

International Student Mobility Based on India's out / In –Bound

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Abstract: The globalized economy necessitated the need of highly skilled knowledge workforce on a global platform. The association between human resource development and knowledge economy created a high demand for higher education. Students tend to go foreign countries and thus increased the number of internationally mobile students either enrolled for full-time study or short term internships. The number of students pursuing study abroad continues to surge as a demand for higher education rises and students explore new destinations that may offer affordable and relevant programmes of study. There are some countries which enjoy a high share of student flow with respect to India for both out/in-bound. The study reviews the academic system and internationalization of countries based on India's out/In-bound.

Index Terms: Inbound, Outbound, Student mobility, Internationalization

I. INTRODUCTION

Globalization had great impact on shaping internationalization of higher education and student mobility across borders. The dominating rationale on internationalization is changed from socio-cultural to knowledge economy and visible in student mobility (Powar et al, 2012). The countries enjoying a high share of student flow with respect to India are mentioned in the Figure 1 for both out/In-bound. The inflow from developed countries is mainly through exchange programs, short term courses and research in social, cultural and health care systems. The international student mobility influences and linked with international migration and very few return back to the country. The positive contribution is towards the search of new ideas and development of science and critical thinking. There is a huge imbalance in in/outbound ratio and brain-drain of human capital and loss of revenue Guruz, (2008). The study reviews the factors that influence the mobility, academic system and Government policies of select countries with the recommendations to retain knowledge potential and increase inbound capacity.

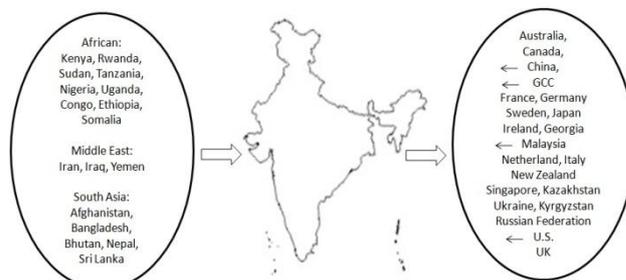


Figure 1. Countries of higher share in student flow with respect to India (both Out/In-bound)

II. DECISION FACTORS

Students make decisions based on many factors which influence study abroad as shown in Table 1. The government policy on VISA and job market plays major influence on shifting the choices of where to study. Some of the western countries whose economy based on enrollment of international students forced them to relax VISA norms and work permits. This expansion made rapid transition from elite to mass higher education in many countries. Few of the destined Western institutions have also set up branch campuses in countries like China and institutional collaborations where the potential intake is high.

Table 1. Study abroad preference factors

Country Preference Influences	Institute Preference influences
<ul style="list-style-type: none"> Human Development Index value of the country Countries economical position in the World Budget for Education and Research VISA process and Connectivity to home country Part time work permits, Scholarships Post study work permit & higher chances of emigration Safety aspects, low crime rates, health care International Culture 	<ul style="list-style-type: none"> Academic Reputation & Recognition of degree Programme duration Flexible credit system & Practical exposure Fixed financial structure, scholarship assistance Heterogeneous community Research opportunities Score specification of English and other tests Support and facility system Student placement services

III. OUTBOUND MOBILITY

The higher education sector around the world is moved from the spheres of national, regional to international. The higher education combined with great tradition and run by multinational collaborations in rich research and innovation capture high share of international students. India has imbalance with respect to student flows as shown in Figure 2. The Indian students and parents believe that, studying abroad especially in English speaking countries improves communication skill, social contacts, quality of life and post job employment.

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The study abroad improves cross-cultural proficiency, professional knowledge and global competency (Yeravdekar, 2016). In pre-independence times, Indian students used to travel to the United Kingdom (UK) in large numbers and after independence, especially from mid 80's, there was an increase in the capacity of Indian students going to United States of America (USA), Canada, Australia, New Zealand and other European countries.

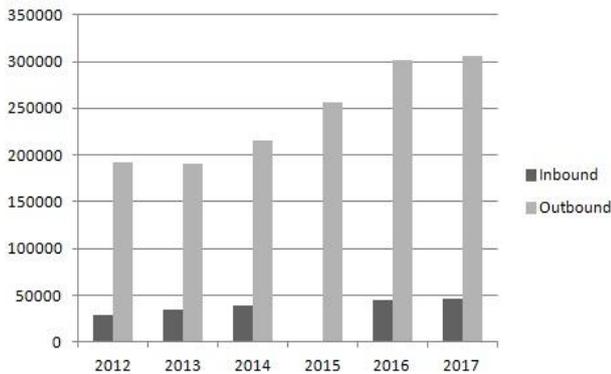


Figure 2. Student inbound and outbound mobility with respect to India (UNESCO, 2018)

The preference is for STEM (Science, Technology, Engineering and Mathematics) courses in post graduate, management, research and optional practical training. The unconventional courses such as marine engineering, geophysics, game design and development and specialized courses like machine learning and Artificial intelligence are having more enrollments in the recent years (India Today, 2019). The Indian student who largely used to go USA and UK seek alternates as the restrictions of H-1B visa in USA and similar Visa and Brexit impact faced in UK.

The shift is towards Australia and Canada in large number and other countries such as Ireland, France, New Zealand and Germany as they increased post-study work visa period. The on campus and post study work permits of some of the preferred destinations are listed in Table 2 (Minu, 2017). The countries like Canada, UK, Australia and New Zealand adopted a marketing strategy as International Education and promising graduate global prospects to attract the students.

Table 2. Work permits of International Students in some of the Top Destinations (Minu, 2017)

Country	On Campus	Post Study
USA	20 Hours per week	12 Month Optional Practical Training and extended up to 36 months for STEM courses
Canada	No need of separate permission up to 20 hours per week	Up to 3 years course length is 2 years and above
UK	20 hours per week	Cancelled in the year 2012
Australia	20 hours per week during academic period, Unlimited hours during study breaks	Up to 2 years for course length is 2 years and above
New Zealand	20 hours per week	12 months
Germany	90 days per year	18 months

The Indian students' choices of medical education to some of the countries such as China, Russia, Caribbean Islands and Philippines are due to the (push factor) limited seats and

cost of private medical education in India and expensive fee structure of USA / UK / Australia. The students should ensure to enroll in institutions which are recognized by Ministries of both the government. There are several international organizations established information centres in India to increase student enrollments. The students who aspire to study abroad sometimes get misguided and enroll in low reputed / fraudulent institutions and hence hardly any recognition in the job market. The students are recommended to understand the higher education system around the world, reputation and recognition of the institution before they join.

IV. INBOUND STRENGTH

The International students to India are mainly from African and South Asian (SAARC) countries as the cost of higher education and living expenses is low (Dagar, 2017). Also, they have provision of English medium and good infrastructure facilities compared to home country. The limited post-employment opportunity is one of the major constraints to attract International students. In addition, the higher education campuses must have modest living facilities, safety and security. The country and program level distribution of foreign students with respect to India is given in Table 2 (AISHE, 2018). There are some Indian states such as Karnataka, Uttar Pradesh, Maharashtra, Punjab, Tamil Nadu, Telangana, Delhi, Andhra Pradesh and Haryana have enrollment of more than 2000 foreign students. The programme wise enrollment is given in Figure 3. The Indian expatriates who work for limited duration in overseas also admit their ward in Indian Institutions for higher study, especially from gulf region. The inbound percentage of India is not encouraging, compared to other countries as shown in Figure 4 (Project Atlas, 2018). However, the number of countries from where the international students are admitted is increased to 166 in 2017.

Table 2. Country and Program wise Foreign students based on (AISHE, 2017 - 2018)

Place of Origin	UG, Diploma, Certificate	PG & Integrated, PG Diploma	Research	Total	% of Total
Nepal	9997	1474	50	11521	24.97
Afghanistan	3137	1213	28	4378	9.49
Sudan	1971	237	12	2220	4.81
Bhutan	1775	206	18	1999	4.33
Nigeria	1578	220	68	1866	4.04
Bangladesh	1301	226	39	1566	3.39
Iran, Islamic Republic of	944	432	182	1558	3.38
Yemen	1009	258	204	1471	3.19
United States	1274	122	22	1418	3.07
Sri Lanka	1061	152	35	1248	2.7
Malaysia	1226	8	1	1235	2.68
United Arab Emirates (UAE)	1032	86	3	1121	2.43
Tanzania, United Republic of	602	135	15	752	1.63
All other countries	10206	2681	904	13791	29.89
Total	37113	7450	1581	46144	100

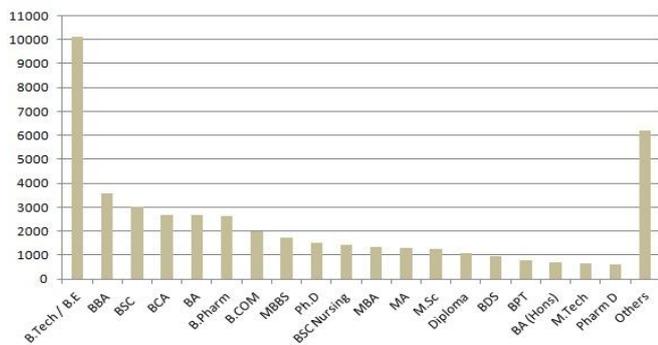


Figure 3. Programme wise enrollment of Foreign Students based on AISHE 2017 – 2018

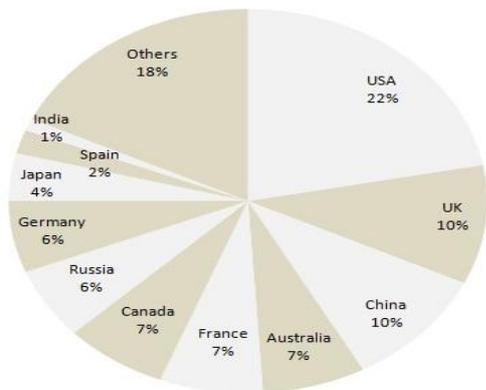


Figure 4. Country-wise Inbound % based on Project Atlas 2018

It has been also noted that China which has largest outbound is also increasing its inbound capacity as shown in Figure 5. The universities in China are getting better, improving their world ranking, introduced more postgraduate studies and instructional delivery through English (Kennedy, 2018).

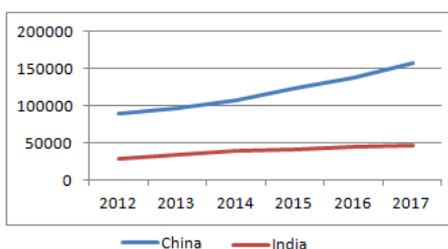


Figure 5. Inbound comparison of China and India (UNESCO, 2018)

In India, the international perspective is limited with very few institutions. The flexibility, exchange and collaborations focus on full time programme instead of short duration / semester based courses. There is a vast gap in quality and autonomy of institutions. The internationalization and increase of inbound strength is possible in India when the curriculum and teaching practices of academic and promotional activities are strengthened on par with developed nations. The various studies forecast that there will be 400,000 Indian students will enroll in abroad during the year 2024, where in contrast the inbound rate is declined. It is suggested to establish special educational zones similar to Dubai knowledge village to increase the inbound rate (Wadhwa, 2018). It is recommended the universities to improve the facilities and minimize the

barriers as listed in Table 4 (Qamar et al, 2017). The coordination among regulatory authorities, accreditation bodies with respect to cross border supply and commercialization of higher education is needed.

Table 4. Facilities and barriers in Internationalization (Qamar et al, 2017)

Facilities	Barriers
<ul style="list-style-type: none"> Individual care and advisors Proactive marketing through professional consultant Student support services, Extra-curricular and International Cultural programmes Ambient residential facilities Special convocation to international students before they depart to home country Financial support and scholarships Flexible and special programmes 	<ul style="list-style-type: none"> Location disadvantages Safety and Security concerns Lack of residential accommodation Admission rigidity, Regulatory restrictions Difficult in processing eligibility criteria Visa processing difficulties Lack of institutional motivation Medium of Instructions Limited international applications

There is a need of orientation to international students about academic life, inter-cultural life, programme requirements, purpose of study and skill required to study advanced level of programme in different medium. Also, the faculty members must be oriented to accommodate international students (Sakamodo, 2015). The foreign trade related to higher education in India must be improved. The federal government can also initiate the mission similar to ‘Top global university project’ of Japan to increase the inbound percentage and global competency of top institutions through educational reforms and bilateral agreements (Kuroda et al 2018).

Some of the unique initiatives which improve quality standards, diversity and internationalization of the institutions are national ranking framework, institute of eminence to top institutions with the focus on targeting global rankings, establishing foreign collaboration through Global initiative of academic networks, academic and research collaboration fund for adjunct foreign faculty and academic leadership programme in coordination with international reputed institutions. The development of world-class institutions help in retaining country’s own capital, attract international collaborations and research expertise. There is a concern in quality exchange programmes with result oriented alliances over maximizing number of such programmes. Target on intra-regional mobility and asianization will result better inbound ratio within the continent.

V. CONCLUSION

With huge growing population and large expansion, India cannot be lag behind and slow in reacting to the wave of Internationalization. The first preferred choice for higher education around the world is to study in developed countries. The Indian institutions have challenges to retain knowledge Indians to study in India and also to attract the foreign students. The stiff competition is faced by Indian institutions to admit international students. The institutions of higher learning in India must commit themselves to revisit academic integration, quality and access and create institutional capacity to attract global talent.



The higher education system of India must revamp and affirm their underlying values in inter institutional cooperation, intercultural learning and global dimension into the purpose and delivery of higher education. The process of quality interdisciplinary approach not only improves the strength of foreign student but also to attract and retain knowledge Indians.

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