

A COMPREHENSIVE STUDY ON STUDENTS' ABROAD MIGRATION

PROJECT REPORT

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In partial fulfilment of requirement for the award of degree of

BACHELOR OF COMMERCE

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CERTIFICATE

This is to certify that the project work entitled “**A COMPREHENSIVE STUDY ON STUDENTS’ ABROAD MIGRATION**” is a bonafide piece of work done by ALIN KURIAN [Reg. No. 200021072273], DEV KRISHNA [Reg. No. 200021071444] and NEHA B PARAKKAL [Reg. No.200021072294] in partial fulfilment of requirement for the award degree of Bachelor in Commerce in Mahatma Gandhi University, Kottayam, under my supervision and guidance and that no part thereof has been presented earlier for the award of any other fellowship, associateship etc.

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DECLARATION

We, **Alin Kurian [Reg. No. 200021072273]**, **Dev Krishna [Reg. No. 200021071444]** and **Neha B Parakkal [Reg. No.200021072294]** hereby declare that the project report entitled “**A COMPREHENSIVE STUDY ON STUDENTS’ ABROAD MIGRATION**” is a bonafide work done by us under the guidance and supervision of CA (Dr) JOSEPH JOY PUTHUSSERY, Professor, Research & P.G. Dept. of Commerce, Bharata Mata College, Thrikkakara.

We also declare that this work has not been submitted by us fully or partially for the award of any other degree, fellowship, associateship or other similar title of any other university or board.

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CHAPTER 1
INTRODUCTION

1.1 INTRODUCTION

The number of students moving abroad for work or graduate school is increasing daily. There are many variables that seem to be driving the large influx of students outside of Indian borders. More than 90% of Indians, according to a BCG survey, are open to working abroad. The number of Indian students studying abroad has surged four times in the past 14 years, making India the second largest student exporter in the world behind China. Such large-scale student movement is now a significant source of capital and brain drain for India while greatly enhancing the economy of developed nations. Ninety percent of Indian students travel abroad, with five countries receiving the majority of them. The United States receives more than half of them, followed by Australia and the United Kingdom.

An examination of UNESCO statistics revealed that the number of Indian students studying abroad expanded significantly between 1999 and 2006, rising by 163% to reach 145,539, as opposed to the slower rise of 25% between 2006 and 2013 to reach 181,872. More than 1 million Indian students are studying abroad in 85 nations as of January 2021. Over 50% of students from India study in North America. The number of Indian students choosing to study abroad is rapidly increasing, and a variety of causes are at play. High-quality higher education programmes are one of these elements. Another factor is that Indian students cannot enroll in enough higher education programmes in India. Indians are also aware of the advantages of studying abroad, which is another factor driving an increase in the number of students who travel abroad.

In India, the fundamental problem is not unemployment but serious underemployment. Therefore, many students are ready to move overseas. Lack of good infrastructural facilities, job opportunities, economic instability, are some of the leading factors to underemployment. On the other side transparent governance without corruptions and other amenities is attracting Indians to settle in other countries. But if majority move abroad it leads to a situation known as brain drain. Brain Drain is the term used to describe the mass exodus of talented and skilled people from emerging or underdeveloped nations to developed nations. The brain drain can be defined as the movement of workers in search of greater incomes, better living conditions, access to cutting-edge technology, and more stable political environments in various parts of the world.

Reduced economic growth, constrained creative potential, and a shortage of skilled labour are consequences of brain drain. India is losing its engineers, doctors, and business people to other nations, which results in a lack of trained labour. By depriving them of critical employment skills, skilled employees can damage developing nations, especially smaller ones. This could impede or restrict national development, business expansion, and innovation. Thus it needs to be controlled with better salary scales in private sector, good working conditions, healthcare facilities, lowering tax rates, opportunities for training and with other basic amenities.

There are many challenges faced by Indian students when moving abroad which includes homesickness, language barriers, culture shock, getting visa documents order, financial difficulties and most importantly, the complex application process itself. But with time students get adjusted and cope with those difficulties. Mostly students migrate abroad for better career opportunities and with curiosity to be a facet of new cultures. Women get greater freedom considering the social stigma of them in India. In 2018, a poll of 27 nations revealed that, on average, 45% of respondents preferred fewer or no immigrants, 36% wanted to maintain the existing levels of immigration, and only 14% wanted immigration to rise. With 51% of those opposed, the median was highest among the European nations, which receive the most migrants.

Despite the inevitable increase in global competition that will occur along with the time spent looking for work, the majority of graduates from their countries of origin or residence lack the international experience that is crucially needed by the majority of businesses and organizations that have branches all over the world. There is no denying that going overseas to study gives students a varied and worthwhile experience that helps them adjust to and function well in many situations and fosters better open-mindedness and cultural knowledge.

The type of university and the subject of study are reliable indicators of whether students want to transfer overseas. Where a student sees herself in the near future is significantly influenced by whether they desire to pursue a career in academia or in business. It is undeniable that professional considerations take center stage when deciding whether to go abroad. People who give aspects related to their jobs a high priority are more mobile, whereas those who give a high priority to a family-friendly environment and public safety prefer to stay in India. Mobility for international students is undoubtedly a family decision. Moving abroad requires the moral and financial support of one's parents.

Understanding students' choices about migration behaviour is especially crucial when countries are competing for the attention of international students. Moving overseas has various benefits for self-development such as higher pay, self-esteem, better standard of living, greater freedom and many more. But if all the top talents go abroad it poses a question as to who will stay back for the development of own country.

1.2 RELEVANCE OF THE STUDY

Moving abroad is becoming more and more common, and there are numerous advantages, including the chance to visit new locations, meet people from different cultures, and earn more money while holding the same position. Moving overseas is a necessity for some people while a choice for others. For work or school, people are more inclined to move abroad. Things change swiftly, economies are shifting, and individuals are becoming braver and more fearless.

Having foreign experience has become common place and natural for students, but young professionals are also embracing this more and more as well. In the end, some people permanently relocate to a new nation, while others do so after experiencing industrial exposure and international travel. As the number of students from India going abroad is increasing day by day we chose our research topic to be 'A comprehensive study on students' abroad migration'.

1.3 OBJECTIVES

There are various objectives for as to why the topic was chosen as follows:

- 1) To understand the factors that influence Indian student's decision for abroad study
- 2) To identify the reasons for migrating to other countries
- 3) To understand which country people chose and why

1.4 STATEMENT OF THE PROBLEM

The expanding notion of worldwide education has led to the growth of the overseas education sector. More than 5.09 million students travelled across borders in 2017 to seek higher education, according to UNESCO data (UIS, 2018). From developing to western developed nations is the direction where cross-border student migration is most frequently observed. In accordance with the findings of the "Higher Education Special Survey: Abroad," The industry of higher education has already gone worldwide. The international education sector contributes significantly to the economies of several western nations, including the United States, Canada, Australia, and Europe. It also generates a significant quantity of jobs and employment for the citizens of such nations. Even if its share has decreased, the U.S. still hosts the greatest proportion of overseas students.

The number of students who prefer to study abroad has significantly increased in recent decades. It was around 1.3 million in 1990 and will be over 5 million in the near future, quadrupling from the 2.1 million internationally mobile students in 2000 and growing by 10% annually. By the end of 2025, 8 million international students are expected to be travelling abroad. This encourages an annual increase in the number of overseas students. The USA, Australia, Canada, the UK, Germany, and France are the top countries for international students to study.

In order to better understand which factors may influence Indian students' choice decision towards abroad study, it is necessary to explore all the factors which may exert influence on Indian students' choice of their studying abroad destinations. The researchers of this topic believe that the research will add new insights to the body of knowledge on this subject and are eager to make this contribution in light of the rising interest among Indian students to study abroad and the continuously growing number of research papers on this broad topic.

1.5 RESEARCH METHODOLOGY

SAMPLE SIZE

A. Population

The entire collection of people, organizations, or events under study is referred to as the survey population. Therefore, the present study is confined to college students within Kerala.

B. Sampling Plan

90 students in Ernakulam district were randomly chosen for the purpose of study. The data will be collected through structured questionnaire.

SAMPLING TECHNIQUE

It uses a descriptive study methodology and random sample technique. The survey was the main tool used to collect data for the study. The questionnaire's primary purpose was to translate the specified research objective, which was to comprehend the variables that affect an Indian student's decision to pursue an education abroad. We took into account the fact that most students had busy schedules and were probably not willing to spend a lot of time completing a lengthy survey when we were constructing the survey.

TOOLS FOR DATA COLLECTION

This study used primary and secondary data as its foundation.

A. Primary Data

Using a standardized questionnaire, 90 college students from different universities in the Ernakulam District provided the primary data for the current research project.

B. Secondary Data

From a variety of publications, books, websites, and other sources, secondary data was acquired.

TOOLS OF DATA ANALYSIS

The necessary mathematical and statistical techniques, including percentage, simple average, charts, and graphs, have been used to analyze the data.

1.6 SCOPE OF THE STUDY

The study's scope is restricted to determining the factors that influence college students from different universities in the Ernakulam district to pursue their higher education abroad. The findings of this study will be of interest to the target audience such as: students of colleges in Ernakulam who's interested to study overseas, foreign institutions, overseas consultancies, coaching centers, also domestic universities and colleges.

1.7 LIMITATIONS OF THE STUDY

- 1) 90 respondents cannot represent the population. So findings may be biased.
- 2) The shortage of time and money will limit the number of samples in to minimum.
- 3) The advanced statistical tools not used for analysis.
- 4) Some of the students are reluctant to give accurate information.
- 5) Direct interview method was not possible.

1.8 CHAPTERISATION

The study is arranged under the following five chapters:

Chapter 1: Introduction – Explains the significance of the topic, objectives, research methodology, scope and limitations of the study.

Chapter 2: Review of literature – Deals with the conceptualization based on review of literature.

Chapter 3: Theoretical framework – Presents and provides the rationale for conducting the study.

Chapter 4: Data analysis and interpretation – Discusses the results of the study to draw specific inferences.

Chapter 5: Findings, suggestions and conclusion – Briefly summarizes the work done and the salient findings. Explains the implications based on the results of the study.

CHAPTER 2
LITERATURE REVIEW

Moving abroad is becoming more and more common, and there are numerous advantages, including the chance to visit new locations, meet people from different cultures, and earn more money while holding the same position. Some individuals view moving overseas as a while for others it's a matter of choice. People are increasingly open to moving overseas for job or school. Things change swiftly, economies are shifting, and individuals are becoming braver and more fearless.

Following paragraphs contain the review of literature on migration, immigration, international migration, foreign education and labour migration.

Chukwuedozie Onokala (2013) "The Effects of Rural-Urban Migration on Rural Communities of Southeastern Nigeria", In this research, researchers investigated the "effects of rural-urban migration on the rural communities of South Eastern Nigeria", they used "mixed methods approach" including interviews, questionnaire to collect data and selected six rural local government areas based on spatial equality and population size from two states of South Eastern Nigeria, they used regression technique to analyze data and found "rural-urban migration contributes significantly towards the development of their rural communities through monetary remittances".

Mithra & Sher Verick (2013) "Youth Employment and Unemployment: An Indian Perspective". ILO Asia-Pacific Working Paper Series. This research paper showed a detailed profile of employment and unemployment of youth's in India, Researchers found that young men are employed in casual jobs and young women are self-employed in both rural and urban areas of India. A large number of rural young women are employed in agriculture, while rural young men are "increasingly turning to the non-farm sector".

Plewa (2013) "Challenges and Opportunities in Migrant Integration". The FEPS Young Academics Network Renner Institute. this research is based on integration of Migrants in Italy. Plewa found that migrants have positive impact on Italy's economy and for sustainable migration policies legalization is the positive starting point. Illegal migrants can be integrated through legal status. According to the study, "properly conceived and implemented legalisations minimise irregular work, offer migrants rights, and help to prevent anti-immigrant sentiments on the basis of Italy's migration policy over time periods.

Tumbe (2013) tried to find that immigration to the host country had a significant positive effect on the trade flows between the host and home country, that the impact was usually greater for imports to the host country and lower for trade in homogenous goods where there was less requirement for customization.

OECD (2013) The businesses globalization and the interconnections among national economies have boosted the demand for a broader cultural experience as well as multilingual graduates. Companies with a global focus are looking for employees that are multilingual and have strong intercultural communication skills in order to cooperate with international partners.

Brandenburg et al., (2013) All these dynamics have added new mechanisms to the multidimensional process of the internationalization of higher education. Small student exchange programmes that only had a tiny impact on a few select groups were replaced by more robust cultural, educational, intellectual, and foreign student recruiting in higher education has grown to be a huge business and a widespread phenomenon due to the transnational interchange of technology.

OECD (2013) Globalization and international movements have affected not only institutions as well as scholars but also to the students in the higher education market. In both affluent and developing nations, many tertiary students note that studying abroad gives them the chance to advance their knowledge and abilities beyond what is possible at home, and Consequently, many view it as a means of enhancing their job prospects in a globalised workplace.

Phang (2013) details that the home country's economic and social forces 'push' students to abroad while the students' decision of selecting a study destination rely upon various 'pull' factors. Three categories of variables have been identified as having an impact on international students' choice of study location. They are the communication factor (effectiveness: digital, internet, Google), the location factor (attractiveness of study destination: brand, courses, and Family, friends, and social networks are examples of social factors. The data from study demonstrated the importance of understanding the motivations as well as reasons of choosing certain programs/ courses in any specific university. Communication factors was represented as the major contribution of this study to highlight the importance in influencing international students' mobility.

Kusumawati (2013) 48 first-year undergraduate students were used in semi-structured interviews for qualitative study. The results indicated that students considered 5 most criteria such as: cost, reputation, proximity, job prospect and parents for selecting an Indonesian public university. The other common criteria indicated are job prospect, parents and quality.

Phang (2013) Some of the push factors, according to him include lack of access to good quality of higher education; belief of better quality of foreign education system; perceptions of presence of technology-based higher education programs. The geographic convenience of the host country, on the other hand, is a pull factor that encourages international students to seek higher education overseas (for example, a Canadian or Mexican citizen who wants to study in Common language and the chance to sharpen a second language, the higher education institution's reputation for high-quality instruction, the accessibility of courses and programmes, the credentials, experience, and reputation of the teaching staff, the institution's successful recruitment and marketing campaigns are all factors.

Imran Faisal, Nawaz Yasir, Asim Muhammad & Hashmi H. Arshad (2013) Socio Economic Determinants of Rural Migrants in Urban Setting – A Study Conducted at City Sargodha, Pakistan: The goal of the study is to pinpoint the socioeconomic factors that influence rural-to-urban migration. The study found that inadequate educational chances, health conditions, entertainment options, and financial opportunities all contribute to rural-to-urban migration. On the other hand, this movement causes crowded housing, environmental degradation, poor sanitation, and an excess of people in metropolitan areas.

Mukherjee (2013) discusses acute problems of distressed migration and urban involution in India, focusing on five P's: (a) patterns of migration, (b) phenomena of migration-urbanization system, (c) poverty, (d) processes, and (e) policies.

Rajan (2013) makes an empirical assessment of an often-neglected space in migration research-social, psychological and human costs for both migrants and the families they leave behind-based on qualitative and quantitative research findings. Globally, the focus of Migration research has focused on the intersection of migration and remittances. But, here, Rajan overemphasizes the contributions and sacrifices of migrants and their families.

India Migration Report (2013) focuses on the migration of nurses, skilled workers, the formalisation of the labour market, women's mobility, the global financial crisis and return migration, the administration of remittances, and a critical review of bilateral mobility agreements between states to protect Indian workers.

Chiou (2014) “International Education, Student Migration and Government Policy: A Comparative study of Australia and New Zealand” (Doctoral thesis, Auckland University of Technology) In this doctoral research, researcher did a comparative study of student migration, international education and government policy. The researcher selected Australia and New Zealand for his research. Two main research area were covered, first is “Development of policies with study and migration”, second is impact of policies on students’ decision regarding permanent residence in these two countries. This research was done through a primary research approach in which researcher found the “linkage between international education and student migration”. The participants for the research were internationally migrated students and educational professionals. This study revealed that: Most of the students’ participants showed keen interest to be permanently residing in the host country, International students interested to educate in Australia and New Zealand for plenty of reasons and both the countries added attractive policies to attract international students, International students acquired lifestyle and opportunities that their home countries lack. It is found that both the countries had policies to attract skilled migration, both countries’ governments have different approached to manage international students’ transition to permanent residence.

Bart Rienties (2014) “Academic and Social Integration of International and Local Students at five Business Schools, A Cross-Institutional Comparison” investigated the differences and dissimilarities in academic and social integration of 871 local and international students of five different business schools. The research questions included in this investigation were – With respect to Academic and social integration, at what extent international students differs from local students? With respect to social integration and academic Integration, at what extent Western & Non-Western students differ? With respect to study-success, at what extent Western Students differ from Non-Western Students? At what extent institutional settings influence social and academic integration of international students? To investigate these questions, the investigators used data set. This dataset was composed by nine higher education institutes in the Netherlands. The participants for investigation were 2647 students of nine Dutch Higher Educational Institutes out of which 871 responds were received. The measurement of academic

integration was done through students' adaptation to college questionnaire and the measurement of social integration is done through the social integration instrument developed by Maastricht University consisting 37 questions. Analysis of data is done through statistical tools like Chi-Squares test and after analysis it is found in this investigation that The academic integration was not worse of international students with compare to local students, international students' social world is different from local students, on academic integration international students performed equal or even better than local students.

Pais (2014) in his working paper wrote that in recent years, there has been an extraordinary growth in services across all countries. While this is viewed as a continuation of the economic transformation in advanced affluent nations, it is also evident in certain less developed nations that the services sector is growing faster than both manufacturing and agriculture. India and other developed nations. Numerous variables, on both the supply and demand sides of the economy, have been identified as contributing to the expansion of the services sector. It has also been noted that the highly developed industrial nations and the nations that are still at lower income levels differ in the kind and types of services they provide. He goes on to say that while the sector has experienced steady expansion in India, where its share in the economy was already notable in the 1950s, there is no denying that the character and quality of services GDP growth have altered in more recent years. The role of IT and ICT led services, the globalisation process, and growing reliance on outsourcing are three significant factors that have caused significant changes in the services sector in recent years.

Gupte and Jadhav (2014) the concept of Reverse Brain Drain and the return of migrants, has been gaining a lot of attention in recent times, particularly so in case of Asian countries like China and India. In order to take advantage of the country's recent economic progress and employment prospects, an increasing number of Asian Indians who were born and raised in the United States and who now reside there permanently are returning home. This phenomenon has had a wide range of effects, both positive and harmful, and the overall situation merits a thorough investigation.

Varghese (2014) examines trends in higher education globalisation as well as the implications of globalisation on higher education. It divides the process of higher education globalisation into three distinct but connected phases. The third and most recent phase observed programme mobility and is revolutionised by the massification of online courses like Massive Open Online Courses. The first phase saw a rush in cross-border student flow, the second phase saw the development of education hubs as well as branch campuses, and the third phase experienced a rush in cross-border student flow.

Dubey, Mallah (2015) causes and effects of migration were identified through different secondary data sources including magazines, reference books, journals, UNESCO, etc. for home and host country. The causes of migration found in this study - Huge Population, unemployed educated youth, rigid education system, growing needs and wants of an individual, political instability, economic crises, family reasons, corruption, crises and conflict, crime etc. The effects of migration were found in this study- Brain drain, brain gain, shortage of talent in home country, crossing of knowledge and information, financial gains etc.

Safakli & IHEMEJE (2015) conducted study to explore the factors which determine students' motivation to study abroad and effective factors in choosing country. At the European University of Lefke in Northern Cyprus, 100 non-Turkish foreign students were questioned face-to-face using a convenience sampling technique. His research's key findings include the possibility of future employment in the home country, exposure to a different culture, personal experience, and low crime rates in the host nation.

Lee (2015) states that international students to study overseas come from different backgrounds. Numerous external factors are involved in this decision that intensifies the complexity of decision-making process: high costs; the high expectations from their friends; away from home; and the pressure which is faced by them through their family. With a student decision to study abroad as compared to their home country, the higher education institution selection process becomes more complex. When any potential students decide to study abroad, his decision making process is not only based on selecting a country and a higher education institution rather there are many other things to consider accompanied by expectations from themselves and also from third parties, such as their parents, their family and society.

Ratha and plaza (2015) According to them emigrants help their countries of origin by sending remittances, stimulate foreign Direct Investment (FDI), improving access to foreign capital markets, providing grants for development, establishing contracts to promote trade and investment, and transferring technology and know-how through, for example, professional associations.

Amba Pande (2015) The study made by him identified five broad areas/avenues in which diaspora engagement and participation in homeland development are: brain gain/trust/circulation/; remittances, investment; philanthropy, and tourism.

Raju John (2015) in his study, 'Migration and Inequality' argued that the relative earning difference between migrants and non-migrants has increased inequality in Kerala's economy.

Chandrasekhar, Sharma (2016) "Internal Migration for Education and Employment among Youth in India IGIDR Mumbai" Issues related to internal migration for education and employment were studied by Chandrasekhar and Sharma through analysis of NSSO data collected during July 2007 to June 2008 on employment and education and migration which were consisting of data regarding household migration in last 365 days. By the collected data it analysed that Some Indian States are feeder and gainer of skilled youth. States like Maharashtra, Karnataka, Gujarat, Delhi are gainer of youth and states like Bihar, Uttar Pradesh, Orissa are the feeder of youth. It stated that feeder states' higher education system is not appropriate that is why youth migrate to gainer states for employment and education. This study's main goal was to shed light on the topic of young migration for job and education. Youth migrate for education in the states where highest quality of education and employment available that is the gainer states. The gainer states gain skilled labor that is human capital and utilization of its educational resources perfectly while feeder states loose human capital as well as face weak educational system. To solve this issue researchers, recommend Indian government to work on strong migration policy and strong higher education system in feeder states.

Peihar (2016) In his study of immigrant integration in Spain, "Factors of Social Integration of Immigrants in Spain: The Example of the City of Jerez De La Frontera," it is discovered that integration does not depend solely on immigrants; community and its members, public institutions, and other organisations such as NGOs and local associations are equally part of immigrant integration. The above finding found from the interviews of immigrants and some

professionals working in the field of migration. The area of this research was to identify problems of integration of Immigrants in host country. From the analysis of interview from the immigrants it is found that socioeconomic problems such as language, culture, food and better employment are the main problems for immigrants to socially integrate with local people. Outcome from the interviews of the persons working in the field of migration is that the Spanish Government and the number of NGOs are active to integrate the immigrants through inclusive education and other activities such as “Workshop of World Cuisines”.

de Wit, 2008; Han & Appelbaum (2016) Because domestic tertiary education is sometimes out of reach for students in poor nations, many of them opt to study abroad in developed nations. The potential to migrate permanently and stay in the host country when their studies are finished is another important draw factor.

Selimos (2017) “Young Immigrant Lives: A Study of the Migration and Settlement Experiences of Immigrant and Refugee Youth in Windsor, Ontario”. This research study revealed settlement and social inclusion of migrated youth in Windsor, Ontario. The researcher studied migrated and refugee young students regarding their participation in social inclusion activities based on their interviews. It is found in this study that Immigrant youth takes an important part in Canada’s Population; migrated youth can pursue their aspirations in this country as the policy and actions for them are favorable for their social inclusion.

Jha at al. (2017) in the study on “Socio-Economic Determinants of Inter-State Student Mobility in India: Implications for Higher Education Policy”. Higher Education for the Future. studied student mobility, socio economic determinants and factors that promote student mobility for higher education in India. This study drew its objectives through literature review on International Students Mobility. The researchers hypothesised that individual and family characteristics influence interstate mobility for higher education in India and they concluded with suggestion; there is need of expanding higher education recent policy.

Gesing (2017) observed the push and pull factors influencing internationally mobile STEM students' choice of the USA, with consideration of the political, economic and social/cultural variables. The author noted that these students were more frequently motivated by financial considerations in addition to higher educational possibilities and potential future employment. Many of the push and pull factors are shared by these studies, but some new ones have been identified in light of the shifting mobility patterns of international students, and other previously identified ones have risen in significance. For instance, post-study work prospects are currently in the spotlight as a key draw factor for globally mobile students when picking a destination.

Martel (2020) The COVID-19 pandemic influence is significant on international higher education, especially on student mobility. Many students revised, postponed, or cancelled their study abroad plans as a result of the travel restrictions and university closure. Institutions that largely rely on tuition from international students may suffer if students choose to remain in their home countries. In this scenario, a significant drop in the number of incoming international students is expected by several higher education institutions (HEIs) in the key destination nations, including the US, UK, Canada, and Australia. For instance, according to a poll by the Institute of International Education, over 90% of US colleges and universities have reported a fall in the enrollment of international students, and 30% of HEIs predicted a significant decline in the academic year 2020–21.

CHAPTER 3
THEORETICAL FRAMEWORK

3.1 OVERVIEW

In recent years, there has been an increased urgency in India over international migration. The volume of emigration flows is increasing, the demographics of the emigrants are diverse and complex, emigration is steadily becoming more feminized, and migration is becoming more political, which has a significant impact on how immigrants are received and the conditions in which they live and work. The country's internal migration patterns are evolving, and emigration's consequences are having varying effects on the states. Migration has helped certain states achieve and still helps achieve vital objectives including economic development, social vibrancy, and cultural diversity. Others feel a feeling of urgency as they consider how to respond to new migration patterns and create successful policy solutions. The vulnerability of migrants and their families has been brought to light by the global economic downturn, as well as the significance of countries of origin being ready to deal with the large-scale repatriation of migrants in times of crisis. Even while the global downturn has decreased emigration flows, both in India and the rest of the world, this can only be a brief decline. There is mounting evidence that increased cross-border human mobility will be the next stage of globalization. When all of this is considered, it would seem that our ability as a society to control immigration is not keeping up with these changes. India is likewise affected in this way. India is now performing much below its capacity, while playing a significant role in the global administration of migration merely due to the sheer weight of its population. India is engaging in global migration well below its potential and is failing to achieve its strategic objectives in the political economy of migration.

India is a significant role in international migration as a major country of origin, transit, and destination. As a result, the decisions we make as a nation regarding migration and development will undoubtedly have an impact on a sizable population over time and space. In some respects, how India handles both the flows and stocks of international migration affects both its involvement with the rest of the world and its future in trade, business, and industry as well as its zone of influence. Together, these factors highlight the significance of sound migration policy, strategy, and instrument selection on a bilateral and international level. To articulate a coherent policy framework, create a cohesive administrative structure, and participate in coordinated modes of engagement is India's challenge in the governance of migration.

While significant steps have been taken since the Ministry of Overseas Indian Affairs (MOIA) was established for the welfare and protection of overseas Indian workers, now is the time to develop institutional capacities for migration governance, improve the quality of interventions, and build a coordinated policy framework that provides coherence on a government wide basis - horizontal and vertical.

3.2 HISTORY

India has a long history of immigration and emigration and is the country from which most foreign migrants originate. Millions of descendants of migrants make up the vast India diaspora, which is present all over the world. It has largely developed since the beginning of the colonial era, when significant numbers of Indians were forcefully transported to work on plantations and construction projects. After slavery was abolished across the majority of the British Empire in 1833, indentured servitude took its place, transforming the colonial system. Millions of indentured Indian laborers were sent by the United Kingdom to colonies in Africa, Asia, and the Caribbean during the course of the eight decades that followed. Millions of migrants later moved around South Asia as a result of India and Pakistan's 1947 partition, in a massive redistributing along religious, ethnic, and other lines. Since then, many facets of India's migration patterns and foreign policy have been shaped by its interactions with its neighbors.

Middle Eastern and Western nations have recently emerged as popular travel destinations for Indians. In 2020, 17.9 million Indians emigrated, with over 3.5 million going to the Persian Gulf nations, including the United Arab Emirates. Many people have left their home countries in search of job; India is an important source for unskilled and semi-skilled laborers as well as experts in the medical and science, technology, engineering, and math (STEM) industries.

India, the second most populous nation in the world with almost 1.4 billion people, has significant economic disparities. Given that over 90% of India's workforce works in the informal sector, workers who travel overseas should expect to experience a significant gain in their pay. The main states from which Indians emigrate are Uttar Pradesh, Bihar, Tamil Nadu, and Kerala. While the majority of migrants from the northern, densely populated states of Uttar Pradesh and Bihar are semi-skilled and unskilled laborers, migrants from the southern states of Tamil Nadu and Kerala typically have higher levels of education.

According to government statistics, 90% of migrant workers as of 2018 were employed in low- or semi-skilled occupations and travelled to the Persian Gulf or Southeast Asia. Men predominately migrate for work.

3.3 CONCEPT OF MIGRATION

The word migration is common for Human, Birds, Animals and any other living thing; here in this research study we are studying Human Migration. Migration is not a new concept; it is as old as human history. In classical description of migration, it is described as movement from a place to another for long time and permanently. There are many developments in the concept of migration with time. In current scenario numbers, reasons, distance, Place and time are most important words to describe migration. It can be defined as the number of persons move from a place to another for a specific time period or permanently for a specific reason which indicate Population Change. When we talk about population change it indicates who moves in what quantity and where they go. It is obvious that when people of one region move to another region, the region from where they move loose number of people that is population looser region or society and where they arrive will gain the number of people that is population gainer region or society. In both regions there is some population change.

3.3.1 Definitions and Terms Related to Migration

Different scholars and different institutions define migration differently because of their different approaches to migration. There are variations in definitions of migration due to varied scope, purpose and nature of studies in migration. Shaw (1975) defined Migration as, “Relatively Permanent Movement of Persons over a Significant Distance”.

Dictionaries define Migration as:

According to Oxford Advanced Learner’s Dictionary “Migration is process of movement from one place to another to live there”.

Webster’s New World Dictionary, “Migration is movement of one place to another to harvest seasonal corps”.

Definitions of migration from different point of views which came from different studies and researches:

“Migration is a permanent or semi-permanent change of residence; this definition came from the studies on reasons behind migration. Some reasons push people to permanently migrate from the current place such as drastic natural calamities but in seasonal calamities the migration can be semi-permanent such as flood during raining days in river banks. Seasonal agriculture also is an example of semi-permanent migration. “Physical transition of a group or an individual from one society to another; entering to another different society and leaving of current social setting” due to migration, the person or group of person sometimes enters into a different society where they need to adjust.

On the basis of all the above definitions of migration, Students’ migration can be defined as – “It is a process of leaving native place and entering in the place that pull to achieve educational goals for a limited period or permanently, the duration of migration for education depends upon educational performance and workplace choice of migrated students after completion of their education.”

3.3.1.1 Migrants

The group or an individual who move from one political boundary to another is called Migrant. The Census of India shows persons who migrate as **Migrant** and categorized in two parts -

(1) Migrants by place of birth and

(2) Migrant by Place of Last Residence, defined as:

“Those who are enumerated at a village/town at the time of census other than their place of birth are Migrants by place of birth and Migrant by place of last residence is, if the place in which he/she is enumerated during the census is other than his/her place of immediate last residence”.

Students who migrate for higher education can be counted in second part of migrant’s categorization according to their stay duration in the place they migrated for study as Census of India categories Migrant by Place of Last Residence in six parts namely:

1. Duration less than 1 year,
2. Duration 1 to 4 years,
3. Duration 5 to 9 years,
4. Duration 10 to 19 years
5. Duration 20 years and above,
6. Duration not stated.

For getting higher education students spend time in a place where they migrated normally 3 years or 5 years, if they do not move to another place for jobs or again post higher studies. Migrated students can be considered in part two or three.

3.3.1.2 Internal Migration and International or External Migration

According to Francis (1987) Migration within country from one place to another is called internal migration. Movement of migrants within their state or to other state is internal migration. Francis (1987) defined international or external migration as migration from one country to another.

3.3.1.3 In-migration, Out-migration, Emigration & Immigration

In internal migration studies and researches, the terms In-migration and Out-migration is used and in international migration studies and researches, the terms Emigration and Immigration is used. Migration into a place where a migrant entered known as in-migration that is arrival of migrant in place of destination within the same country and outmigration known as leaving of a place by a migrant that is departing from place of origin to another place within country.

Immigration known as, migration into a country that is entry of a migrant to another country. Emigration known as, migration out of the country that is departure of a migrant from one country to another.

3.3.1.4 Gross Migration and Net Migration

The total number of out-migrants and in-migrants of a region or a place is called as Gross Migration, it is also called turnover of migration and the Net Migration comes from the analysis of single unit of in-migration and outmigration, it is also called Volume of Migration.

3.4 THEORETICAL MODELS AND LAWS ON MIGRATION

Some Scholars and experts who studied migration in deep way have established laws and theories on migration, which explains nature and reasons for migration. Models of migration explain issues and emergence of migration, on the other side laws explains the magnitude, causes and consequences and determinants of migration. This section of present study gives a brief introduction of important theoretical models and laws of migration.

3.4.1 Ravenstein's Law:

According to Francis (1987), about a Century ago, theoretical explanations of rural urban migration were begun from two research papers of Ernst Georg Ravenstein on Migration. The first paper was published in June 1885 and second in June 1889. His papers were published in Journal of the Royal Statistical Society. Title of both the papers was "The Laws of Migration", these papers are regarded as starting point of migration theories.

The first paper based upon the Census of British 1881, using birth place data and presented before the Royal Statistical Society on 17th March 1887. In the second paper Ravenstein collected data from more than 20 countries. The summary of laws of migration given by Ravenstein which is found in his two papers is explained below:

A set of generalization is identified by Ravenstein in his research studies which was based on birth place data of migrants, Ravenstein given some findings from his studies and theses are called Ravenstein's laws. Most of these findings are hold significance today. The findings are:

- i. **Migration and Distance:** Migrants choose to migrate over short distances and Volume and distance of migration are inversely related. Most of the migrants migrate short distances and those who migrate long distances, migrate due to commercial and industrial purposes that is proceeding of long distance migration takes place by preference to visit great centers of commerce and industry.
- ii. **Migration Follow Stages:** Migration creates 'centers of migration', which attracts people to migrate from their current place. Migration in the migration centers creates gaps in the rural and urban areas and this gap in the rural areas filled by the persons from more remote areas. Migration follow steps in first steps the people from rural areas migrate to rapidly growing town, in second stage the people from remote areas migrate

to the rural areas and filled the gap, in third stage the people from town migrate to the migration centers which absorb migrated people. Dispersion and absorption are inversely related to each other.

- iii. **Current and Counter Current or Counter Flow:** The group of people who migrate from a same place and migrate in a same place that is in same direction called Current and flow of migrants in opposite direction or different place is called as counter current, in today's studies current and counter current is replaced by the words streams and counter streams. According to Ravenstein each migration current creates a counter current.
- iv. **Urban-Rural Migration:** Persons from town migrate less than those of rural persons in rural areas.
- v. **Predominance of Female Migration:** In short distance migration, females migrate more than that of male migrants.
- vi. **Technology Increase Migration:** Developments in manufacturing, commercial activities and increase in means of locomotion tend to increase in migration.
- vii. **Factor of Migration:** The main factor that plays an important role to attract migrants are economic factor, people move to get advantage of higher wages and employment.

Ravenstein's Laws of Migration are milestones for migration studies till date; his Laws are always stood first as starting point of migration studies. Many scholars and researchers evaluate Ravenstein's papers and Laws of migration given in those two papers, some of them challenged Ravenstein's Laws and some of them discovered exception of laws given by Ravenstein. Some of exceptions are:

- i. These laws cannot be applicable in some countries. For example, in some studies it is found that in Africa and Asia female migrants did not predominant in short distance migration.
- ii. Some studies found that law of Stages of Migration given by Ravenstein, cannot be generalized.

On the other hand, many scholars and researchers supported Ravenstein's other laws and after studied and research they support Ravenstein's laws of distance that tells migration takes place in short distances, the law on volume of migration, in respect of India the law of female predominance in short distance also found true. Ravenstein now remember as a formulator of theoretical foundation of the migration research and migration studies.

3.4.2 Lewis Model

In the year 1954, Arthur Lewis, an economist, formulated two sector model also known as Surplus Labor Model. It was the first model which showed economic development through two sectors' labor migration. He studied most of the LDCs and understood that in rural areas of these countries agriculture is primary livelihood and most of the workers/ labors are in agriculture, but the productivity and profit in these rural areas are not enough for country to grow, agricultural profit is, most of the time based on climate conditions.

In rural areas, agricultural sector is family based farms which has low and uncertain, productivity and output respectively. The living standards in rural areas are very low. Lewis identified that there is some surplus labor in agricultural sector of rural areas with zero marginal productivity and he name them surplus labour. On the other side, urban sector of LDCs are based on industrial and capital sectors and has higher standard of living.

According to Lewis, there are surplus labor in rural agricultural sector, these surplus labor can be moved out of the rural agricultural sectors and moved in industrial sectors of urban area. Lewis strongly emphasized that surplus workers/laborers of rural areas can be migrated to urban areas as they have zero marginal productivity in rural areas and their migration would not affect agriculture sectors output.

Thus the Lewis Model proposed that movement of surplus labors from rural agricultural sector to urban industrial/capital sector will not be affecting rural agricultural sector output and hence relative scarcity of urban goods and agricultural goods will not change.

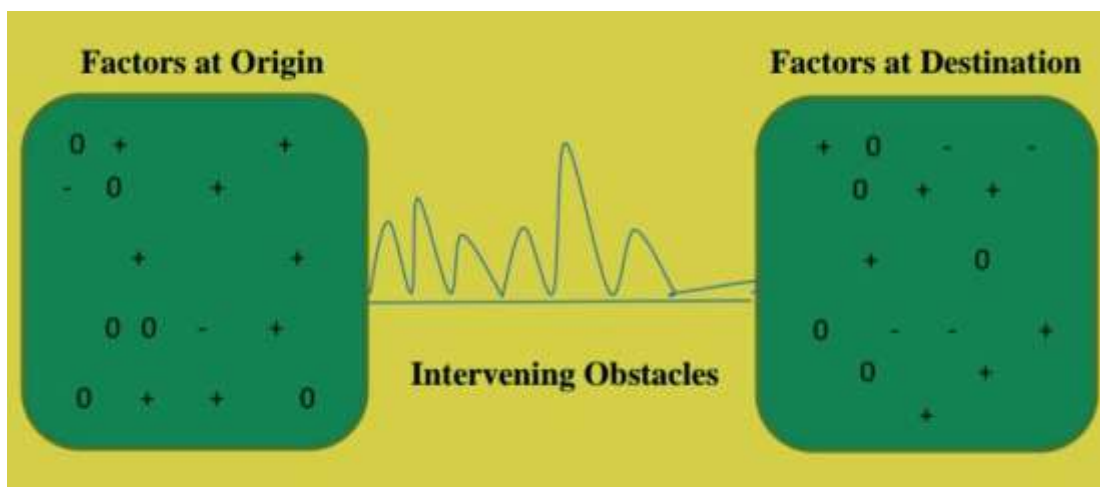
3.4.3 Lee's Theory of Migration

On 23rd April 1965, Everett S. Lee presented his paper entitled 'A Theory of Migration' and explained his theory of migration. According to Lee there are many factors that motivate or attract people to migrate and there are many factors that force people to remain in the area, where they are living that is motivate not to migrate. Lee named the factors as 'pluses' and 'minuses' and name the factor zero in which people are indifferent. Lee introduced intervening factors like cost of transport, distance etc. and named them 'intervening Obstacles'. On the basis of above factors he introduced Four Sets of Factors that influence people to make decision regarding migration and migration process. The four sets of factors of Lee's theory of migration are:

- i. Area of Origin Factors
- ii. Area of Destination Factors
- iii. Obstacles/Intervening Factors
- iv. Personal/Individual Factors

There are basically two or three factor sets in every region or area that influence people to migrate. One factor set attract people to migrate and another factor set tend to repel people to migrate. Sometimes people indifferent about to migrate or not. Migration takes place combining with these three sets of factors with intervening factors and personal factors.

Figure 3.1: Diagrammatic Representation of Lee's Theory of Migration



Source: Francis C. (1987)

Figure 3.1 shows the diagrammatic representation of Lee's theory of migration. The first three factors that is area of origin factors, area of destination factors and the set of intervening factors of Lee's factor sets are schematically represented in the figure. + Sign shows the factors that attract persons towards an area, - sign shows the factors that repel persons to migrate and 0 sign shows the factors that persons are indifferent.

On the basis of Factor Sets Lee formulated a set of generalized hypothesis, which are based on Stream and Counter-stream Development, Migration Volume and Characteristics of Migrants; summery of which given below:

Migration Volume

- The migration volume within a region or territory varies or changes, with the degree of diversity of area included in that region/territory.
- With the diversified nature of people, the migration volume varied or changes.
- The migration volume is related to the intervening obstacles' difficulty.
- Fluctuation in the economy tends to changes in migration volume.
- Rate and volume of migration increases with time till severe forces are imposed.

Stream/Current and Counter Stream/Counter Current

- In well-known streams migration takes place in large numbers
- A counter Stream or counter current formed for every migration;
- If destination and origin are similar than streams and counter stream efficiency goes low.
- In great intervening obstacles, migration stream efficiency will be higher.
- Economic conditions cause changes in migration stream efficiency; in prosperous economic conditions it is high and in depression times it tends to low

Migrants' Characteristics

- Migrants select their reason of migration and it is hence selective.
- Plus factors at destination primarily selected by migrants that is migrants first analyze positive factors to take decision of migration in potential destination.
- Minus factors primarily selected by migrants at the origin place that is to take decision regarding leaving the place migrants first analyze negative factors at place of origin.
- With the intervening obstacles difficulty, the degree of positive selection increases.
- Migrants' characteristics are intermediate. Some of characteristics comes from origin place and some comes from destination place.

Lee's theory of migration is simple and valid to accept. Many researchers who research on migration accept Lee's concept of migration factors set. Some scholars criticized Lee's theory on the ground of plus and minus factors, they pointed out it is difficult to identify and calculate plus and minus factors quantitatively at origin and destination place of migration.

3.4.4 Gravity Model of Internal Migration

Sir I. Newton's law on bodies and masses attracted some economists to use this law in migration studies. Newton's law was identified to know the interaction between two places in migration process. In place of Bodies, Towns were used and in place of masses Populations were replaced in Gravity Model of Migration. In 1931 William J. Reilly introduced Gravity model in migration studies and gave name his model 'Reilly's Law of Retail Gravitation'. In his study he used gravity law to calculate the breaking point of two commercial centers. According to Reilly, if the size of one or two or both of two town's increases, the movement between them also increases that is in migration increases.

The Gravity model of Migration can be used in Migration between two towns or two commercial areas, where numbers of persons are moving, and it can be used in traffic flows. This model helps economists to know the preferable point of migrants to meet their needs. In other words, out of two center commercial places, persons would like to move in which one for his destination place. The Preference of the migrants/customer depends upon distance, time and expenses.

This model has been criticized by many economists and scholars of migration studies, according to them this model cannot be practically used to identify migration movement in two places.

3.4.5 TODARO Model

In 1970, Todaro developed a model for Rural-Urban Migration for developing countries. In his model he used two words 'Probability' and 'Expected Earning' to explain rural-urban migration for employment, which gives popularity and acceptance of this model.

According to Todaro, Prospective migrants in rural region, moves to the urban region to get better employment with the risk of losing current employment in rural region and with the risk of less earning employment in urban region. These two risks are defined with the above two words, Probability and Expected Earning. He linked Probability with getting better employment and Expected Earning with actual earning. So, when a prospective rural migrant leaves his place in search of better employment and higher earning, he probably will get better employment in urban region than his current rural employment and the earning he is

expecting may not be actual earning in urban area. It is understood that, this model says, "Rural-Urban Migration proceeds with expected earnings rather than actual earnings and probability of getting better employment in urban region".

In his model, Todaro gave some basic characteristics of rural-urban migration; these characteristics are summarized as follows:

1. **Benefits and Cost:** The primary motivation behind migration is economic benefits; Psychological benefits are also stimulators behind rural-urban migration.
2. **Wage Differentials:** Decision behind migration depends upon expected wages rather than actual wage differentials between rural region and urban region.
3. **Probability of Employment:** Probability of employment in urban region is inversely related with the unemployment rate in urban region.

Todaro's Model of rural-urban migration criticized by some scholars and they pointed out this model did not include non-economic factors behind rural-urban migration.

3.5 REASONS FOR MIGRATION

Students are moving abroad more frequently than ever before, especially from underdeveloped to developed nations. In a paper, talk about kids leaving their hometown for a better education in a different Indian city or state or abroad. In India, the number of individuals moving from rural to urban areas has dramatically increased over time. The number of Indian students studying abroad has surged four times in the past 14 years, making India the second largest student exporter in the world behind China. Such large-scale student movement is now a significant source of capital and brain drain for India while greatly enhancing the economy of developed nations. Ninety percent of Indian students travel abroad, with five countries receiving the majority of them. The United States receives more than half of them, followed by Australia and the United Kingdom.

A major contributing factor to poverty and economic hardship is a lack of access to high-quality education, which in turn influences people's decision to migrate in search of better work prospects and a better quality of life. student migration from India Similar to China, India is one of the major entry points for students seeking to attend the greatest colleges in the developed world in nations like the United States, Canada, and Australia. The rise in the number of Indian students going overseas for higher education may be due to a number of factors.

1. Indian universities, particularly those offering master's and doctoral programmes, are unable to accept all applications. Only 504 universities exist in a nation of more than 1.3 billion people (with more than 50% of Indians under 25 and more than 65% under 35).
2. Because there are so few openings for admission and so many students who graduate from high school each year, admission to higher education institutions in India is extremely difficult. Some of India's dream schools include the Indian Institute of Management, the Indian Institute of Technology, and the All India Institute of Medical Sciences. Depending on the degree of training and discipline, the competition for admission gets much more difficult. Additionally, when taking admission tests for certain fields, such as the Joint Admission Examination (JEE Mains) for engineering colleges and the National Qualification and Entrance Test (NEET) for medical colleges,

students must manage their stress. According to the survey, a student's chances of connecting with a highly qualified expert are often less than 50%.

3. Another factor contributing to educational migration is the caliber of education offered by Indian universities. International criteria are only met by a select fraction of the nation's higher education institutions. According to W. Tether and D. Martin's study, one issue is that elite Indian colleges, such as those that are a part of the group of national institutes of technology and management, face intense competition and are unable to satisfy the nation's current demand for education. Additionally, the level and quality of education at institutions in the second tier might vary greatly because there is no defined system of quality control for education.
4. One issue with the Indian educational system is that academic institutions only provide the well-liked STEM (science, technology, engineering, and mathematics) degrees. A segment of Indian students who want to take the road less traveled are constantly looking to promote their higher education abroad just because their desired program is not widely available in the country. Even if the course is available, universities in India do not have the experience and accreditation to prepare talented students for better career growth.
5. The Indian educational system has long suffered from a severe lack of resources. There is a severe lack of teaching staff in Indian universities. There are 24 students per teacher. The state governments of India pay 80% of the cost of public education. However, their main area of responsibility is primary and secondary education, where three quarters of the funding is spent. The cost of education in universities largely depends on the reputation of the universities themselves.
6. Discrimination against students from low-income families and specific castes in higher education in India is legal in all but the state of Tamil Nadu, where it is 69% in the state's largest universities. Thus, the majority of talented students, from certain castes, cannot get higher education in their areas of interest or go to universities of their choice.

7. A degree earned from a foreign university is more distinguished than one earned from an Indian university and is highly regarded on the job market. Middle-class students' parents are ready to support their children in their quest to study at universities abroad, and banks in India are ready to provide educational loans at low interest rates.
8. The chance to pursue scientific research and earn a degree or PhD (for doctoral and undergraduate students) is another justification for studying abroad. Young scientists are moving abroad because other colleges provide better working environments and better-equipped labs.
9. Indian schools do not provide enough infrastructure and resources for students who are seeking degrees, particularly in fields that emphasize research, like biology or pharmacy. Colleges in the United States, Canada, and the United Kingdom offer a wealth of resources to equip students with cutting-edge tools, infrastructure, and technology to perform in-depth research. Due to the favourable climate, habitat, and occasionally unique flora and fauna in these particular regions, Indian students notably appreciate doing research courses abroad.
10. One of the key motives for Indian students, particularly graduate students, seeking a degree overseas is immigration. After graduating, students can find jobs in nations like the United States and Canada because of their welcoming immigration laws. These nations also provide good career prospects. According to a poll by the American National Science Foundation, nearly 80% of graduate and PhD students from India and other Asian nations desire to remain in the United States. Many nations observe that although the number of students from other nations, such as South Korea, China, and Saudi Arabia, has either slowed down or decreased, the number of students from India is increasing quickly. Because of India's population trends and projected economic growth, more young people will leave the country to pursue higher education. Indian educational mobility has always been associated with productivity and feelings of safety. These are variables that fluctuate to varied degrees as a result of shifts in political power, changes in immigration laws, etc. in important destination nations including the US, Canada, and the UK. Predicting future educational migration from India requires an understanding of the dynamics of student mobility from India, its key orientations, and the variables influencing its changes.

3.6 THE PUSH-PULL FACTORS OF MIGRATION

Push elements are those related to the region of origin. The term "pull factors" refers to those that are related to the target area. People emigrate for a variety of economic, social, and physical reasons, which are typically divided into push and pull causes.

3.6.1 Economic reasons

All human movement is heavily influenced by economic considerations, but migration is where they play a particularly significant role.

3.6.1.1 Pull Factors

- Better jobs
- More jobs
- Higher earnings
- A guarantee of a "better life"

Sometimes the country of destination may actively promote this. For instance, in the 1960s, London bus firms actively recruited young men from the Caribbean to travel to London to work as bus drivers, and their families would frequently follow.

Another illustration could be the "brain drain" to America in the second half of the 20th century from a number of other western nations.

3.6.1.2 Push Factors

Economic pull variables typically have the exact opposite effect as economic push factors:

- Overpopulation
- Limited employment
- Low wages

People often feel pressured to hunt for their futures outside of their hometowns because of the lack of economic opportunity.

The migration of Mexicans and individuals from other Central American nations into the US is an illustration of this, as they frequently work low-wage, long-hour occupations in domestic work, construction, and farming.

3.6.2 Social reasons

Forced migration frequently involves social factors.

3.6.2.1 Pull factors

- Tolerance for all religions

For instance, religious immigrants from other countries, such the Mennonites, came to the US and settled in Pennsylvania.

3.6.2.2 Push factors

- Discrimination against a particular cultural group
- Actual religious discrimination

Examples include the Puritans in 17th-century England, the Huguenots in 16th-century France, and the Jewish emigrants from Nazi Germany.

3.6.3 Physical reasons

3.6.3.1 Pull factors

- Beautiful surroundings, including mountains, seashores, and warm climates

For instance, French people are drawn to eastern France, for instance, by the Alps. Spain draws immigrants, particularly pensioners looking for warmer winters.

3.6.3.2 Push factors

- Natural disasters

Examples include the 2011 east African drought and the mass flight from Montserrat prior to the 1995 eruption of the La Soufriere Hills volcano, which caused two thirds of the island's people to leave.

3.7 INDIAN STUDENTS ABROAD

An examination of UNESCO statistics revealed that the number of Indian students studying abroad expanded significantly between 1999 and 2006, rising by 163% to reach 145,539, as opposed to the slower rise of 25% between 2006 and 2013 to reach 181,872. More than 1 million Indian students are studying abroad in 85 nations as of January 2021. More than half of Indian youngsters attend school in the United States.

3.7.1 Students from India in Canada

Over 219,000 Indians had study permits in Canada as of 2019, making up 34% of the country's international student population.

Figure 3.2: Indian students in Canada during 2015 - 2019



Source: Wikipedia

Indians have been the dominant student group in Canada since 2018. The number of Indian students in Canada exceeded the number of Chinese students in Canada in 2018, with the Indian student population quadrupling between 2015 and 2019. The number of Indian students in Canada increased from 48,765 in 2015 to 219,855 in 2019.

3.7.1.1 Impact of the Covid-19 pandemic

With effect from April 22, 2021, Canada has imposed a travel ban on Pakistan and India due of the Covid-19 pandemic. Indian students from Punjab reportedly travelled to Canada via Moscow, Mexico, Serbia, Qatar, and Dubai among other countries after the ban was further extended, paying up to three times the usual flying ticket in the process. Students visiting from India are required to undergo testing outside of India since Canada does not recognize RT-PCR tests from Indian labs.

Professor Amir Attaran of the University of Ottawa criticized Canadian Prime Minister Justin Trudeau's move to prohibit flights from India as racist, noting that the United Kingdom had 6500% more cases than Canada during the same time period but had not enacted a similar travel ban.

3.7.1.2 Student Visas and Migration

Indian nationals favour moving to Canada because of the country's sizable diaspora population and the advantages the Post-Graduation Work Permit (PGWP) provides. Policy experts claim that because of Canada's unfavourable H-1B visa programme, which is based on quotas, Indian students who were planning to study in the US are now relocating there. The decision to close their borders to international students in 2021 by Australia and New Zealand also led to the spike in Indian student migration to Canada.

Student reports from India indicate that during the Fall 2021 semester, up to 60% of study permits to Canada were turned down. According to Canadian education consultant Narpat Singh Babbar, students with weak academic records and those from less fortunate financial backgrounds were denied study licenses.

3.7.2 Students from India in the United States of America

As of 2022, there were 211,930 Indian students registered in the country. During 2019–20, Indian students contributed \$7.6 billion to the US economy.

3.7.2.1 Historical trends

Over 100,000 Indian students were enrolled at US universities in 2010. The 2017 data said that there were 186,000 Indian students studying in the USA. The number of Indian students choosing the US decreased by 4% in 2019. According to records, there will be at least 207,000 Indian students studying abroad in the US in 2020. India overcame China in 2022 to take the top spot among nations sending students abroad to the United States.

3.7.2.2 Impact of the Covid-19 pandemic

Following the Covid-19 pandemic, enrollment in the 2020 Autumn Semester decreased by 43%. The future of tens of thousands of students was put in peril when the American government warned in July 2020 that international university students might have to leave the United States if their education moved entirely online. Many first-time student visa applicants postponed their studies as a result of their worries about closed embassies and personnel shortages. Certain groups of Indian students were exempted from US travel restrictions as of May 2021.

3.7.2.3 Student Visas and Migration

Indian-American advocacy groups have blasted the nation limit on Green Cards as "discriminatory," particularly because it makes competent Indian professionals in the US wait for decades to gain permanent status. For many Indian students, having a permanent address is crucial, and developments in the US and Canada's contrasting admission rates reflect this. The US immigration system, which has pushed international students, particularly those from India, north to Canada, has drawn criticism from US legislators.

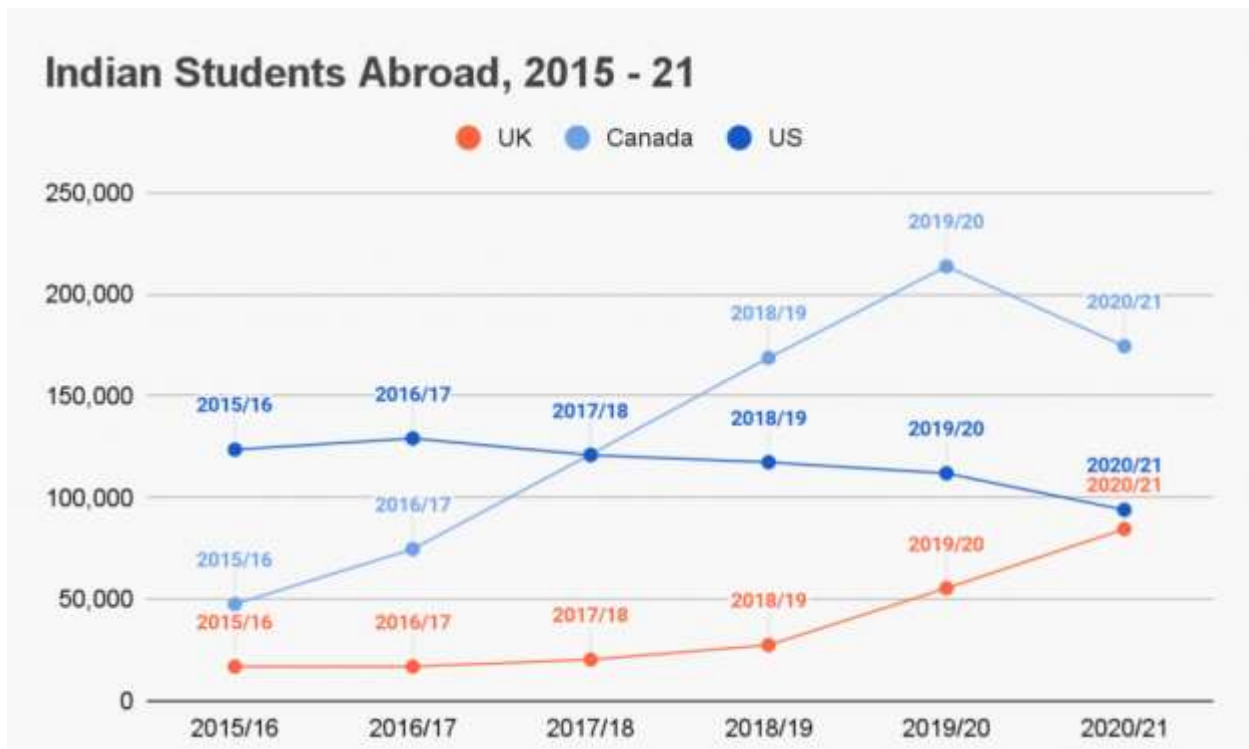
3.7.3 Students from India in the UK

As of 2022, there are 139,539 Indian nationals in the UK with study permits.

3.7.3.1 Historical trends

Between 2019 and 2022, the number of Indians who were given study visas increased by 307%, going from 34,261 to 139,539. India overtook China as the nation with the most people receiving UK study visas in 2022, with the East Asian nation reporting 102,842 such nationals. Chinese and Indian nationals collectively receive half of all student visas granted in the UK.

Figure 3.3: Migration of Indian students during 2015 - 2021



Source: IRCC (CA), IIE/Open Doors (US), HESA (UK)

3.7.4 Students from India in the United Arab Emirates

As of 2021, there would be about 219,000 Indian students residing in the UAE. With almost 98,000 Indian students studying in private schools in Dubai alone, the UAE has a large population of primary and secondary Indian pupils. In 2019, 14% of the 30,000 students enrolled in the universities in Dubai's free-zone were from India.

3.7.4.1 Impact of the Covid-19 Pandemic

UAE loosened travel restrictions with India starting on June 23, 2021, allowing Indian students access to Dubai's educational institutions. Indian schools in Dubai claimed that during the post-spring break session in 2021, 50% of students were present on campus. For up to a year, several pupils had not physically attended class.

3.7.5 Students from India in Australia

There are 96,000 Indian students studying in Australia as of July 2022.

3.7.5.1 Historical trends

Following violent attacks against Indians in Australia, the number of Indian students studying in Australia decreased after reaching a peak in 2009. The amount increased until it surpassed the amount in 2009 by 2015. Indian students were granted 34,100 Australian visas in 2013–14, a 38% increase from the prior year. In 2020, there were 115,000 Indian students in Australia, and in 2021, there were 77,000 of them. Data provided to India's Rajya Sabha in 2021 indicated that there were 92,383 Indian students enrolled in Australian universities. India surpassed China in 2022 to take the top spot among nations applying for student visas in Australia.

3.7.5.2 Impact of the Covid-19 pandemic

As a result of the border restriction, which began in the second part of 2020, there were 83% fewer new Indian students enrolling in Australian universities. As of January 2021, at least 12,740 Indian nationals with valid student visas for Australia were stranded abroad. Indian students and other temporary visa holders protested in Delhi and Chandigarh in March 2021 against Australia's strict stance that barred them from entering the nation for a year despite the fact that the number of Covid-19 cases in India at the time was very low. Enrolled students resorted to social media to discourage others from studying in Australia because they were dissatisfied with the nation's lack of support for international students. Some Indian students transferred to Canada because of that country's warmer attitude towards foreign students.

3.7.5.3 Student Visas and Migration

Fast-tracking permanent residency for onshore Australian residents who are from India has been demanded, with an emphasis on easing migration routes for foreign students.

3.7.6 Students from India in China

As of 2019, there were about 23,000 Indian students registered in Chinese universities, with the majority of them majoring in medical.

3.7.6.1 Impact of the Covid-19 pandemic

India removed more than 600 of its students from Wuhan in February 2020. As a result of the Covid-19 Pandemic-related travel restrictions, many Indian students are stuck outside of China.

3.7.7 Students from India in France

There were 10,000 Indian students studying in France as of 2019. By 2025, the nation hopes to enroll 20,000 Indian students.

3.7.7.1 Impact of the Covid-19 pandemic

France stated in July 2021 that fully immunized Indian students and other Indian citizens can visit France without any restrictions.

3.7.8 Students from India in Ukraine

at 2021, there were at least 20,000 Indian students enrolled at Ukraine's various medical schools.

3.7.8.1 Impact of the Russia-Ukraine War

As of March 2022, Operation Ganga resulted in the evacuation of 18,000 Indians living in Ukraine, the most of whom were students, from Romania, Poland, Hungary, Slovakia, and Moldova. In Kharkiv, shelling resulted in the death of one Indian student.

3.8 THE PROS AND CONS OF MIGRATION

There are many arguments about the advantages and disadvantages of migration and how it has affected us locally.

3.8.1 Positive Impacts on host countries

- Skills shortages and open positions can be filled.
- Economic expansion is tenable.
- When there are not enough young people in the area, services to an ageing population can still be provided.
- The contributions of new, youthful workers, who also pay taxes, help close the pension gap.
- Immigrants contribute vitality and ingenuity.
- Cultural diversity enriches the host nations.
- Schools that are struggling (and those with declining enrollment) can be improved.

3.8.2 Negative Impacts on host countries

- With individuals prepared to labour for relatively little pay, firms may be able to neglect productivity, training, and innovation.
- Migrants may also be exploited.
- Wages may decline, especially in lower-paying jobs.
- Population growth may put strain on public services.
- If immigration is permitted, unemployment could increase.
- There can be conflict with locals and issues integrating.
- Large population migrations necessitate increased security surveillance.
- The ease of moving around could aid organized crime and human trafficking.

3.8.3 Positive Impacts on countries of origin

- Remittances, or money sent back home by migrants, are advantageous to developing nations. These now frequently exceed international aid.
- Unemployment is decreased, and young migrants' prospects are improved
- Returning immigrants bring savings, expertise, and global connections.

3.8.4 Negative Impacts on countries of origin

- Economical setback caused by the departure of young workers
- Loss of highly skilled personnel, particularly in the health care industry;
- social issues for kids who are left behind or who grow up without a larger family network.

According to a 2009 Department of Employment and Learning (DEL) Oxford Economics study, migrant workers contributed to the continued availability of labour that fueled the 2004–2008 economic boom. When it came to some industries, the availability of migrant workers may have meant the difference between survival and the avoidance of having to move production elsewhere (particularly in the case of food processing). The authors cite a survey of 600 enterprises in which 31% said that immigrants were crucial to the survival of their business; this number increased to 50% in the fields of agriculture, health care, and social services.

The study also found that immigrants have helped the economy grow, benefited the tourism sector by creating new air routes, improved the productivity or efficiency of local workers, provided new ideas and a fresh perspective to businesses, and strengthened cultural ties with developing countries that will be beneficial to expanding our international trade.

Along with these financial advantages, immigrants have also contributed to cultural diversity, the continuation of health and care services, and the vitality of schools, particularly in rural areas.

3.9 MOTIVATIONS FOR MIGRATION

People may decide to emigrate, or leave their countries of origin to live abroad, if they are faced with insurmountable difficulties there. Some immigrants go to the US to escape political or religious persecution as well as perilous situations like war or violent crime. In such cases, potential immigrants may request to enter the nation as refugees or recipients of political asylum. However, obtaining such recognition necessitates thorough vetting, and the procedure might take years. Others migrate to the United States for economic reasons; they can be drawn by the nation's business-friendly culture or hoping to find well-paying jobs. Economic migrants of the twenty-first century have sought opportunities in many fields, including computer technology, construction, education, agriculture, manufacturing, and domestic work, including

childcare and housekeeping, as opposed to historical migrants who were drawn to the United States by the country's fertile land and industrial advancements. According to the Bureau of Labour Statistics of the US Department of Labour, immigrants made up 17.1% of all US workers in 2017. Additionally, migrants travel to the US for social reasons, such as to reunite with family members who have already migrated, to find a more tolerant society, or to start a new family by getting married to a US citizen.

When significant segments of their populations choose to relocate elsewhere, it has an impact on the origin countries. The exodus of smart, hardworking individuals has given rise to unofficial diagnoses of "brain drain," which suggest that the country of origin suffers from losing valuable citizens. Remittances, or money transferred by migrants to their family members after finding job in the destination country, help the economies of many origin countries, though. The World Bank estimates that in 2016, remittances cost the US economy around \$66 billion.

Between those who believe that migrants improve the local population and those who see migrants as a threat, the effect of migration on recipient countries has sparked controversy. Although most Americans can trace their lineage outside of the nation, public opinion on migration is typically divided along partisan lines. Liberals frequently see immigration as a positive thing because most of them pay taxes, fill occupations that native-born Americans might not be able to or wouldn't want to fill, and improve their communities. Conservatives have historically expressed more mistrust, citing worries that immigrants steal American jobs and abuse government benefits. Although studies show that immigrants are less likely to commit crimes than native-born citizens, right-wing media outlets have been accused of sensationalizing stories involving migrants and spreading the idea that they are to blame for social problems like crime and disease. Migrants from nations with a majority of Muslims have come under increasing scrutiny since the September 11, 2001, attacks on the United States because they may be harboring extremist ideologies or maintaining connections to terrorist groups.

3.10 THE IMPACT OF MIGRATION

“International mobility of students contributes to the internationalization of education institution and also its impact on the outlooks and subsequent careers and lifestyles of the students themselves” (Li & Bray, 2007). Education at a Glance: (OECD, 2008) reported that international students make up 15% or even more of enrolment in tertiary education in Australia and New Zealand. Additionally, in Belgium, Canada, New Zealand, Switzerland, the United Kingdom, and the United States, they account for more than 20% of students enrolled in advanced research programmes. All of these nations and people are likely to get involved in international education because it benefits them so greatly.

3.10.1 To Individuals & Source Country

Governments and individuals are searching for possibilities for higher education to improve their grasp of the world's cultures, languages, and business practices as national economies grow more intertwined and educational involvement rises. Studying in tertiary institutions in nations other than their own is the best and most direct way for students to increase their familiarity with other cultures and foreign languages and to better prepare themselves for a global labour market, such as that found in multinational corporations or research. It is also the finest prospect for students to receive higher-level education, OECD (2008).

3.10.2 To Host Country

"Due to the money produced from tuition fees and other local purchases made by overseas students, international education is projected to have an increasingly beneficial effect on countries' balance of payments over time. Similar to this, the current account balance shows short-term financial expenses and rewards. OECD (2008).

Financial strains are placed on education systems by the tertiary education sector's explosive growth. As a result, more nations are more interested in hiring international students. Additionally, the government and more academic institutions are becoming more and more dependent on the income from tuition fees collected from international students. In order to have some incentives, tertiary educational institutions offer various scholarships and financial aid to international students in an effort to accommodate more students. That could encourage reforming. That might encourage institution-level reform.

In conclusion, all of the aforementioned factors have led to the internationalization of education being a significant component of world trade, and this topic merits more discussion.

CHAPTER 4
DATA ANALYSIS AND INTERPRETATION

This chapter covers data collection and analysis in accordance with the framework established for the purpose at the time the study plan was created.

The variables that match to the data acquired in the manner described are tabulated. To extract the significance from the study, the table is then evaluated and analysed.

AGE GROUP OF THE RESPONDENTS

TABLE NO: 4.1

AGE	NO.RESPONDENTS	PERCENTAGE
18-21	76	84.4
22-25	13	14.4
26-30	1	1.2
ABOVE 31	0	0
TOTAL	90	100

Source: Primary Data

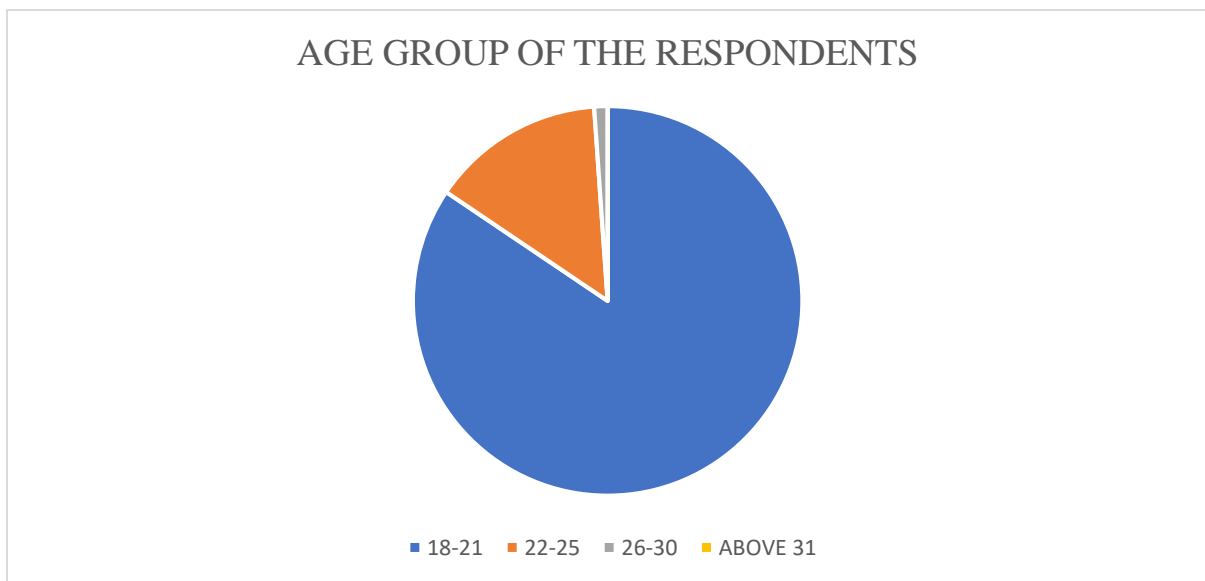


FIGURE NO: 4.1

Source: Primary Data

INTERPRETATION:

The chart shows that most of the respondents lies between 18-21 (84.4). Between 22-25 (14.4%) falls the next. In age group of 26-30 there lies only 1 respondent. This is because we have mostly preferred the students in their youth for our study.

GENDER OF THE RESPONDENTS

TABLE NO: 4.2

GENDER	NO.OF RESPONDENTS	PERCENTAGE
FEMALE	68	75.6
MALE	21	23.3
PREFER NOT TO SAY	1	1.1
TOTAL	90	100

Source: Primary Data

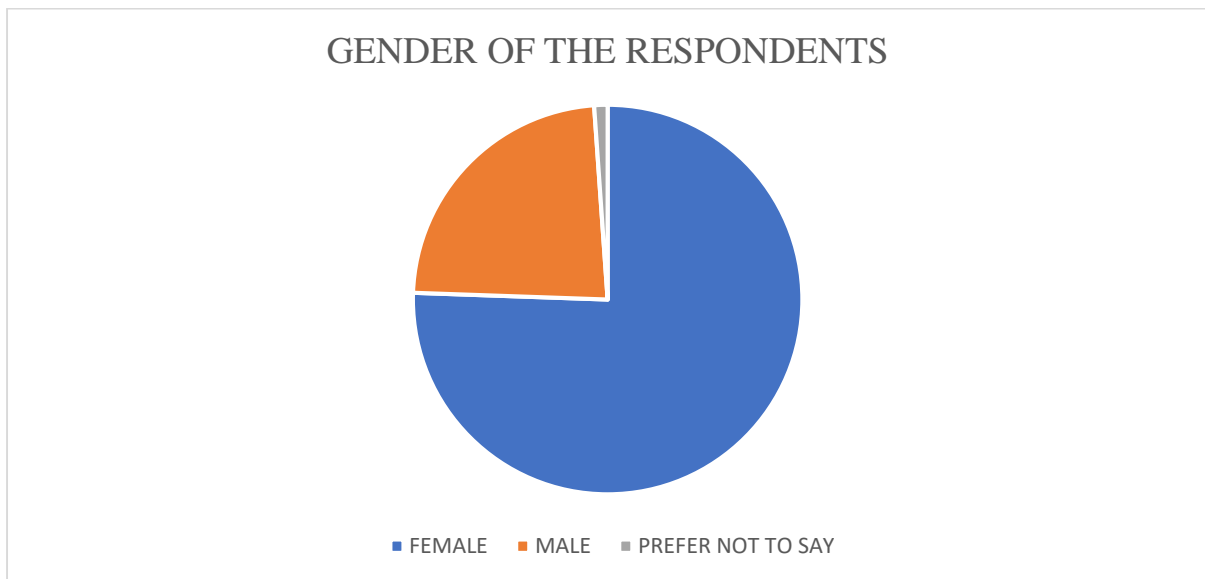


FIGURE NO: 4.2

Source: Primary Data

INTERPRETATION:

From the chart it is clear that most of the respondents are female compared to male. Only 1 respondent has preferred not to say. The percentage of female, male, and prefer not to say is 75.6%, 23.3% and 1.1% respectively.

CURRENT EDUCATION OF THE RESPONDENTS

TABLE NO: 4.3

EDUCATION	NO OF RESPONDENTS	PERCENTAGE
BACHELORS	83	92.8
MASTERS	7	7.2
TOTAL	90	100

Source: Primary Data

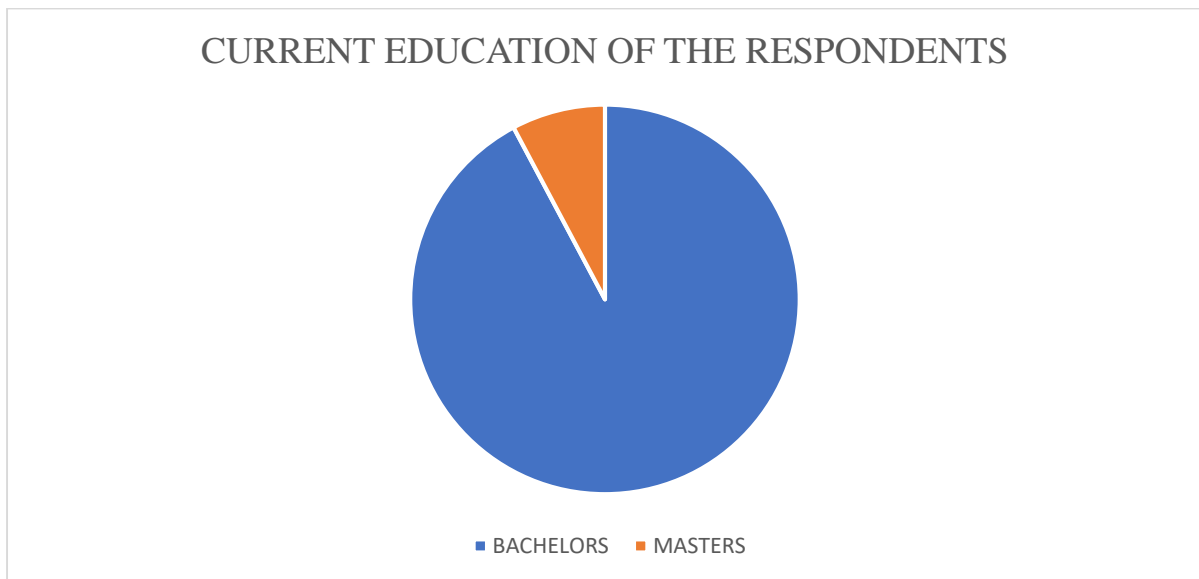


FIGURE NO: 4.3

Source: Primary Data

INTERPRETATION:

From this chart it is clear that most of the respondents are from bachelor's & only small portion of respondents belongs to masters. The percentage of respondents belonging to bachelor's is 92.2 & masters is 7.8 respectively. This is because majority of the respondents are from the age group 18-21.

MAJOR FIELD OF STUDY OF THE RESPONDENTS

TABLE NO: 4.4

FIELD OF STUDY	NO OF RESPONDENTS	PERCENTAGE
MANAGEMENT	3	3.3
ENGINEERING	1	1.1
DESIGNING	1	1.1
MEDICAL	2	2.2
ARTS	0	0
LAW	2	2.2
SCIENCE	7	7.9
COMMERCE	73	81.1
DRIVING	1	1.1
TOTAL	90	100

Source: Primary Data

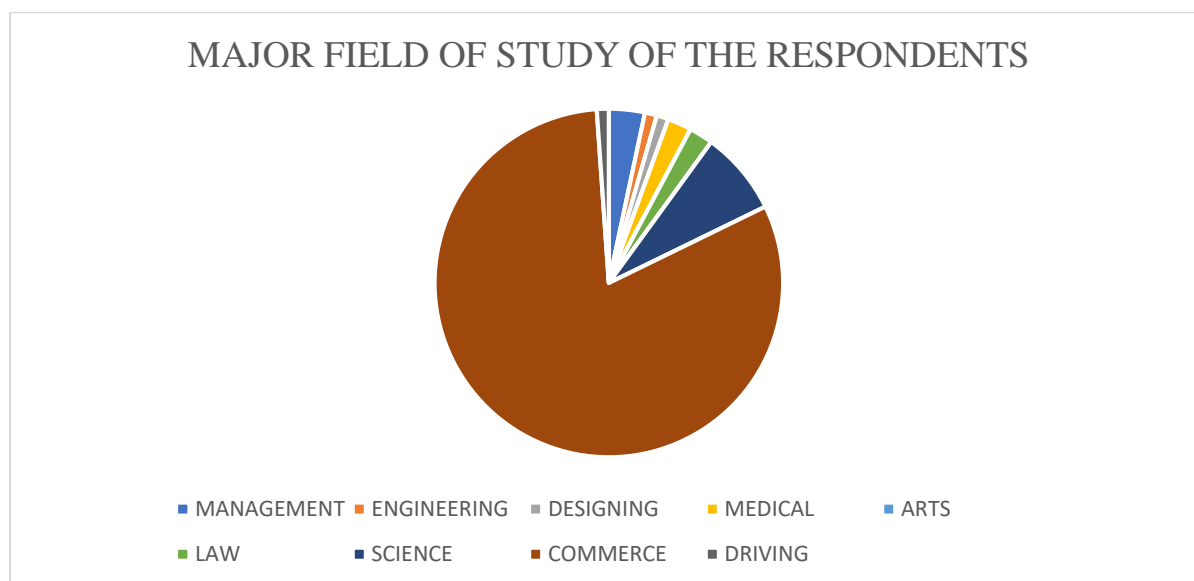


FIGURE NO: 4.4

Source: Primary Data

INTERPRETATION:

AS per the data, majority of the respondents are from commerce with 81.1%. The others share a small proportion which includes science (7.9%), management (3.3%), medical and law (2.2%), driving, designing and engineering (1.1%).

FUTURE CAREER PLANS OF THE RESPONDENTS

TABLE NO: 4.5

PLANS	JOB IN INDIA		HIGHER STUDY IN INDIA		HIGHER STUDY ABROAD		JOB ABRAOD	
	NO.	%	NO.	%	NO.	%	NO.	%
LEAST PREFERRED	22	24.4	16	17.8	26	28.9	27	30
PREFERRED	12	13.4	9	10	17	18.9	10	11.1
MORE PREFERRED	22	24.4	25	27.8	28	31.1	26	28.9
MOST PREFERRED	34	37.8	40	44.4	19	21.1	27	30
TOTAL	90	100	90	100	90	100	90	100

Source: Primary Data

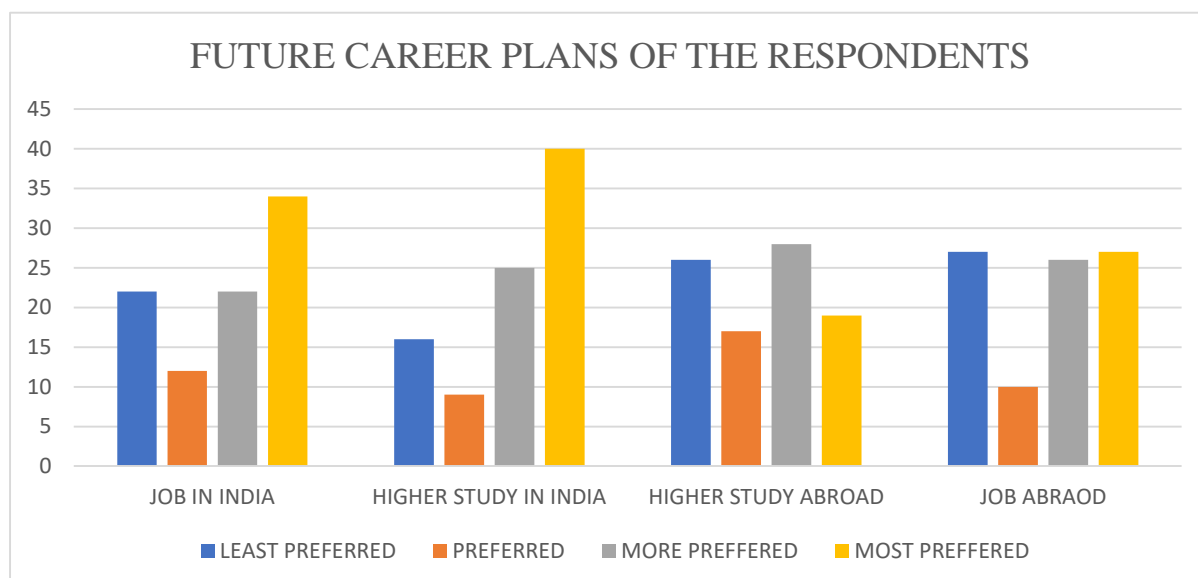


FIGURE NO: 4.5

Source: Primary Data

INTERPRETATION:

From the data we could infer that majority of the respondents is planning for higher study within the country which accounts to 44.4 %. Whereas 31.1% of the respondents is highly preferring to have a job in India. For higher study abroad and job abroad a higher preference has been shown by 21.1% and 30% of the respondents respectively.

The data shows that 30% of the respondents has opted that they have least preference for job abroad. 28.9% of the respondents has opted that they have least preference for higher study abroad. 24.4% of the respondents has opted that they have least preference for a job in India and 17.8% of the respondents has least preferred to have higher study in India. And this makes it clear that majority are least preferred for a job abroad and higher study abroad.

IMMIGRATION OF RELATIVES/FAMILY OF THE RESPONDENTS

TABLE NO: 4.6

OPTIONS	NO.OF RESPONDENTS	PERCENTAGE
YES	54	60
NO	27	30
MAYBE	9	10
TOTAL	90	100

Source: Primary Data

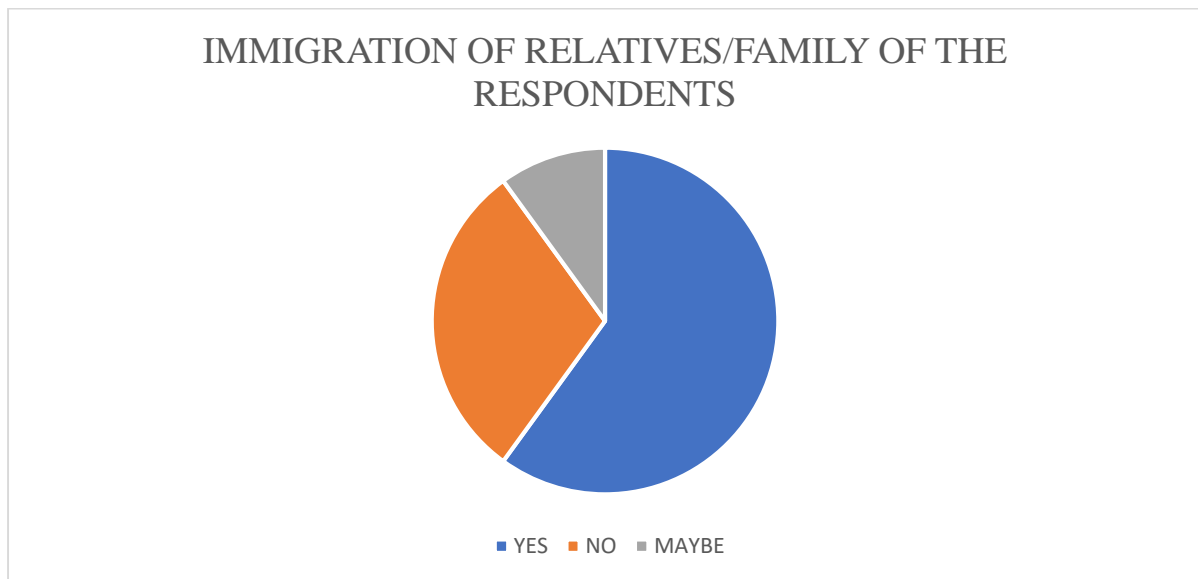


FIGURE NO: 4.6

Source: Primary Data

INTERPRETATION:

The data says that 60 % (majority) of the respondent's family or relatives have immigrated to other developed countries and 30 % of the respondent's family or relatives has not immigrated. Rest of the 10% states that they don't know or aren't sure. From this we could infer that even though the respondents aren't interested to work abroad or study abroad, many of their relatives have migrated to other developed countries.

REASONS FOR IMMIGRATION OF RESPONDENTS' RELATIVES OR FAMILY

TABLE NO: 4.7

Source: Primary Data

REASON	NO OF RESPONDENTS	%
POLITICAL	2	3.1
ECONOMICAL	48	75
SOCIAL	9	14
FAMILY	2	3.1
JOB	1	1.6
LIFESTYLE	1	1.6
EDUCATION	1	1.6
TOTAL	64	100

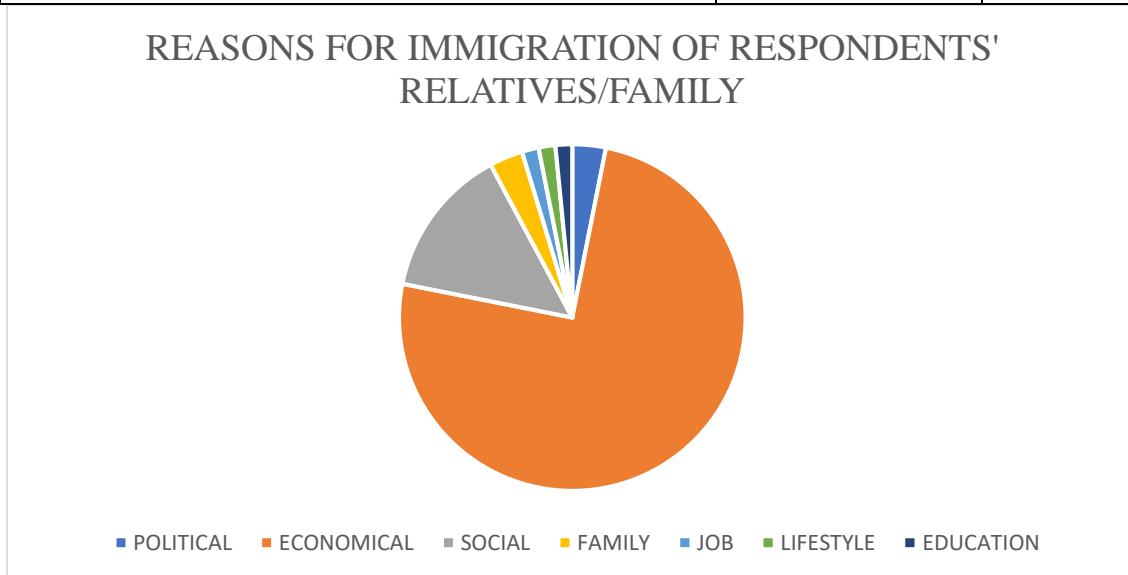


FIGURE NO: 4.7

Source: Primary Data

INTERPRETATION:

As per the data, respondents who have opted 'yes' and 'may be' for the previous question has stated the reasons for their relatives or family members to migrate. 75% of the respondents chose economical reason. 14% says that their relatives migrated due to social reasons. 3.1% is due to political and familial reasons. Other reasons include job, lifestyle, Education which has 1.6% each. From this it is very evident that many chose to migrate for better earnings and financial stability. This is because developed countries are paying more wages or salary.

REQUIREMENT OF RESPONDENTS TO ADJUST NEW LIFESTYLE

TABLE NO: 4.8

LEVEL OF AGREEMENT	NEW LANGUAGE		NEW WORKING CONDITION		NEW RULES AND LAWS		NEW CULTURE		CHANGE IN CLIMATIC CONDITIONS	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
STRONGLY DISAGREE	11	12.2	5	5.6	10	11.1	9	10	7	7.8
DISAGREE	5	5.5	12	13.3	7	7.8	7	7.8	12	13.3
NEITHER AGREE NOR DISAGREE	24	26.7	23	25.6	25	27.7	18	20	19	21.1
AGREE	19	21.1	29	32.2	24	26.7	34	37.8	21	23.3
STRONGLY AGREE	31	34.5	21	23.3	24	26.7	22	24.4	31	34.5
TOTAL	90	100	90	100	90	100	90	100	90	100

Source: Primary Data

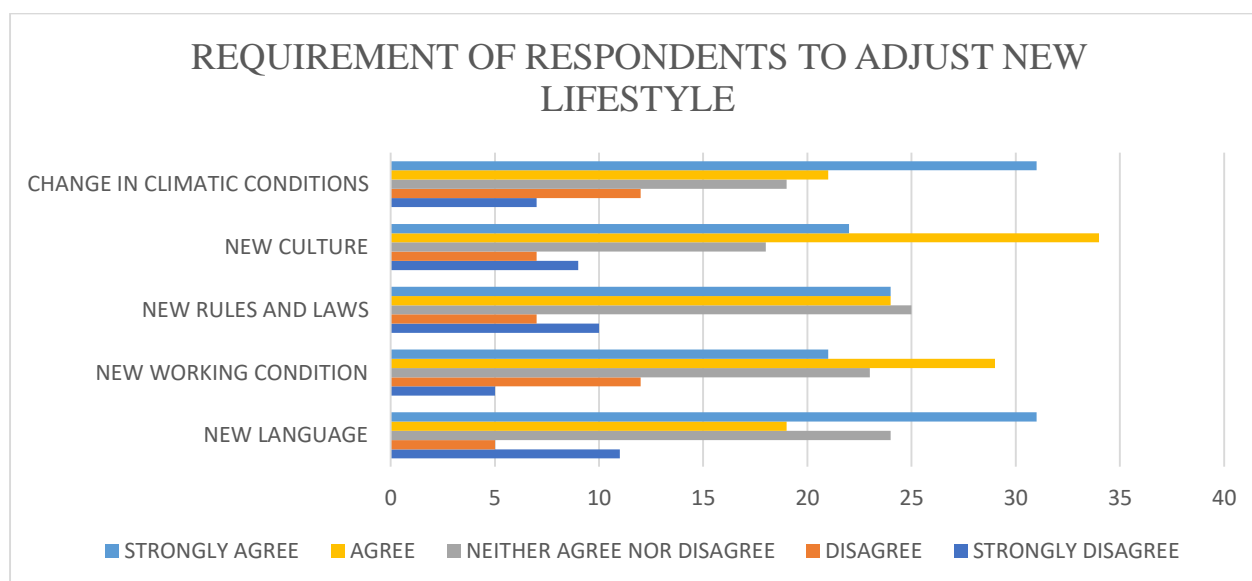


FIGURE NO: 4.8

Source: Primary Data

INTERPRETATION:

As per the responses it states that most of the respondents which amounts to 31 of them consider changes in Climatic condition and new language as the main problem for adjusting in another country. Even though many of them don't strongly agree 34 and 29 of the respondents has agreed to New culture and new working condition respectively being a requirement to be adjusted. 25 of the respondents neither agree nor disagree the fact that new rules and laws also comes as a requirement to be adjusted.

TIME RESPONDENTS' WANT TO SPEND AS AN IMMIGRANT

TABLE NO: 4.9

TIME	NO OF REpondENTS	PERCENTAGE
NO PREFERENCE	27	30
FOR COUPLE OF MONTHS	11	12.2
FOR COUPLE OF YEARS	25	27.8
TILL COMPLETION OF STUDIES	14	15.6
PERMANENT	13	14.4
TOTAL	90	100

Source: Primary Data

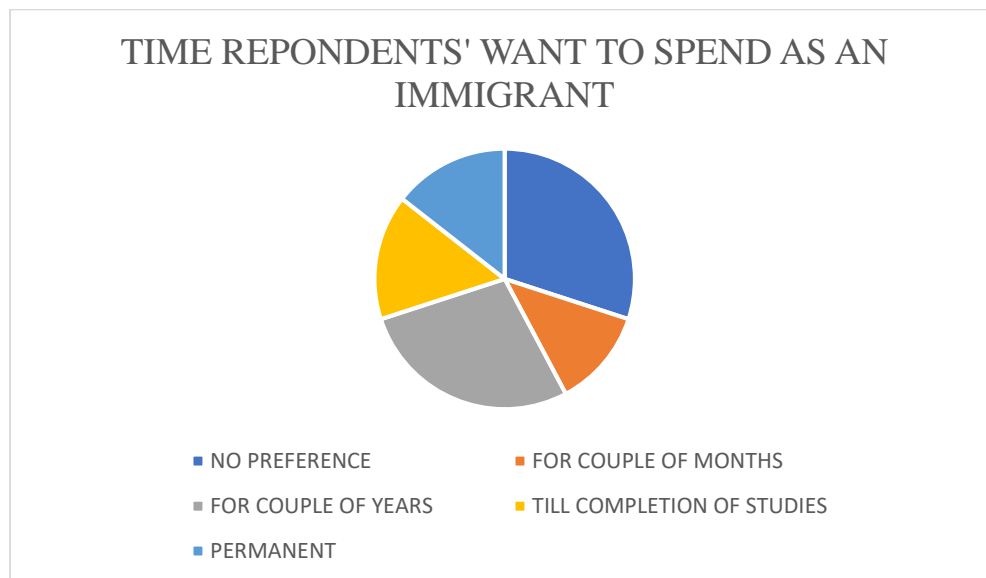


FIGURE NO: 4.9

Source: Primary Data

INTERPRETATION:

Most of the respondents which accounts to 27 stated that they have no preference to spend as an immigrant. This is because majority has opted in the previous questions that they prefer to work in India or undergo higher study within the country itself. 25 of the respondents has stated that they prefer to spend as an immigrant for a couple of years. 14 respondents is of the view that they want to stay abroad till their studies over there gets over whereas 13 of the respondents opted that they want to spend abroad permanently for their lifetime.

LEVEL OF AGREEMENT OF THE RESPONDENTS REGARDING THE FOLLOWING STATEMENTS (1)

TABLE NO: 4.10

LEVEL OF AGREEMENT	The main flow of brain drain as a change of domicile starts from the developing countries towards the developed countries but mostly emigrants are a vital source of income for many countries.		Brain Drain also makes a vivid exchange of knowledge and ideas possible, which is beneficial for everyone.	
	NO OF RESPONDENTS	PERCENTAGE	NO. OF RESPONDENTS	PERCENTAGE
STRONGLY DISAGREE	8	8.9	5	5.6
DISAGREE	12	13.3	12	13.3
NEITHER AGREE NOR DISAGREE	35	38.9	36	40
AGREE	21	23.3	28	31.1
STRONGLY AGREE	14	15.6	9	10
TOTAL	90	100	90	100

Source: Primary Data

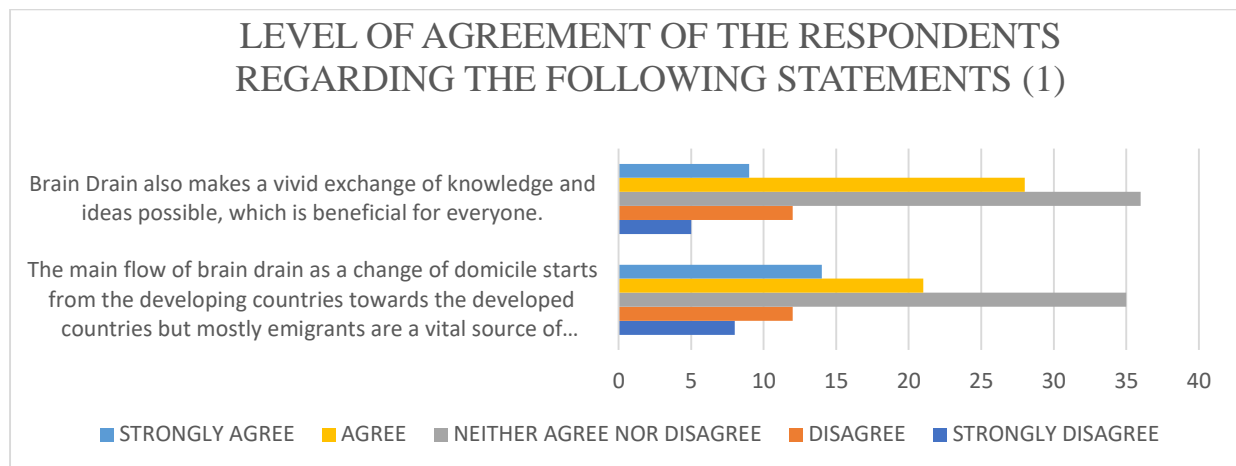


FIGURE NO: 4.10

Source: Primary Data

INTERPRETATION:

Brain drain refers to the emigration of highly trained or qualified people from the country. 15.6% of the respondents strongly agree that brain drain happens from developing to developed countries but though they bring revenue for both the countries. This is because migrant's country will prosper as more foreign exchange will enter the country and the other country can get skilled employees. But 8.9 % strongly disagree to this. This is because the time and money used for furthestmost of the migrant's skill and education are lost as they become assets to other countries.

10 % of the respondents have strongly agreed that brain drain helps for exchange of knowledge ideas which is beneficial to all. Whereas 5.6% is strongly disagreeing to this statement.

From both the statement it is very evident that majority of the respondents have opted to agree which accounts to 23.3% and 31.1% respectively.

REASONS FOR IMMIGRATION ACCORDING TO RESPONDENTS

TABLE NO: 4.11

REASONS		STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	TOTAL
HIGH INCOME	NO.	9	2	12	20	47	90
	%	10	2.2	13.3	22.2	52.3	100
BETTER WORK ENVIRONMENT	NO.	7	6	8	29	40	90
	%	7.8	6.7	8.9	32.2	44.4	100
GREATER JOB OPPORTUNITY	NO.	6	4	11	22	47	90
	%	6.6	4.5	12.2	24.4	52.3	100
SOCIAL AND CULTURAL VALUES	NO.	4	13	22	29	22	90
	%	4.5	14.5	24.4	32.2	24.4	100
BETTER ECONOMY	NO.	5	7	14	31	33	90
	%	5.5	7.8	15.6	34.4	36.7	100
RELATIVE AND POLITICAL STABILITY	NO.	10	8	28	27	17	90
	%	11.1	8.9	31.1	30	18.9	100
FACILITIES	NO.	5	5	11	27	42	90
	%	5.6	5.6	12.2	30	46.6	100
DISCRIMINATION	NO.	11	14	34	16	15	90
	%	12.2	15.6	37.8	17.8	16.6	100
SCHOLARSHIP	NO.	4	14	11	36	25	90
	%	4.5	15.6	12.2	40	27.7	100
MOTIVATION BY FRIENDS	NO.	9	15	26	23	17	90
	%	10	16.6	28.9	25.5	18.8	100

Source: Primary Data

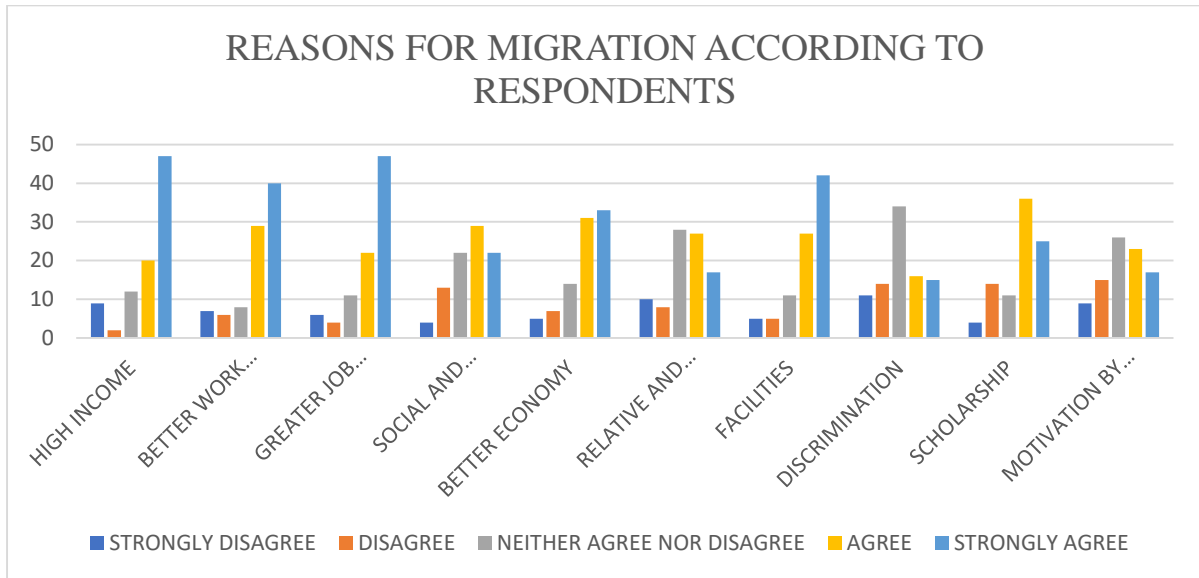


FIGURE NO: 4.11

Source: Primary Data

INTERPRETATION:

Respondents consisting of 47 students have made it clear by strongly agreeing that high income and greater job opportunities are the major reason for migration. 11 of the respondents have strongly disagreed discrimination being the reason.

Given these reasons 36 of the respondents opted that they agree scholarship as one of the main reason for migration and 15 has disagreed motivation from friends being the reason for migration. 11 of the respondents stated that they strongly disagree discrimination being the reason whereas 34 of the respondents has neither disagreed nor agreed discrimination as the reason for migration. Out of the reasons this is how majority have stated their views.

OTHER REASONS AS SPECIFIED BY THE RESPONDENTS FOR MIGRATION

TABLE NO: 4.12

REASON SPECIFIED	NO.OF RESPONDENTS	PERECENAGE
NO REASON/NIL	10	76.9
HIGHER LIVING STANDARDS	1	7.7
FINANCIAL STABILITY	1	7.7
VAST OPPERTUNITY	1	7.7
TOTAL	13	100

Source: Primary Data

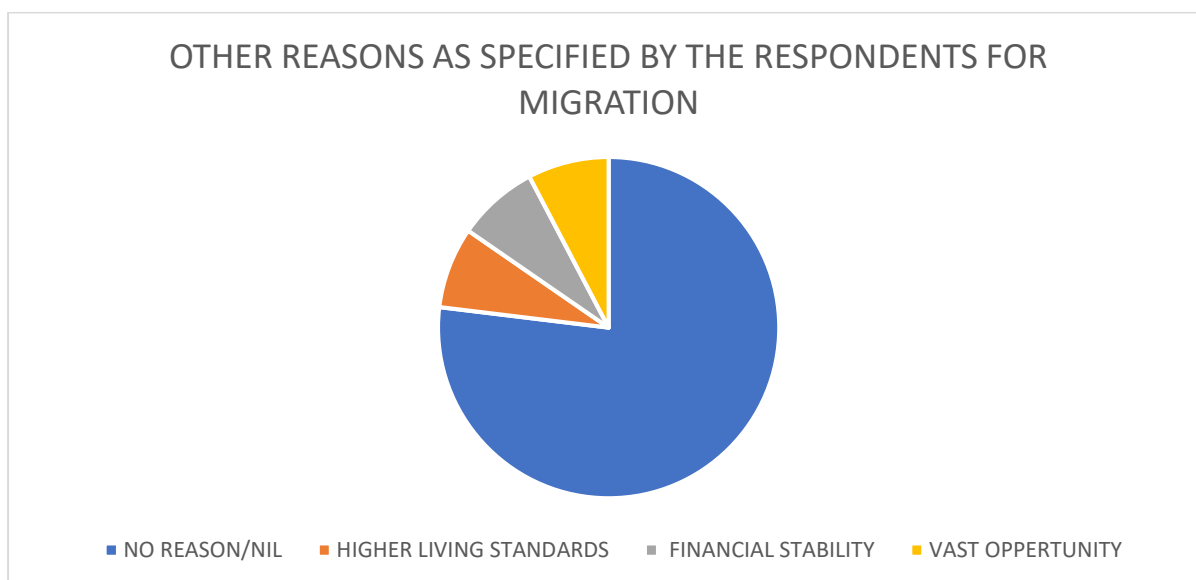


FIGURE NO: 4.12

Source: Primary Data

INTERPRETATION:

13 students have responded the above reasons other than that mentioned in the previous question out of which 10 stated that they have no particular reason for moving abroad whereas 1 each stated that higher standard of living, financial stability and vast opportunities are the reason for them for migration.

PREFERENCE OF THE RESPONDENTS TO MOVE ABROAD IN FUTURE

TABLE NO: 4.13

PREFERENCE	NO.OF RESPONDENTS	PERCENTAGE
YES	30	33.3
NO	15	16.7
MAYBE	45	50
TOTAL	90	100

Source: Primary Data

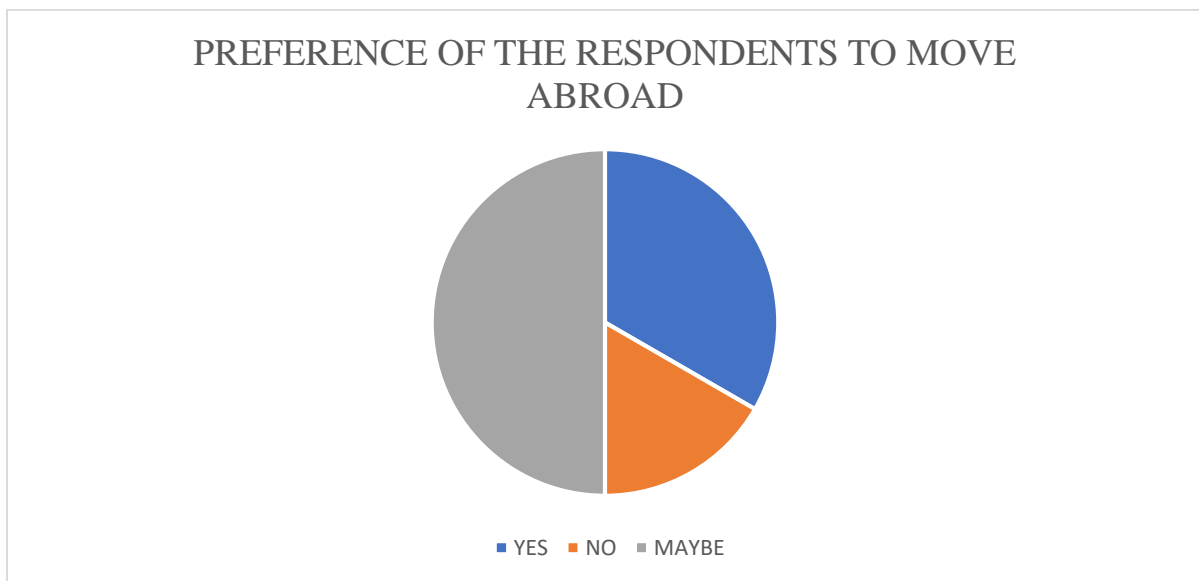


FIGURE NO: 4.13

Source: Primary Data

INTERPRETATION:

As per the responses it is understood that 50% which is 45 out of the 90 respondents haven't decided whether they are planning to move abroad whereas 15 of the respondents have made it clear that they will not migrate to other countries. 30 out of this 90 responses opted that they are planning to move abroad in the future.

PREFERRED DESTINATION OF THE RESPONDENTS FOR MIGRATION

TABLE NO: 4.14

COUNTRY	NO OF RESPONDENTS	PERCENTAGE
MIDDLE EAST	10	12.5
EUROPE	49	61.3
NORTH AMERICA	14	17.5
CANADA	3	3.7
AUSTRALIA	2	2.5
NEWZEALAND	2	2.5
TOTAL	80	100

Source: Primary Data

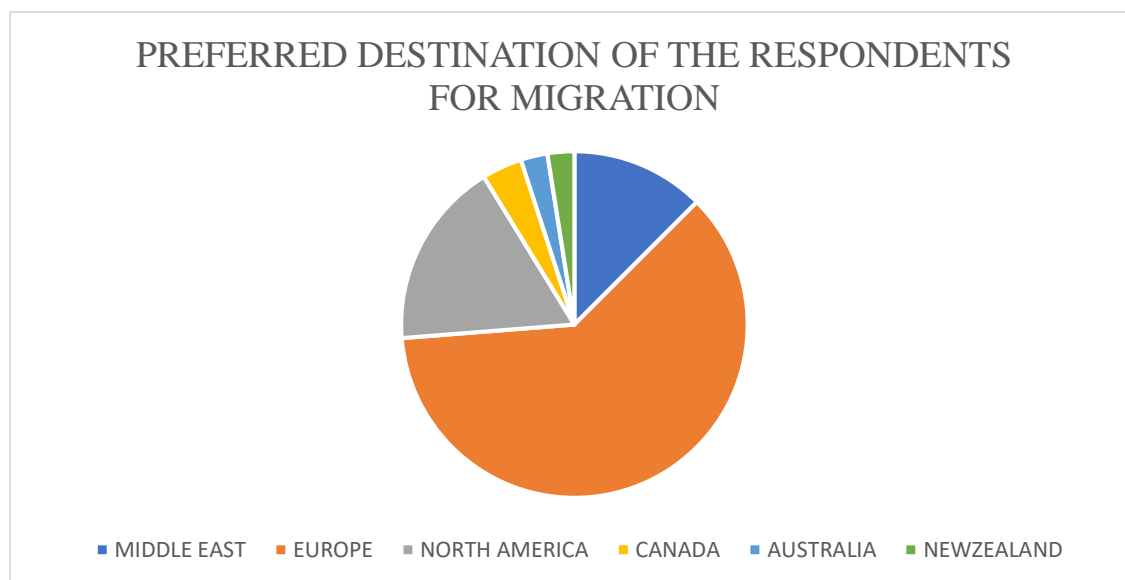


FIGURE NO: 4.14

Source: Primary Data

INTERPRETATION:

From the responses it was understandable that 61.3 % wants to migrate to European countries. It is said that 17.5 % wants to migrate to North American countries and 3 respondents specifically made it clear as Canada which is in North America. 12.5 % wants to migrate to middle east countries. Australia and New Zealand was opted by 2.5% of the 80 responses each. The other 10 out of 90 respondents haven't chosen any destinations which we understand that they are not preferring to move abroad. We got an inference that depending on these places the respondents had selected the requirements for adjustments as well as the reason to migrate.

REASON TO CHOOSE THE DESTINATION BY THE RESPONDENTS

TABLE NO: 4.15

REASONS		LEAST PREFERRED	LESS PREFERRED	PREFERRED	MORE PREFERRED	MOST PREFERRED	TOTAL
ASSURANCE ABOUT HIGH INCOME	NO.	12	2	17	24	35	90
	%	13.3	2.2	18.9	26.7	38.9	100
KNOWLEDGE ABOUT THE PLACE	NO.	8	9	19	34	19	90
	%	8.8	10	21.2	37.8	21.2	100
PRESENCE OF FAMILY AND FRIENDS	NO.	12	14	22	24	18	90
	%	13.3	15.6	24.4	26.7	20	100
PROMISING EMPLOYABILITY AND CARRER OPTIONS	NO.	6	7	13	37	27	90
	%	6.7	7.8	14.4	41.1	30	100
BETTER UNIVERSITIES	NO.	7	3	15	33	32	90
	%	7.8	3.3	16.6	36.7	35.6	100
AFFORDABLE OPTION	NO.	11	14	25	22	18	90
	%	12.2	15.6	27.8	24.4	20	100
PEACEFUL SOCIETY	NO.	9	7	27	30	17	90
	%	10	7.8	30	33.3	18.9	100
DIVERSE AND INCLUSIVE ENVIROMENT	NO.	6	8	28	29	19	90
	%	6.7	8.9	31.1	32.2	21.1	100
EASY IMMIGRATION PROCEDURES	NO.	7	10	38	18	17	90
	%	7.8	11.1	42.2	20	18.9	100
ASSURANCE OF STANDARD OF LIVING	NO.	8	3	16	28	35	90
	%	8.9	3.3	17.8	31.1	38.9	100

Source: Primary data

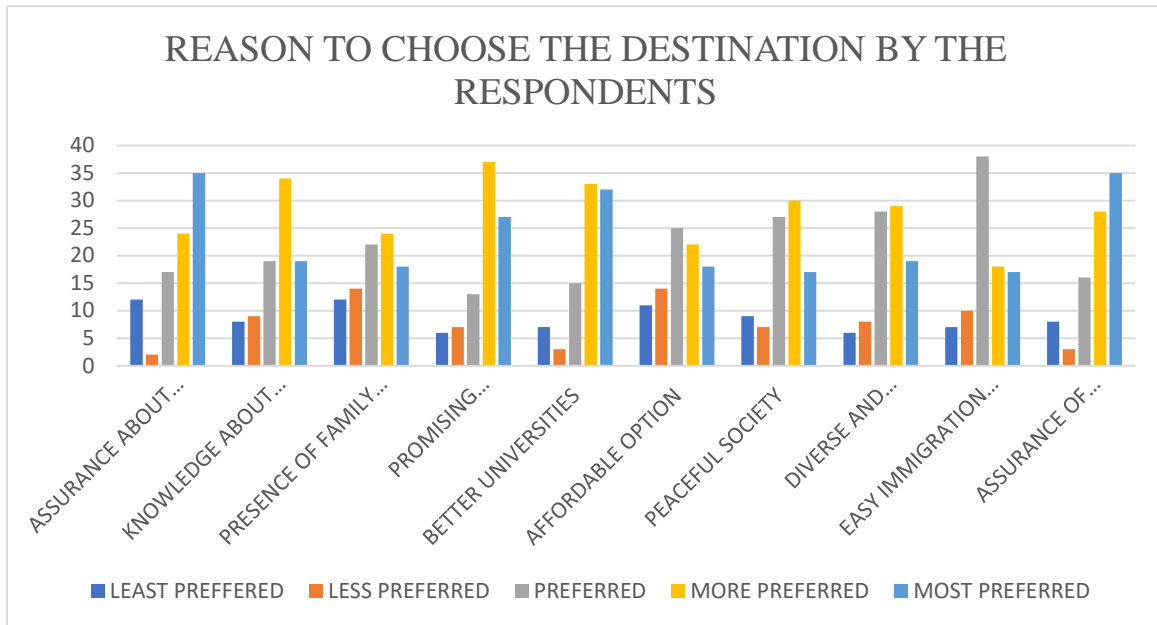


FIGURE NO: 4.15

Source: Primary Data

INTERPRETATION:

The reason that respondents have agreed on the choice of destination were understood from the above data. Motivation by friends and assurance of income were mostly preferred in majority by the respondents on choosing the destinations which accounted to 35 respondents with 38.9%. promising employability and career options was considered as the next preference with 37 respondents or 41.1%. Easy immigration procedures were also given as a preference by 38 respondents with 42.2%. Presence of family and friends as well as affordable option is less preferred by majority of the respondents which accounted to 15.6% with 14 respondents. For the least preference assurance of high income and presence family or friends is being opted by 12 respondents in majority with 13.3%.

REASONS OF RESPONDENTS TO MIGRATE IN FUTURE

TABLE NO: 4.16

LEVEL OF AGREEMENT	FOR WORK/JOB		JOB ALONG WITH STUDY		EDUCATION		BUSINESS/FAMILY	
	NO.	%	NO.	%	NO.	%	NO.	%
LEAST PREFERRED	10	11.1	10	11.1	14	15.6	15	16.7
LESS PREFERRED	6	6.7	11	12.2	10	11.1	14	15.6
PREFERRED	22	24.5	23	25.6	23	25.6	25	27.8
MORE PREFERRED	21	23.3	22	24.4	22	24.4	20	22.2
MOST PREFERRED	31	34.4	24	26.7	21	23.3	16	17.8
TOTAL	90	100	90	100	90	100	90	100

Source: Primary Data

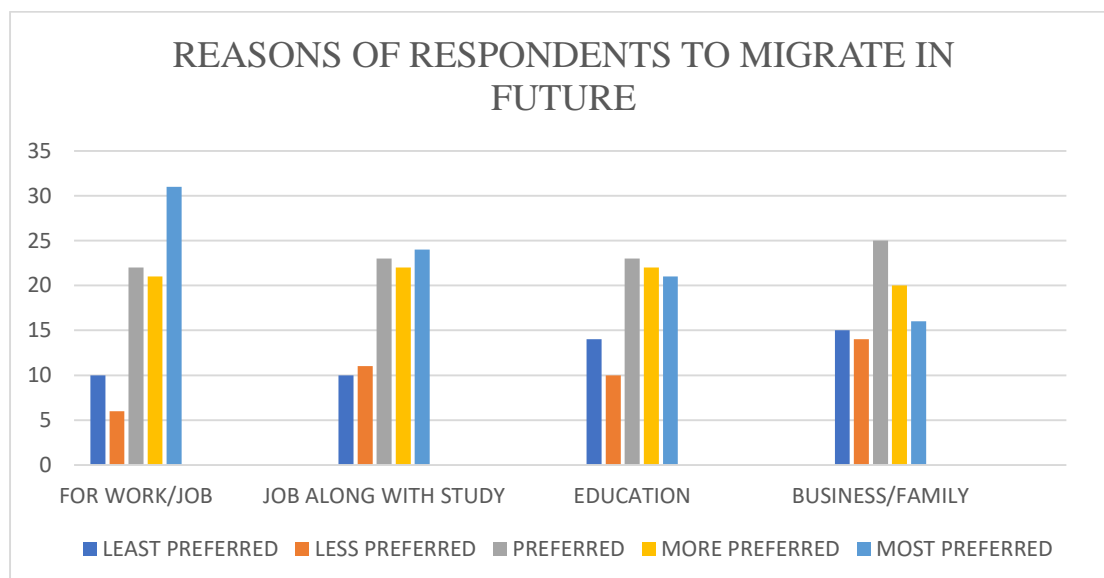


FIGURE NO: 4.16

Source: Primary Data

INTERPRETATION:

Majority consisting of 31 of the 90 respondents mostly prefer to go abroad for work or job. Education and job along with study is the next category of preference with 22 respondents. 25 of the respondents is also showing a preference for going abroad as part of business or family. Whereas 14 respondents stated that they have less preference to go abroad as part of business or family. At the same time 15 respondents stated that they have the least preference to go abroad as part of business or family. This inference is based on majority opinion.

REASONS OF RESPONDENTS FOR NOT TO MIGRATE IN FUTURE

TABLE NO: 4.17

LEVEL OF AGREEMENT	FAMILIAL REASONS		JOB INSECURITY IN THE DESTINATION		CONSERVED ABOUT LIFE IN THE DESTINATION		COMBURSOME PROCESS	
	NO.	%	NO.	%	NO.	%	NO.	%
LEAST PREFERRED	13	16.2	11	13.8	10	12.5	8	10
LESS PREFERRED	11	13.8	16	20	12	15	13	16.3
PREFERRED	24	30	24	30	31	38.8	38	47.5
MORE PREFERRED	13	16.2	20	25	14	17.5	17	21.2
MOST PREFERRED	19	23.8	9	11.2	13	16.2	4	5
TOTAL	80	100	80	100	80	100	80	100

Source: Primary Data

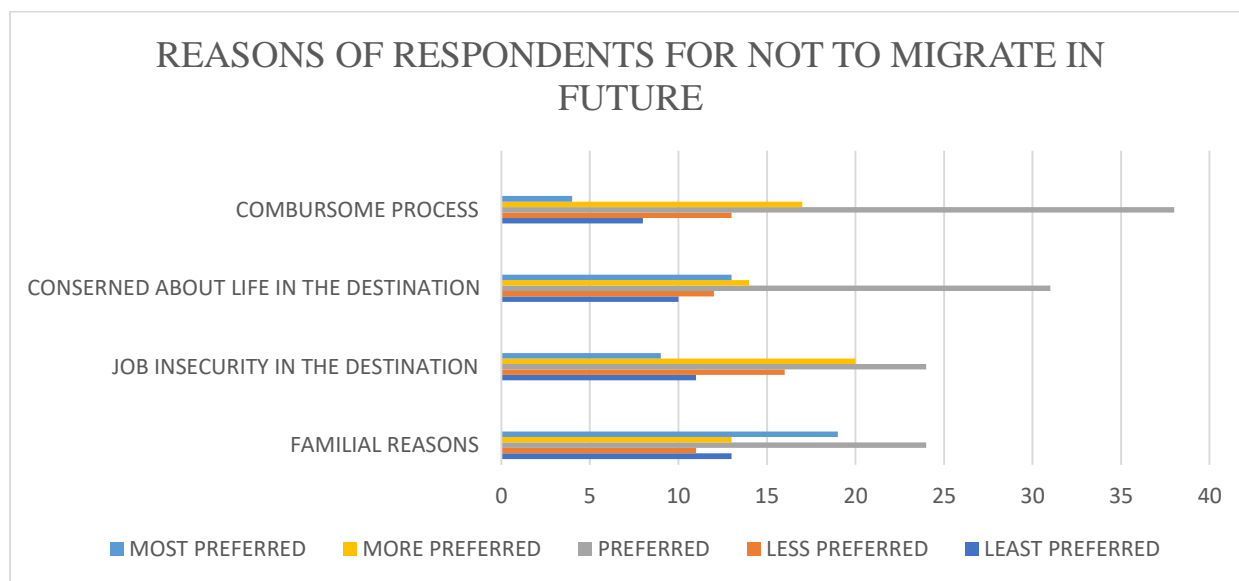


FIGURE NO: 4.17

Source: Primary Data

INTERPRETATION:

Responses in case of reasons for not migrating were given by 80 respondents. According to them they mostly prefer not to migrate because of familial reasons. This was opted with a majority of 19 respondents. Next, 20 of the respondents has stated job insecurity in the destination as the reason. Majority with 38 respondents has also preferred cumbersome process as the reason for not migrating. 16 of the respondents says that they have less preference over job insecurity being the reason for migration and 13 respondents stated that they have least preference on familial reasons being the reason for not to migrate in the future.

LEVEL OF AGREEMENT OF THE RESPONDENTS REGARDING THE FOLLOWING STATEMENTS (2)

TABLE NO: 4.18

LEVEL OF AGREEMENT	Settling abroad leaving your parents in India is against morality		Highly educated and skilled workers when work abroad causes brain drain and serious economic losses in India.	
	NO. OF RESPONDENTS	PERCENTAGE	NO. OF RESPONDENTS	PERCENTAGE
STRONGLY DISAGREE	17	18.9	16	17.8
DISAGREE	13	14.4	10	11.1
NEITHER AGREE NOR DISAGREE	41	45.6	33	36.7
AGREE	11	12.2	20	22.2
STRONGLY AGREE	8	8.9	11	12.2
TOTAL	90	100	90	100

Source: Primary Data

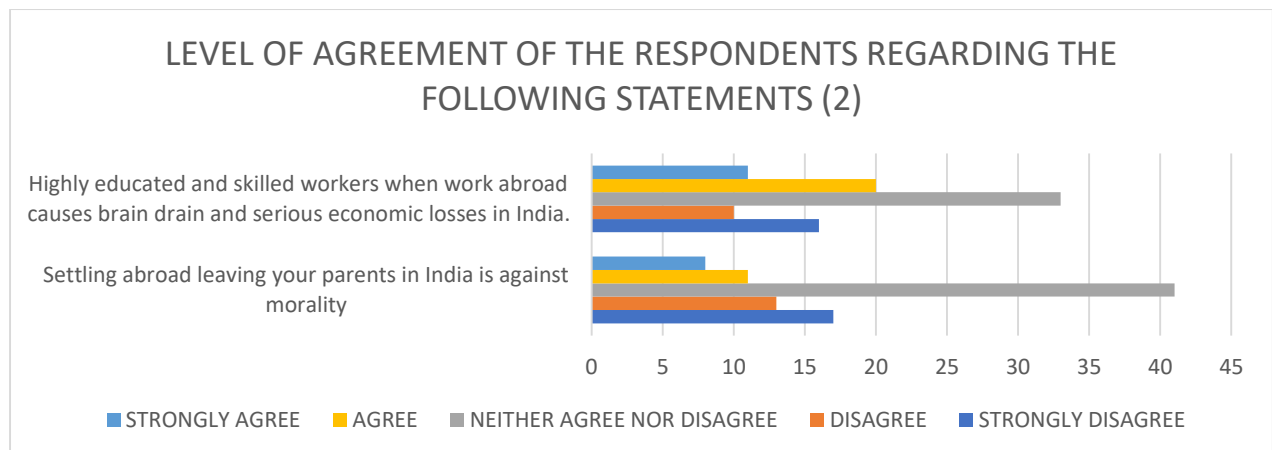


FIGURE NO: 4.18

Source: Primary Data

INTERPRETATION:

The statement ‘Settling abroad leaving parents is against morality’ is being strongly agreed by 8 among the 90 respondents which means that they don’t promote abroad migration much if their parents stay in India and the statement is strongly disagreed by 17 respondents. But It is clear that majority of the 90 respondents consisting of 41 has responded to the statement that they neither agree nor disagree to it.

The statement ‘Highly educated and skilled workers when work abroad causes brain drain and serious economic losses in India’ is being strongly agreed by 11 respondents and we could infer that they are against abroad migration as it leads to brain drain. Whereas 11 respondents have strongly disagreed to the statement which means that they give much importance to the positive sides of brain drain. Majority of the respondents which accounts to 33 of them have opted that they neither agree nor disagree to the statement.

MIGRATION HELPING INDIAN SOCIETY ACCORDING TO THE RESPONDENTS

TABLE NO: 4.19

	YES	%	NO	%	TOTAL	%
GIVE BACK FINANCIALLY	78	86.7	12	13.3	90	100
BRING BACK KNOWLEDGE	70	77.8	20	22.2	90	100
EDUCATE ABOUT INDIA	65	72.2	25	27.8	90	100
LURE FOREIGN INVESTMENT	63	70	27	30	90	100
NOT HELPFUL	23	25.6	67	74.4	90	100
OTHER	40	44.4	50	55.6	90	100

Source: Primary Data

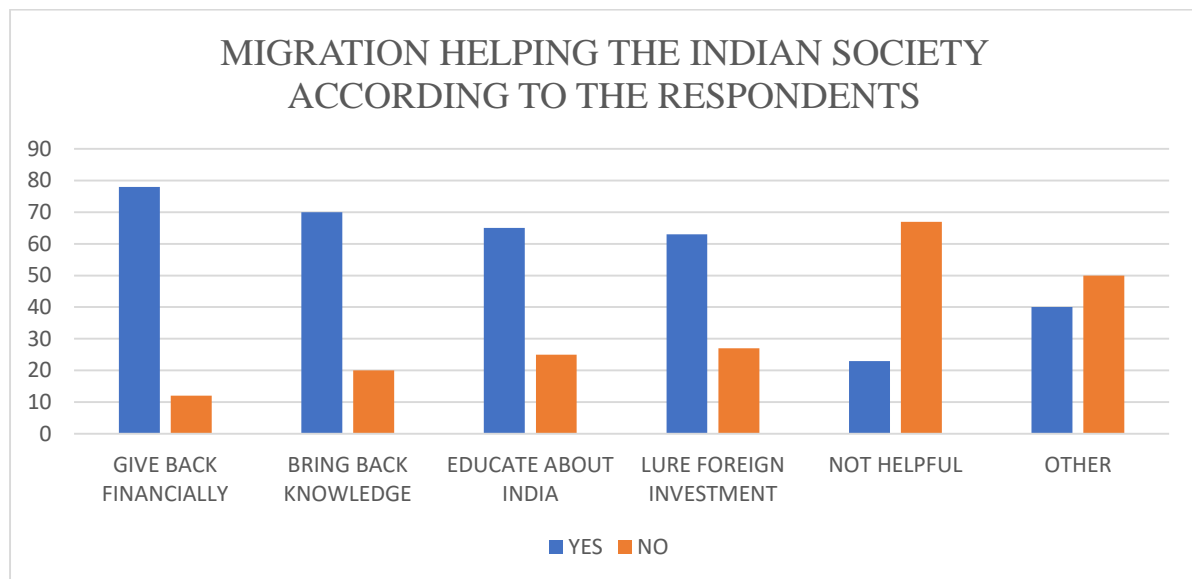


FIGURE NO: 4.19

Source: Primary Data

INTERPRETATION:

78 out of 90 respondents stated that they could give back India financially and the remaining 12 No. 70 respondents stated that they could bring knowledge back. 65 respondents stated that they would educate about India in other countries. 63 respondents said they could bring foreign exchange with investments. 40 respondents stated that apart from these given benefits they find other benefits to India for moving to other countries. Whereas 23 respondents stated that migrating abroad cannot bring any sort of benefits to India at all. From this data we inferred whether migration can bring benefits to the home country.

CHAPTER 5

FINDINGS, SUGGESTIONS AND CONCLUSION

5.1 FINDINGS

Our findings are focused on data collected from students in India based on their preference to migrate abroad. We found that most of the students responded from various field of studies are planning for higher studies in India and job within the country but shows a possibility that they may migrate in the future. Whereas certain fraction of students is having a high preference to have their higher studies and job abroad. As per the data 30 students are pretty sure and are planning to move abroad in the future out of the 90 responses.

Many of the students' family members are abroad or are planning to move abroad. There were various reasons for them to move which were political, Economic, Social, Family, Career etc. But mostly they opted economical reason from which we found out that other countries are paying more wages or salary.

Out of the challenges to move abroad, it was found that climatic changes were opted by majority and many students opting European countries with some of them specifying Canada in the North America gave the clarification about the harsh winters there. New rules and laws, new working condition and new culture were also understood as some of the major challenges.

Majority of the students are supporting brain drain as they agree to its positive impact which includes exchange of knowledge, ideas and source of income for many countries. Whereas some of them has considered brain drain as negative to home country as it results to economic losses and leads to wastage of time & money which is used for furthest of the migrant's skill and education as they become assets of other countries.

There are many reasons for migration which can be high income, better work environment, motivation by frauds, greater job opportunities, better economy etc. Majority stated that high income and job opportunities are their reason for migration.

When various destinations were selected, students considered assurance about high income, motivation from friends, promoting employability and easy immigration procedures were some of the factors. Students are having more preference for job abroad than studies having studies abroad.

As 15 students stated that they won't migrate abroad the reasons opted were job insecurity in the destination, cumbersome process, familial reasons etc. They were also leaving their parents and settling abroad is against morality and leads to economic losses in India with brain drain.

The students who had chosen to move abroad either for studies or job stated that they can give back financially, improve foreign exchange and return knowledge back.

5.2 SUGGESTIONS

The following suggestions are made in light of the research's findings:

The government should take steps to replace the obsolete or irrelevant curriculum in the current educational system with a programme that is both practical and research-based. Also, in order to offer collaborative programmes across all disciplines, local and foreign universities must work together. Additionally, the government must create connections between national research laboratories and other research centers to support high-quality, synergistic research.

Universities in India should develop a policy allowing students to work part-time while they are in school. Additionally, it advises their home country's government and educational institutions to take into account the relevance or significance of the push-pull factors that encourage them to pursue an international education.

Realizing the needs of the times, the universities should give more importance to the courses on human development and the aim should be to offer both training and education during the course of study.

Most of the higher education in our state is imparted in colleges. Since the colleges do not have the power to design the courses, the solution to this crisis is to start new private universities in the state. Until then such courses should be conducted in public universities in Kerala. If the government's decision to start new private universities is implemented, there will be no hindrance for private universities to start such vocational courses. The existing state universities can also start industrial, agricultural and service oriented courses accordingly. There are many job opportunities for such courses. Learners can study according to their taste.

Personal development, career development and opportunities, culture understanding, unavailability of seat in home country, cost effectiveness, unavailability of desired course in home country, higher social status, more independent, increased critical thinking skills, higher quality, and improved English constitutes major benefits connected to international education. When stakeholders have this understanding then only it is possible to work on delivering the above considered benefits and to emphasize these aspects in marketing campaigns.

As the new National Education Policy of India aims to switch the country from being a 'sender', to becoming a destination country for students in the region. (Ministry of Human Resource Development, Government of India, 2020), Governments and higher education institutions should re-design their marketing strategies as well as develop more diverse admission procedure with trimming down the admission formalities.

Seeking qualification with worldwide recognition pushes and motivates the students to pursue their study from abroad. Hence, Indian Institutions and colleges should be accredited internationally and should be recognized all over the world and can open many doors for students around the globe.

Collaboration with active alumni is one of the effective ways to connect with international students. (Choudaha R., 2013) noted that prominent international alumni can serve as an effective resource for student marketing and recruitment activities. Additionally, prospective international students might benefit from the outstanding and trustworthy advice of international graduates. Through the use of social media, organizations can get in touch with their alumni and invite them to take part in activities and recruitment for overseas students.

UGC and the government should take initiative in increasing the inflow of international students in India. For that they have to make foreign universities to establish their campuses with Indian institutions. A recent report on this matter by UGC is that foreign universities may start programmes by 2025. With the idea of bringing foreign campuses to India, there's hope in improving the number of international students in the country who might want to study in esteemed institutions but would not like to spend a fortune on living expenses. As a result, India would become an attractive destination for students from South Asia once they enroll in foreign campuses across the country. Thus, the concerned authorities should take up such initiatives in the future also.

5.3 CONCLUSION

Considering the above studies, at present growth rates, nine of the top 11 economies in the world—which account for more than 70% of global GDP—would face a skilled labour shortage by 2030. The existing talent gap in countries like Germany, which is at 4%, will increase drastically to 23% by 2030. China, which now has the greatest population and has a one-child policy, nonetheless has a 3% labour shortage. India would hardly survive, but it would be difficult to guarantee the availability of a highly skilled workforce for running its own businesses.

This situation is anticipated to promote migration from densely populated areas to areas where jobs are available. Youth migration typically results from a demand for quality education or forced migration caused by domestic political and social upheaval. Globally, there are about 4.6 million pupils.

53% of those who live away from their own nations are from Asia. China (800 000) sends forth more students each year than India (300 000). A university education abroad is an option in today's globalized world. Additionally, employers seek out candidates with bilingualism, cross-cultural competency, and international experience. Other than to receive a high-quality education, students travel overseas for a variety of reasons, including the desire for a better lifestyle and the notion that studying abroad is a ticket to success. One of the causes for this is the poor quality of Indian colleges, the dearth of facilities, the dearth of qualified teachers, the jaded curriculum, and the gap between academia and industry. The Indian higher education system lags behind despite having lofty goals. Only three Indian universities were among the top 200, while ten were among the top 700. With 140 million individuals in the college-age demographic, we will be one of the youngest countries by 2030. The government's resolve can be seen in recent policy reforms, such as the creation of a super regulator for managing institutions.

Before choosing a degree of study, Indians who travel overseas to attend school frequently look for a country with possibilities for staying home, lenient visa policies, and affordable tuition. This may be beneficial for the growth and development of the students, but we still need to address a key issue. Do we let students study abroad, get skills, immigrate, and benefit host nations, or do we encourage them to return and help our nation's labour shortage?

This has a price as well. Indians spent \$3.7 billion in 2016–17 on the upkeep of close family and study abroad expenses, making up 45% of total outgoing remittances. These outflows have increased 13 times since FY12 from \$279 million, which is concerning for a nation with a persistent trade deficit. This is a significant waste of our resources. More than many of our massive government social support schemes, the amount sent out.

Misuse of policy is a hazard of a liberal study abroad scheme. We have a bad reputation for permitting low-skilled residents to migrate illegally by allowing them to apply to study overseas and then elude universities. This damages one's reputation and weakens societal cohesion of other nations. Many nations may eventually erect admission obstacles for students of Indian descent. The method used by foreign universities to recruit Indian students—the use of unlicensed agents—also contributes to the issue.

While we may want to support students going abroad to study and working in other countries, we must also build up our own institutions to international standards. We shouldn't stop people from moving, as someone once said. We must provide them with a better home life. Migration is not a problem; it is a process.

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APPENDIX

A COMPREHENSIVE STUDY ON STUDENTS' ABROAD MIGRATION

The survey intends to understand the factors influencing the students' decision regarding abroad migration. Your comment won't ever be used to pinpoint your identity as the respondent. The survey is entirely confidential. Your genuine answers, viewpoints, and attitudes are what solely the researchers are interested in. We really appreciate your participation in the poll!

1. Email ID _____

2. Age

18-21

22-25

26-30

Above 31

3. Education

Bachelors

Masters

4. What is your major field of study?

Management

Engineering

Designing

Medical

Arts

Law

Science

Commerce

Other: _____

5. Future career plans after graduation. Rank the following (1, least preferred; 4, most preferred)

	1	2	3	4
Job in India				
Higher study in India				
Higher study in abroad				
Job abroad				

6. Does any relative/member of your family has immigrated to any developed country?

Yes

No

Maybe

7. If your answer is yes, then what was the reason to immigrate?

Political

Economical

Social

Other

8. According to you, what is the most important adjustment required for adapting the new lifestyle? Rank the following on a scale of 1-5. (1, strongly disagree; 2, Disagree; 3, neither agree nor disagree; 4, Agree; 5, strongly agree)

	1	2	3	4	5
New language					
New working condition					
New rules and laws					
New culture					
Change in climatic condition					

9. How much time you want to spend as an immigrant?

Permanent

No preference

Till completion of study

For couple of years

For couple of months

10. State your level of Agreement regarding the following statements? (1, strongly disagree; 2, Disagree; 3, neither agree nor disagree; 4, Agree; 5, strongly agree)

	1	2	3	4	5
The main flow of brain drain asset change of domicile starts from the developing countries towards the developed countries but mostly immigrants are a vital source of income for many countries.					
Brain drain also makes a vivid exchange of knowledge and ideas possible, which is beneficial for everyone.					

11. According to you, what are the reasons for immigration? Rate the following on a scale of 1-5. (1, strongly disagree; 2, disagree; 3, neither agree nor disagree; 4, agree; 5, strongly agree)

	1	2	3	4	5
High income					
Better work environment					
Greater job opportunities					
Social and cultural values					
Better economy					
Relative political stability					
Facilities					
Discrimination					
Scholarship					
Friends are motivating to move abroad					

12. Any other reason (please specify) _____

13. Are you preferring to move abroad in future?

Yes

No

Maybe

14. Preferred destination for migration

Middle East

Europe

North America

Other _____

15. Reasons to choose the destination. Cite your reference on a scale of 1-5. (1, least preferred; 5, most preferred)

	1	2	3	4	5
Assurance about the high income					
Knowledge about the place					
Presence of family and friends					
Promising employability and career options					
Better universities					
Affordable option					
Peaceful society					
Diverse and inclusive environment					
Easy immigration procedures					
Assurance of standard of living					

16. Reasons for migrating in future. Cite your preference on a scale of 1- 5 (1, least preferred; 5, most preferred)

	1	2	3	4	5
For work/job					
Job along with study					
Education					
Business / family					

17. Reason for not to migrate in future. Rank the following on a scale of 1- 5 (1, least preferred; 5, most preferred)

	1	2	3	4	5
Family reasons					
Job security at destination data					
Concerned about life at destination					
Cumbersome process					

18. Read the following statements on a scale of 1-5 (1, strongly disagree; 2, Disagree; 3, neither agree nor disagree; 4, Agree; 5, strongly agree.)

	1	2	3	4	5
Setting up broad leaving your parents in India is against morality.					
Highly educated and skilled workers when work abroad causes brain drain and serious economic losses in India.					

19. If you decide to go abroad either for work or study, how it would help the Indian society?

	YES	NO
a) Give back financially		
b) Bring knowledge back		
c) Educate about India		
d) Lure foreign investment		
e) Not helpful		
f) Other		