resorting to various malpractices to allure and attract students and no comprehensive and effective policy for regulation on the operations of all the Foreign Education Providers in the country. Due to lack of policy or regulatory regime it has been very difficult to make meaningful assessment of the operations of the Foreign Education Providers and absence of such meaningful assessment has given rise to chances of adoption of various unfair practices besides commercialisation" said The Honourable Union Minister for Human Resources Development Mr. Kapil Sibal.

The recently passed judgement by the Madras High Court delivered by Honourable Justice Shivraj Patil on 11/9/1997, W.M.P Nos 18290 18989, 18991, 21156/7 in W.P No. 11416 of 1997, on Bangalore management academy-a Foreign B-school about the approval of AICTE for the course they run with collaboration with foreign universities states that "Training students for foreign universities is not a sin under the law of the land and the institution are only required to inform the prospective students that this programme is not approved by the statutory bodies in India". Edith Cowan University (ECU) is an Australian Government University founded by an act of Australian Parliament and is also a member of Association of Commonwealth Universities (ACU). Students are directly registered with ECU and the degrees are conferred in Australia and is the same status as the one awarded to the student in Australia. This degree does not make you eligible for any government jobs as it not approved by any statutory bodies like AICTE / UGC. But students are fully eligible to do their further higher studies or go for Private National and Multinational Jobs in India and Abroad, as it is fully recognized by all the universities within the ACU. Association of Indian Universities is also a member of ACU. Thus based on this judgement the Foreign Education Providers have grown in our country.

Thus as already seen there are Foreign education providers offering their courses in India. Their main concentration is in the field of Management and Business administration. The passing of the Foreign Education Institutions (Regulation of Entry and Operations) Bill, 2010, will surely encourage more Foreign education providers into India. This bill will also open the gates for huge investment in Indian Educational system. The proposed law would facilitate the globally-renowned



institutes to participate in India's higher education sector. Even if the above will impact a small percentage of our population, the influx of such global investments in the education sector will open up the job market. Education is one place India scores and good foreign universities will an added advantage. Indian universities are quite good too and the foreign universities will bring in their own sensibilities, hopefully creating an all-round beneficial environment for students.

Welcoming foreign universities, the Honourable Union Minister of Human Resources Development Mr. Kapil Sibal said, "International corporations were already setting up their research centres in India largely to benefit from the lower operating costs. Likewise, international educational institutions should see India as a low cost centre for developing human resources".

But there are also some apprehensions regarding the passing of the Foreign Education Institutions (Regulation of Entry And Operations) Bill, 2010. "This Bill is most unlikely to prevent/reduce outflow of our students and our funds to foreign countries. The motivation for majority of Indian students to study abroad is to seek immigration or jobs abroad. For some the campus experience and academic ambience in foreign land is the motivation. Education quality will be enhanced, not in content, but in the processes of teaching, learning, mentoring, and managing" said M. Anandakrishnan, Chairman, IIT-Kanpur. Pankaj Jain, former director of the UK-based University of Leeds, says "Institutes in the US and the UK are bankrupt right now. State assistance is dwindling and domestic demand is stagnant. In such a scenario, they all want foreign students but do not have money to set up campuses abroad. For them, legitimacy of tie-ups to offer their own courses on foreign soil would be a welcome step. But top-notch institutes are unlikely to adopt this practice as it will dilute their brand value and may also result in lesser number of students reaching their parent campuses, which they do not want". Basudeb Acharia of the CPI (M) said allowing "foreign teaching shops" would further "distort the already elitist educational structure in the country" and make education more commercial".

## RESEARCH ON THE IMPACT OF FOREIGN EDUCATION PROVIDERS ON INDIA

Thus it is seen that the passing of the Foreign Education Institutions (Regulation of Entry And Operations) Bill, 2010, is going to have an Impact on the Indian economy and also in the Indian educational system. The researcher has therefore decided to find the cause for the Impact of Foreign education providers on the Indian economy and also on the Indian educational system

## OBJECTIVES OF THE STUDY

1. To study the impact of Foreign education providers in India on the Indian economy
2. To study the impact of Foreign education providers in Indian on the Indian educational system
3. To compare the impact of Foreign education providers in India on the Indian economy with the Indian educational system

## HYPOTHESIS OF THE STUDY

The impact of Foreign education providers in India on the Indian economy is significantly greater than the impact of Foreign education providers in India on the Indian educational system.

## RESEARCH METHODOLOGY

This is a scientific and analytical research study based on primary and secondary information. Primary data was collected by distributing questionnaire to faculty working in b-schools having tie up with foreign universities abroad. Secondary data was collected from the Internet, books, journals, newspapers etc. Non probability, convenience sample was adopted for the research. Faculty working in b-schools having tie up with foreign universities abroad was chosen as the sample due to the following reasons:

- a. As already seen, the main concentration of foreign education providers is in the field of management and business administration, hence b-schools were taken for the sample.
  - b. Faculty of b-schools were found to be the appropriate respondents to express views relating to the impact of foreign education providers in India
- A sample of 540 faculties working in b-schools having tie up with foreign universities abroad was selected. After filtering the questionnaires not replied properly, a final 500 questionnaire were selected for the study. The faculty were mainly from Chennai, Bangalore, Mumbai and Delhi as most of the b-schools having tie up with foreign universities are concentrated in these cities. The questionnaire had 2 parts. The first part was about the Impact of Foreign education providers on the economy and the second part was about the impact of Foreign education providers on the Indian education system. The data was stored in SPSS (Statistical package for social sciences) 11.0 version and the results are analysed and shown below.

## RESULTS OF THE RESEARCH DONE ON THE IMPACT OF FOREIGN EDUCATION PROVIDERS IN INDIA

To study the Impact of Foreign education providers in India, the researcher has thought it fit to study the outcome for the impact of Foreign education providers in India. The researcher has identified two main areas where the impacts of Foreign education providers in India are mainly felt in India- Indian economy and Indian educational system. 12 outcome of the impact were identified by the researcher to study the impact of Foreign education providers on Indian economy and another 12 outcome of the impact were identified by the researcher to study the impact of Foreign education providers in India on the Indian educational system after doing Pilot study. Confirmatory Factor analysis was applied to these outcomes and finally 10 outcomes were chosen to study the impact of Foreign education providers in India on Indian economy another 10 outcome was chosen to study the impact of Foreign education providers in India on Indian educational system.

### THE IMPACT OF FOREIGN EDUCATION PROVIDERS IN INDIA ON THE INDIAN ECONOMY

To study the Impact of Foreign education providers in India, 10 questions relating to outcome of the Impact Foreign education providers in India on the Indian economy were analysed. The questions were given on a five point Likert scale (strongly agree, agree, neutral, disagree and strongly disagree) and the results were analysed by using Friedman test, in order to test the significant difference between the various outcomes of the impact and shown below.

TABLE 1: FRIEDMAN TEST SHOWING THE IMPACT OF FOREIGN EDUCATION PROVIDERS IN INDIA ON THE INDIAN ECONOMY

Impact of Foreign education providers in India on the Indian economy	Mean	$\chi^2$ value	P value
Help generate income into our country.	4.10	264.96	0.00**
Infrastructure and technology will improve in India.	4.02		
Students of B-schools having tie up with foreign universities will be preferred by Multinational companies	3.84		
Government expenditure on higher education will be reduced	3.76		
More Indian companies will become Multinational companies	3.73		
India will become an educational hub in the world.	3.70		
Fees for higher education will become affordable.	3.67		
Retains Indian students from studying abroad that prevents outflow of funds	3.66		
Development of economy due to global knowledge	3.53		
Will avoid "brain drain" in India.	3.36		

Note: \*\* denotes significance at 1% level \*denotes significance at 5% level

Source: Primary

**INFERENCE**

The mean value of all the outcome of the Impact of Foreign education providers in India on the Indian economy is  $> 3$ . This implies that there is a positive Impact of Foreign education provider in India on the Indian economy. Applying Friedman test a significant difference between the various outcomes of the Impact of Foreign education providers in India on the Indian economy is found ( $P < 0.01$ ). Based on the mean value it can be concluded that the major outcome of the Impact of Foreign education providers in India on the Indian economy will be 'Help generate income into our country' followed by 'Infrastructure and technology will improve in India' followed by 'Students preferred by Multinational companies' followed by 'Government expenditure on will be reduced' followed by 'Indian companies will become Multinational companies'. From this it can be concluded that Foreign education providers will bring an overall development in India.

**THE IMPACT OF FOREIGN EDUCATION PROVIDERS IN INDIA ON THE INDIAN EDUCATIONAL SYSTEM**

To study the Impact of Foreign education providers in India on the Indian educational system, 10 questions relating to outcome of the Impact Foreign education providers in India on the Indian educational system was analysed. The questions were given on a five point Likert scale (strongly agree, agree, neutral, disagree and strongly disagree) and the results were analysed by using Friedman test to test the significant difference between the outcomes of the impact and shown below.

**TABLE 2: FRIEDMAN TEST SHOWING THE IMPACT OF FOREIGN EDUCATION PROVIDERS IN INDIA ON THE INDIAN EDUCATIONAL SYSTEM**

Impact of Foreign education providers in India on the Indian educational system	Mean	$\chi^2$ value	P value
Curriculum in Indian Universities will be revamped	4.05	101.56	0.00**
More Indian universities will have tie up with Foreign universities	4.03		
Education system at school level will be revamped	3.92		
Change in teaching methodology in Indian universities	3.90		
Foreign education providers will help research opportunities abroad	3.87		
Rare specialisation will be offered by Indian universities	3.81		
Awareness among students to study in Indian universities having tie up with Foreign universities	3.80		
Indian universities will upgrade themselves for their survival.	3.78		
Opportunity to mingle with students from other countries	3.78		
More internationally reputed faculty in India	3.74		

Note: \*\* denotes significance at 1% level \*denotes significance at 5% level

Source: Primary

**INFERENCE**

The mean value of all the outcome of the Impact of Foreign education providers in India on the Indian educational system  $> 3$ . This implies that there is a positive Impact of Foreign education provider in India on the Indian educational system. Applying Friedman test a significant difference between the various outcomes of the Impact of Foreign education providers in India on the Indian educational system is found ( $P < 0.01$ ). Based on the mean value it can be concluded that the major outcome of the Impact of Foreign education providers in India on the Indian educational system will be 'Curriculum in Indian universities will be revamped', followed by 'More Indian universities will have tie up with Foreign universities' followed by 'Education system at school level to be revamped' followed by 'Change in Teaching methodology in Indian universities' followed by 'Foreign education providers will help research opportunities abroad'. From this it can be concluded that Foreign education providers in India will bring an overall development in Indian educational system.

**COMPARISON OF IMPACT OF FOREIGN EDUCATION PROVIDERS IN INDIA ON INDIAN ECONOMY WITH INDIAN EDUCATION SYSTEM**

Total scores were taken to compare the Impact of Foreign education providers in India on Indian economy with the Indian education system. Hypothesis that states 'The impact of Foreign education providers in India on the Indian economy is significantly greater than the impact of Foreign education providers in India on the Indian educational system' was tested using Wilcoxon signed ranks Test. Wilcoxon signed ranks Test was applied since both the samples that are tested are the same, and the results are as follows:

**TABLE 3: WILCOXON SIGNED RANKS TEST FOR SIGNIFICANT DIFFERENCE BETWEEN THE COMPARISON OF 'THE IMPACT OF FOREIGN EDUCATION PROVIDERS IN INDIA ON THE INDIAN ECONOMY' AND 'THE IMPACT OF FOREIGN EDUCATION PROVIDERS IN INDIA ON THE INDIAN EDUCATIONAL SYSTEM'.**

The total of the impact of Foreign education providers in India on the	N	Frequency	Mean Rank	Z value	P value
Indian educational system < Indian economy	166	500	196.49	6.521	0.00**
Indian educational system > Indian economy	283	500	241.72		
Indian educational system = Indian economy	51				

Note: \*\* denotes significance at 1% level

\*denotes significance at 5% level

Source: Primary

**INFERENCE**

Since the P value is less than 0.01, there is a significant difference between the mean rank of 'the impact of Foreign education providers in India on the Indian economy' and 'the impact of Foreign education providers in India on the Indian educational system'. Since the mean rank of 'the impact of Foreign education providers in India on the Indian educational system' is greater than 'the impact of Foreign education providers in India on the Indian economy', the Hypothesis 'the impact of Foreign education providers in India on the Indian economy is significantly greater than the impact of Foreign education providers in India on the Indian educational system' is disproved. Hence it can be concluded that 'the impact of Foreign education providers in India on the Indian educational system' is greater than 'the impact of Foreign education providers in India on the Indian economy'. As the 'the impact of Foreign education providers in India on the Indian educational system' is greater, it can be concluded that in future, a positive impact will be felt in the Indian educational system due to the presence Foreign education providers in India.

**SUMMARY**

Foreign education providers do impact our Indian economy as well as our Indian educational system. Its Impact on our Indian economy will be seen mainly in areas such as generating income into our country, improvement of infrastructure and technology in India, preference given by Multinational companies to students studying in institutions having tie up with foreign universities, reduction in Government expenditure towards education and most of Indian companies will become Multinational companies'.

Impact of Foreign education providers on the Indian education system will be seen in areas such as revamping of curriculum by Indian universities, more Indian universities will have tie up with Foreign universities, education system at school level to be revamped, change in teaching methodology in Indian universities and Foreign education providers will help research opportunities abroad.

The impact of Foreign education providers in India on the Indian educational system is found to be greater than the impact of Foreign education providers in India on the Indian economy. Hence it can be concluded that in future, a positive impact will be felt in the Indian educational system due to the presence Foreign education providers in India.

## CONCLUSION

The growth of Foreign education providers is sure to be seen in India in the coming years. This, not only brings an overall development in India, but also will bring a drastic change in the educational set up of our country. Curriculum will be in par with international standards, teaching methodology followed abroad will be adopted in India, global knowledge and skills developed by students, research opportunities abroad, multinational companies will flourish in India and job opportunities will increase in India. Thus foreign education providers will have a positive impact in our country which we hope to see if the Foreign education bill becomes an Act and takes effect in the near future.

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