

**A STUDY BASED ON MIGRATION OF STUDENTS FROM
KERALA FOR ABROAD STUDIES**

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BONAFIDE CERTIFICATE

This is to certify that the project "**A STUDY BASED ON MIGRATION OF STUDENTS FROM KERALA FOR ABROAD STUDIES**" is a work done by **BENYAMIN JOHN PAUL (200021065313)**, **BINSON BIJU (200021065314)** and **VISAKH P.S (200021065342)** in partial fulfilment of the requirement for the degree of **Bachelor of Commerce** under my guidance and supervision. It is further certifying that this dissertation or part thereof has not been submitted elsewhere for any other degree.

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DECLARATION

We further declare that this work has not formed the basis for the award of any academic qualification, fellowship or other similar title of any other university or board.

We **Benyamin John Paul, Binson Biju and Visakh P.S** hereby declare that the project entitled '**A STUDY BASED ON MIGRATION OF STUDENTS FROM KERALA FOR ABROAD STUDIES**' is recorded of work done by us under the guidance of Mrs. ARYA SURESH, Assistant Professor, Bharata Mata College Thrikkakara and is submitted to Mahatma Gandhi University, in partial fulfilment of the requirement for the award of degree of Bachelor of commerce.

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CHAPTER - 1
INTRODUCTION

1.1 INTRODUCTION

Changing Dynamics of In-migration in Ernakulam District- An Overview :

In contrast to in-migration, the history of out-migration from Kerala, particularly the district of Ernakulam, is quite recent. People have been moving out of the state in large numbers to other regions of the nation, such as the Madras or Bombay, since the 1940s as a result of the state's economic woes. The state's educated youth were experiencing high unemployment and extreme economic hardship, which sparked a wave of emigration to middle eastern nations that has been ongoing since the 1970s. Every aspect of the economy and society is impacted by the rise in the export of skilled workers to the Gulf, North America, and Western Europe. Out-migration in the district can be divided into four categories: (a) emigrants (Emi), or regular members of a household who had migrated out of Kerala and were living outside India; (b) return emigrants (Rem), or regular members of a household who had returned to Kerala after living outside India for a year or more; or for a shorter period if the stay outside was for the purpose of studying abroad or looking for work; and (c) temporary migrants. Out-migrants (Omi) or regular members of a household who migrated from Kerala and were residing outside Kerala but within India, as well as return out-migrants (Rom) or regular members of a household who had moved back to Kerala after residing outside Kerala but within India for a year or more, or for a shorter amount of time if the stay was for the purpose of studying or looking for work.

According to this classification, the proportion of people who left Kerala is roughly two times higher than the proportion who moved to other regions of India. In Ernakulam, exactly two out of every three migrants fall under the category of foreign immigrants. At the state level, the ratio is roughly 1:1. The percentage of Emi among all district out-migrants is around to 70%. Another conclusion is that almost three times as many return migrants are still in the district's destinations. International migrants have an extremely low chance of returning, compared to native migrants, who have a relatively high chance of doing so. The incidence of migration in Ernakulam is quite low, with 26 people per 100 people, compared to the state average of 32 people per 100 people, and is especially

low when compared to other districts in Kerala, particularly Malappuram and Kannur. Malappuram reported 71 people per 100, while Kannur district recorded 59 people per 100.

The district's population is made up of about 9% out-migrants from the state. Additionally, Ernakulam received about 10% of the migrants who returned from other Kerala districts, demonstrating an extremely low rate of net migration within the state.

In terms of the percentage of emigrants in the entire population, Ernakulam has a 7 percent emigrant population compared to the state's 13.8 percent. It is important to note, however, that Thiruvananthapuram, Kochi, and Kozhikode, three corporations in the state, were successful in luring a higher percentage of re-turn immigrants. According to the Migration Survey 2007 data, about 20% of the households in these corporations are made up of emigrants.

The district's out-migration reports the following In terms of the absolute number of out-migrants, male and female immigrants, the number of out-migrant households, and the proportion of out migrants to the overall population, migration has increased in Ernakulam over the period. While overseas outmigration is on the rise, the percentage of interstate outmigration from Ernakulam is on the decline. In Ernakulam, the return of emigrants increased between 1998 and 2003, but it fell to -18% between 2003 and 2007. A significant centre that draws immigrants, especially those from surrounding districts, is Kochi Corporation. Kottayam, Thrissur, Palakkad, and Iddukki are the districts with the highest rate of out-migrants returning. These residents eventually moved to urban areas in Ernakulam to settle down permanently. In contrast to other districts in the state, Ernakulam has a relatively low frequency of emigration. The district is becoming an important urban agglomerate in the state and has developed business centres, which has led to a flourishing private sector that can accommodate its educated and talented people within the district itself. Since 2000, it has been noted that Kerala, particularly in the metropolitan commercial hubs like Ernakulam city, has seen an increase in the intake of graduates in the arts and sciences by the private sector.

Numerous research on remittances show that they are increasingly a significant source of income for migrant households. According to the Migration Survey (2007), Ernakulam received remittances totaling Rs. 2247 crores in 2007, accounting for 9.2 percent of the state's overall remittance receipts. Averaging Rs. 28458 per home, remittances were received by nearly 9.4 percent of the households.

1.2 STATEMENT OF THE PROBLEM

In recent years there is a huge increase in the rate of migration of students from different part in Kerala to abroad. This study's goal is to look into and examine the factors that influence student migration abroad. It is possible to comprehend how a new cultural context affects people by using the information acquired. The study's objectives include shedding more light on how the university community perceives these effects, increasing awareness of them, and making recommendations based on the data acquired.

1.3 OBJECTIVE OF THE STUDY

To know more about the migration of students to aboard for their studies. To find the current migration rate of Kerala. To identify and analyse the reason behind migration to abroad.

1.4 METHODOLOGY

Data that are collected through different sites such as :

<http://cds.edu>,

<http://www.onmanorama.com>,

www.academica.edu

1.5 LIMITATION OF THE STUDY

- Issues with research samples and selection
- Lack of previous research studies on the topic
- Common Limitations of the Researcher(s)
- Limited access to data

CHAPTERISATION

This study is presented in four chapters.

Introduction

The first chapter deals with the brief introduction to study. It represents statement of the problem, significance, objectives, methodology and chapterisation.

Review of Literature

This chapter provides both a review of past material and a conceptual review.

Analysis and Interpretation of data

This chapter is the subject matter of the study which gives a detailed analysis of data.

Findings, Suggestions and Conclusion

The fourth chapter is the final and concluding chapter. In this chapter a summary of findings and a set of suggestions are provided

CHAPTER - 2
REVIEW OF LITERATURE

2.1 LITERATURE REVIEW

1. Author: Anantha Narayanan

Young people from Kerala are travelling overseas in increasing numbers for higher study, and Malayali students can be found all over the world. In reality, students from Kerala are present in Curacao, a tiny nation in the Dutch Caribbean with a population of just 1.55 lakh and an area of 444 square kilometres.

2. Bourke (2000) Baron, Harris and Moogan (1999)

A paper by Pope, Aki-Knight and Shanka (2009)

Examine that 37% of the International Under-Graduate students says that friends and parents are their main source of data for Australia and United Kingdom. If there are friends studying in different countries in different institutions, they also encourage others for cross border education. The sources of family and friends are easily reliable and trusted because they are not profit oriented. Another factor is the financial situation of the student to go abroad and chooses specific university or college

3. Shank 2005; Reed, Lahey and Downey 1984.

Financial situation is the most important factor⁴. Etzel and Bearden 1982. The recommendation of the family influences the student to decide the host country and institution.

5. Bourke 2000, Conard and Conard 2000

Take it as a most important factor while taking decision to study overseas. Beside the above factors, students can also gather information themselves via: internet, newspapers, reviews, educational agents etc.

6. James 1999

Examine that international students have limited information to decide that which course they have to choose for their career. On internet there is limited information about the teaching and study pattern of the universities.

7. Murphy and Groms 2003

Indicated that there must be sufficient information on internet so that students can take correct decisions about host countries and the various global universities. There are various reasons that why the demand for international students are higher. The first and foremost reason is that higher the international students, higher the financial resources in the host country and higher the funds are provided for the smooth functioning of the private institutions.

8. Khadria , 2001

Indicated that they increase the standards of performance of the Universities, which attracts the foreign students as well as it also mark positive effect on the global ranking. The increasing number of International students also increases the FDI's (Foreign Direct Investment) and GDP (Gross Domestic Product) of the country, impacting the country to grow and develop more.

CHAPTER - 3
THEORETICAL FRAMEWORK

3.1 STUDENT MIGRATION

The student migration refers to the moving among learners who study for a year or more elsewhere than their country of birth or citizenship. The internationalisation of higher education has grown significantly throughout the age of globalisation and has turned into a business-driven endeavour.

Many international students now view overseas study as a stepping-stone to permanent residency within a country. This is due to the rapid growth of education abroad and the increasing number of students seeking higher education abroad. Major players have been encouraged to implement additional initiatives to facilitate the arrival and integration of international students, including significant changes to migration and visa regulations and processes, as a result of the cultural and economic contributions that international students make to host nation economies. In a time when immigration laws in popular countries like the US and the UK do not allow for the transfer to work visas, institutions are vying hard to attract international students.

The increasing amount of student mobility is caused by a variety of variables. Students in many developing nations have no alternative but to study abroad since there are not enough university seats available to meet demand. Additionally, there is a widely held belief that studying abroad might improve career and business chances. Students who travel across borders for education typically settle in nations with more advanced educational systems than their own. Higher education has developed into a significant international export good, with emerging nations taking advantage of domestic shortages to attract international students. Changes in immigration and visa regulations have since given students an incentive to travel abroad and may even open the door to long-term residence in a host country. Opportunities for migrating have a significant impact on the rise of student mobility. Lower travel costs and improved communication technologies have made studying abroad more approachable and are other contributing causes to the increase for student migration.

Due to the depletion of already limited resources, the loss of students from sending nations might have a pretty negative effect on the economy. Brain drain is the widespread exodus of people with specialised ability or expertise. A difficulty with student migration is distinctions in culture in the classroom. This implies that if the instruction, learning, and evaluation methods are significantly different from those in their prior schooling, the students may find it challenging.

3.2 EDUCATION SYSTEM IN KERALA

One of the states in India with the highest literacy rates is Kerala. This demonstrates how crucial education is to Keralites. The advancement of education has received major contributions. Earlier, Vedic knowledge was taught in the Sabha mathams. Then there were the Kalaris, who ran schools and taught martial arts. With the entrance of Christian missionaries, widespread adoption of Western schooling started. Numerous schools and other educational institutions have been established by them. These organisations have influenced how education has developed in our state.

In terms of social advancement and quality of daily existence, Kerala has achieved considerable strides. When compared to other advanced countries, Kerala has a higher human growth index. In Kerala, educational opportunities and literacy have always given top emphasis. Schools are viewed as the centre of social development in this country. People's aspirations are raised by good education, and raising the standard of education is always the major goal. www.education.kerala.gov.in is the address of the General Education Department of the Keralan government's official website. This division is in charge of overseeing the post-secondary and primary types of education offered in schools, as well as teacher preparation.

Understanding the expansion and evolution of Kerala's educational profile is essential to any study of the state's educational system. Kerala's current educational system was established many years ago. When the Maharaja of Travancore announced that people with strong English skills would be given preference in government jobs. The

Government created the Raja's Free School in 1834 with the purpose of offering English education. 33 Vernacular schools were established in Cochin earlier in 1818. The English teacher at the time was Rev. Dawson, who also founded an English school in Mattancherry. As time went on, more schools sprung up in different locations, including Thrissur, Thrippunithura, and Ernakulam. The initial group of candidates for graduation was in the year 1868.

3.3 CURRENT SITUATION OF EDUCATION

The bulk of higher education institutions today, including universities and colleges, are run by businesses, governmental organisations, and private persons. The Central Commission for Secondary Learning (CBSE), the Kerala State Education Board, and the Indian Certificate of Secondary Education (ICSE) are a few of the boards with which these educational institutions are affiliated. In the vast majority of institutions, especially private ones, English is the principal language of instruction. The two languages taught in public institutions are either English or Malayalam. Every student spends ten years in middle school before moving on to higher intermediate. Science, business, and the arts are the three main areas of study in high school. One can enrol in professional or general degree programmes after graduating from high school. The Education Development Index (EDI) places Kerala first out of the remaining 21 Indian states. The EDI is calculated utilising factors like access, resources, instructors, and outcomes.

The capital of our state, Thiruvananthapuram, is one of the major hubs for higher education. The University of Kerala and several professional colleges, including 15 engineering schools, 3 medical schools, 3 Ayurvedic schools, 2 homoeopathic schools, 6 other medical schools, and numerous legal schools are located in this area. Thiruvananthapuram Medical College, Kerala's top medical institution, has been given the All India Institute of Medical Sciences (AIIMS) status.

The most well-known engineering college in this region is the College of Engineering. The two main management education institutions in Technopark are the Asian School of

Business and IITM-K. The Indian Institute of Space Science and Technology is based in Thiruvananthapuram.

Kochi is Kerala's second major educational hub after that. The main university in this region is the Cochin University of Science and Technology, often known as Cochin University. The majority of Kochi's universities are connected to the Mahatma Gandhi University. There are many national schools and universities in Kochi. These organisations include the Central Institute of Fisheries Technology, the Central Marine Fisheries Research Institute, the Nautical and Engineering Training, and the National Academy of Oceanography. There is only one Fisheries College in Kerala, and it is located at Panangad as a division of Kerala Agricultural University. Pothanicut in the Ernakulam district is the first panchayath in India to have 100% of its population literate. The main university in the Thrissur district is the Kerala Agricultural University. Kottayam is the first region in India to get 100% literacy. The Mahatma Gandhi University is located in Kottayam.

3.4 INTERNATIONAL EDUCATION

A dynamic idea, international education refers to a voyage or movement of people, thoughts, or ideas across political and cultural boundaries. It is made easier by the phenomena of globalisation, which gradually eliminates the geographic limitations on economic, social, and cultural arrangements. The fundamental benefit of an international education is that you can readily adapt to global changes because the knowledge you are learning is regularly examined by worldwide standards. A greater range of courses, some with research opportunities and skill-based training for students, are available when studying abroad. This broadens your perspective and creates a world of fresh educational chances.

The world of international education is a melting pot of individuals and learning with a global perspective ensures students are exposed to different cultures, ethnic groups, religions and languages, enriching society in the process and broadening the academic

experience for everyone. It also, of course, establishes a multicultural learning environment which makes it the ideal setting for increasing students' cultural awareness and fostering their understanding and appreciation of those who come from a different background to their own. Education is at the forefront of global development and, with globalization making it easier than ever for families to move abroad for work and study opportunities, it's easy to see the appeal of pursuing an international education.

3.5 A COMPARISON ON INTERNATIONAL EDUCATION AND INDIAN EDUCATION

India's educational system is organic because it develops and changes with time, just like the human mind. So, this is essentially the main reason why education is actually delivered differently in many countries around the world. Every country has various educational systems because of the guiding ideas that each one is built around. The objective is still to foster creativity in people. So, any educational system has advantages and disadvantages. Its benefits and drawbacks include the fact that, as a developing country, India's educational system was built on a foundation of in-depth theoretical knowledge. Additionally, it gets pupils ready for some of the most difficult competitive tests offered in many nations. Therefore, other industrialised countries have more adaptable educational systems. It is enabling students to pursue a variety of employment alternatives in addition to the more common ones.

Furthermore, India must raise finances on its own because it is a developing country and lacks funds. Because it effectively uses them to improve the educational system. So start with education that is more focused on research. We also need to update the curriculum, be more flexible, and promote global knowledge, among many other things. The major goal is to fully understand the distinctions between Indian and other educational systems, particularly if students want to pursue studies abroad. The following are the comparisons between the Indian and foreign education systems:

Major Differences between Indian and Foreign Education System:--

1. Realising that Indian education places more of an emphasis on theory than on practical skills alone. Additionally, innovation as such is not permitted in the Indian system of learning. However, in other nations, the emphasis is typically primarily on practical learning. Furthermore, it enables innovation in the educational system.

2. Education is a formality and part of the daily routine in India. Actually, every Indian must earn a degree in either the engineering or medical fields. Students' ability to learn anything is not its primary concern. On the other hand, education is entirely viewed as a learning process in other countries.

3. In addition, the foreign education curriculum typically includes both academic subjects and extracurricular activities like sports and the arts. Arts, sports, music, and theatre are therefore heavily emphasised in the US curriculum. Like, Australia places more emphasis on sports and includes boxing, hockey, and cricket in their college curricula. While the Indian educational system only places a focus on studies. Our educational system does not as a whole allow for extracurricular activities.

4. With regard to Dubai, primary and secondary education is both free and mandated by law. In contrast, education in India is turning into a business and is now about profits. As a result, education is really making considerable money thanks to tuition and coaching centres that have sprung up since education was privatised. As a result, firms are turning their attention to the education sector.

4. In India, students are also not allowed to choose their area of interest or talent; instead, they are forced to study in either engineering or medicine. While sports and the arts are viewed as frivolous and intended for show. Students may pick the arts if they are not admitted to the science of commerce stream. So, this is how Indians genuinely feel.

6. As a result, students are accepted into streams in India that, relative to other countries, offer higher wages or more work opportunities. On the other hand, students are admitted in foreign nations based on their areas of interest and talents.

7. With India in mind, the students enrol after observing and adopting trends. As a result, if mechanical engineering is the field that students are flocking to in a given year, they will be forced to enrol in it since it is popular. Students in India are not truly given the option to choose their topic of study or stream. So, to put it briefly, we always go with the flow. The students wait while studying abroad till they are admitted into their fields of interest and talent.

8. In India, students are frequently forced to memorise facts and statistics as well as thousands of mathematical equations, the birth and death dates of historical personalities, chemical reactions, and hundreds of other things. In essence, we only emphasise theory. When taking foreign nations into consideration, students' knowledge is effectively affected through practical application.

9. The Indian educational system focuses on teaching antiquated technologies. If we look at it, the education system hasn't altered all that much since independence. Due to how poorly the Indian educational system adopts new trends and technologies into its curricula. When studying abroad, the curriculum is constantly updated to reflect advances in technology and business needs.

10. To sum up, we primarily place a high value on academic credentials. We support enrollment in IITs and IIMs. Foreign nations, on the other hand, place a greater emphasis on abilities than on educational institutions. As a result, all they can see is what the students have learned in class.

The foreign education system is thus superior to the Indian education system for a number of reasons.

3.6 FACTORS INFLUENCING THE MIGRATION OF STUDENTS

Global student migration has increased noticeably in recent years. specifically from developing to developed nations. In academic papers, students often discuss moving away from their hometowns in order to pursue higher education in different cities, states, or even countries. 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. Large-scale student mobility is becoming a significant source of wealth and brain drain for India while greatly boosting the economies 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. 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 degrees, 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).
3. Given the enormous number of students who graduate from high school each year and the relatively small number of spots available for admission, admission to higher education institutions in India is exceedingly competitive. 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 report, a student's chances of enrolling at a highly regarded IIT are often less than 50%.

3. Another factor contributing to educational migration is the calibre of education offered by Indian universities. International criteria are only met by a select fraction of the nation's higher education institutions.

4. One issue with the Indian educational system is that academic institutions only offer the most popular STEM (science, technology, engineering, and mathematics) courses. A subset of Indian students who want to take the unconventional path are constantly looking to promote their higher education abroad simply because their desired programme is not widely offered in the nation. Universities in India lack the expertise and accreditation to equip gifted individuals for further professional advancement, even if the course is offered.

5. The Indian educational system has long suffered from a severe lack of resources. In Indian universities, you can notice an acute shortage of teaching staff. There are 24 students per teacher. There is a severe lack of academic faculty in Indian universities. There are 24 pupils for each teacher. In India, state governments cover 80% of the price of public education. The majority of the funding is spent on primary and secondary education, which is their principal area of responsibility. The prestige of the universities itself has a significant impact on the price of education there.

6. In India, the policy of discrimination against students from low-income families and specific castes in higher education is 50% in the nation's top colleges and reaches 69% in the southern state of Tamil Nadu. As a result, the majority of gifted children from particular castes are unable to pursue higher education in their fields of interest or enrol in the colleges 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.

8. Banks in India are prepared to offer educational loans with low interest rates, and parents of middle-class students are eager to assist their kids in their quest to attend institutions overseas.

9. Earning a doctorate or PhD (for undergraduate and doctoral students) and continuing scientific research are two more reasons to study abroad.

3.7 MIGRATION OF STUDENTS FROM KERALA

Kerala has seen an upsurge in students who leave the state for further education in Europe, Canada, Australia, and other nations before relocating there permanently. In his 2023 budget statement on February 3, Kerala's Finance Minister KN Balagopal stated that the state is focusing on keeping the youth in the state by providing more job opportunities and improved facilities. The Kerala High Court has cited the lack of infrastructure and aesthetic appeal in Kerala's cities as the cause of the trend of young people moving away.

In 2012, there were 40 lakh Indian students studying abroad; by 2025, that number is anticipated to reach 75 lakh. The number of students travelling overseas for higher education has increased by 68%, according to data that the Ministry of Education presented to the Parliament in February of this year. From 4,44,553 in 2021 to 7,50,365 in 2022, the number rose. Over the years, this increase has remained consistent, rising from 4,54,009 in 2017 to 5,17,998 in 2018 and 5,86,337 in 2019.

Harilal Madhavan, a professor at the School of Humanities at the Indian Institute of Science Education and Research (IISER) Thiruvananthapuram, refers to this upward trend in migration as brain circulation whereas many see it as a brain drain.

We use brain circulation to access the knowledge, expertise, and other experiences our migrants have acquired abroad, whether or not they have returned, Harilal continues. These highly qualified academic and technical migrants are able to build social and

professional networks that can mobilise human, financial, skill, and information capital to enable technology transfer, provide start-up ideas, collaborative business plans, and occasionally act as cross-country linkages for opportunities. In the globalised labour markets, these skill migrations offer openings for business concepts, entrepreneurial chances, and investment. The key to realising the advantages of brain circulation is to modify our labour and technology policies.

According to Kerala's Higher Education Minister R Bindu, such storytelling is a little bit overstated and student migration is not a significant issue. "Student migration is a worldwide phenomena. According to information provided by the Union government, 6,46,206 students left the nation up until November of the previous academic year. Only 4% of this came from Kerala, with 12% coming from Andhra Pradesh, 12% from Punjab, and 11% coming from Maharashtra. Additionally, there has been an increase in the number of students enrolling in higher education in Kerala.

3.8 BENEFITS AND LIMITATIONS OF IMMIGRATION

Significant economic benefits from immigration include a more flexible labour market, a larger pool of skills, more demand, and a wider range of innovative ideas. Immigration, however, is a contentious issue. Immigration, it is suggested, may lead to problems with crowding, congestion, and increased demand on public services. The issue also centres on whether the influx of low-skilled immigrants affects native workers' earnings and even causes them to lose their jobs. Mostly, the economic costs and advantages of immigration are examined here.

BENEFITS

1. An improvement in living conditions and economic productivity.

The size of the labour force will increase, as will the economy's productivity, as a result of net immigration. Immigration causes the economy to grow more quickly, which increases tax collections and opens the door to more government spending.

2. Potential business owners.

It is claimed that because immigrants frequently arrive with little money, they are more motivated to try to build a living for themselves. Additionally, those that are prepared to relocate and work for a foreign company tend to be the most ambitious and risk-takers, making them the more dynamic workers. Young, mobile immigrants are more likely to start enterprises that produce cutting-edge goods than other types of immigrants.

4. A rise in growth and demand.

A common misconception about immigrants is that they "steal jobs from the native-born population." This is referred to as the lump of labour fallacy, though, the conviction that employment numbers are static. Contrary to popular belief, if immigrants migrate to the US or the UK and find work, they will spend their earnings there, stimulating the demand for goods and services. Immigrants do not 'take jobs,' but rather help increase GDP. 15 million immigrants entered the US between 1900 and 1915, although this was a time of tremendous economic expansion and low unemployment. Immigration played a significant role in the quick rate of expansion (the US experienced economic growth of over 4% between 1890 and 1910).

4. A net gain for tax collections.

Immigrants increase government revenue because they are more likely than native-born Americans to be youthful and employed. Workers who pay income tax do not receive advantages like pensions or educational opportunities. Compared to older persons, young people are less likely to use healthcare services.

5. A more accommodating labour market.

Immigrants move around a lot. When labour is in high demand and earnings are high, they relocate to those economies. This provides manpower to satisfy the rising demand, preventing an expanding economy from overheating. Less visible is the reality that migratory flows frequently reverse during economic downturns, meaning people often leave to seek unemployment benefits and instead return home.

LIMITATIONS

1. Unemployment that is structural.

It's possible that immigration will displace some native-born employees, who will subsequently face structural unemployment. For instance, if immigrants attract unskilled workforce due to their willingness to labour for lesser pay. It might be more difficult for these native-born low-skilled employees to acquire new employment in higher-skilled occupations.

2. Pressure on government agencies.

Social services like schools, hospitals, roads, and public transit are under more demand as a result of immigration and an increase in local population. Theoretically, greater growth would result in more tax income, allowing for greater spending. But migration frequently concentrates in specific regions.

3. Cost of housing

Migration can lower living standards and exacerbate housing poverty for both migrants and native-born residents who already face high living costs if they move to locations with a shortage of housing stock. Housing costs are a big issue in the UK, particularly in locations like London and the south where it has been challenging to secure land for new construction.

4. Discord brought on by mass immigration.

While some people welcome this shift and feel that immigrants who don't fit into their existing society pose a threat to their culture and heritage, others are less amenable to this change. Immigrants who don't acquire the local language, practise various religions and belief systems, and reside in primarily secluded communities are most affected by this.

CHAPTER - 4
DATA ANALYSIS AND INTERPRETATION

ANALYSIS AND INTERPRETATION

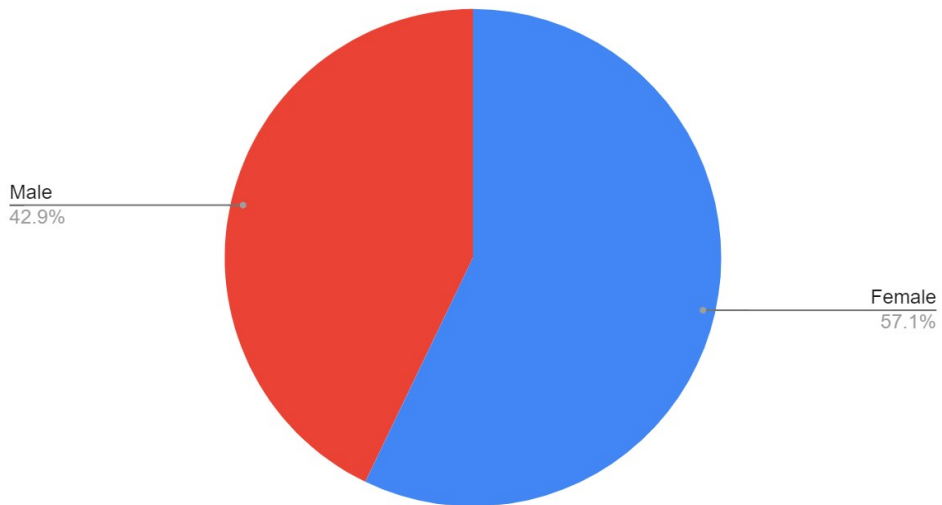
Data analysis is the act of analyzing, cleaning, manipulating, and modelling data in order to identify important information, offer conclusions, and enhance decision-making. Data analysis includes several dimensions and methodologies, including a wide range of techniques under many titles in various business, scientific, and social science sectors. Data mining is a type of data analysis approach that focuses on predictive modelling and knowledge finding rather than just descriptive reasons.

Data interpretation precedes data analysis, and data analysis is inextricably tied to data visualization and distribution. It is a part of most people's everyday lives. Interpretation is the process of giving meaning to numerical data that has been gathered, reviewed, and presented. A common method of assessing numerical data is statistical analysis, and inferential statistics is the process of studying and interpreting data in order to create predictions. The need of evaluating the appropriateness of data interpretations and forecasts by taking into consideration sources of bias including sampling procedures or misleading questions, margins of error, confidence intervals, and incomplete interpretations is understood by customers who are knowledgeable about the subject.

4.1 Gender :

OPTION	NO. OF RESPONDENTS	PERCENTAGE
Female	51	56.7%
Male	39	43.3%

Count of Gender

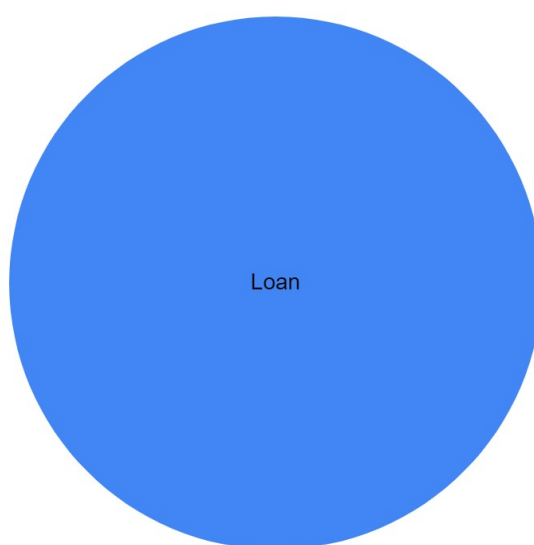


Interpretation:

From the above table it is found that majority of the respondents i.e., 56.7% were female, 43.3% are male.

4.2 Acquiring finance :

OPTION	NO. OF RESPONDENTS	PERCENTAGE
Loan	91	100%
Sell assets	0	0%
Savings	0	0%
Investments	0	0%



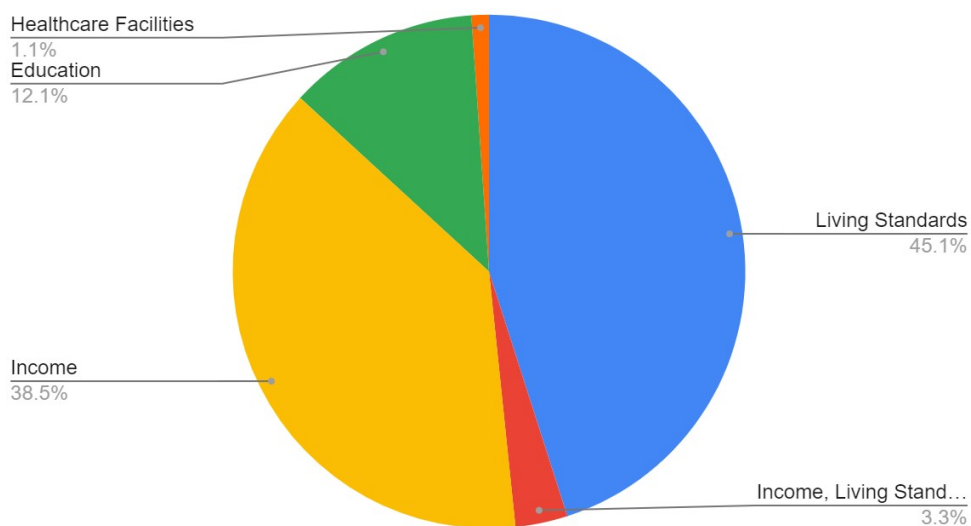
Interpretation:

From the above table it is found that majority of the respondents i.e., 100% opted for Loan.

4.3 Main trigger for migration :

OPTION	NO. OF RESPONDENTS	PERCENTAGE
Income	35	41.7%
Living standards	41	45.1%
Healthcare facilities	1	1.1%
Research	0	0%
Education	11	12.1%

Count of What is the main trigger for Migration?

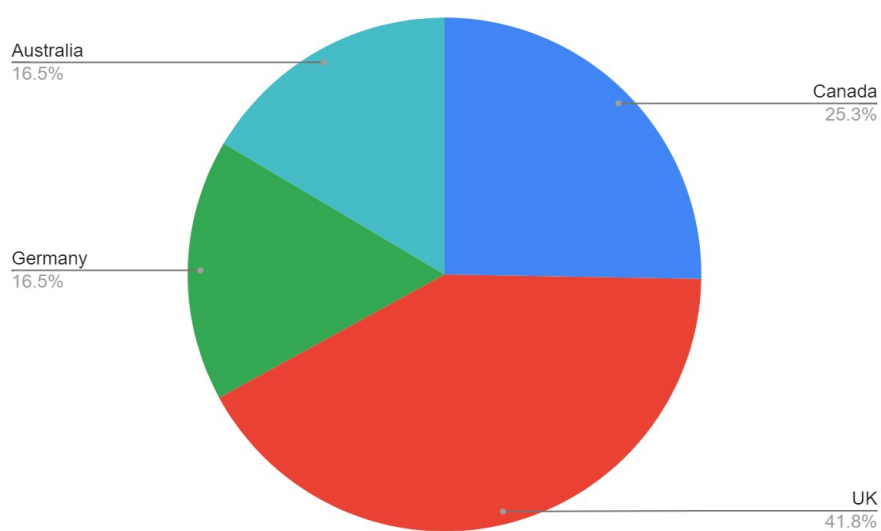


Interpretation:

From the above table it is found that majority of the respondents i.e., 45.1% opted for living standards, 41.7% opted for income, 12.1% for education and 1.1% for healthcare facilities.

4.4 Countries preferred while migrating :

OPTION	NO. OF RESPONDENTS	PERCENTAGE
Canada	23	25%
UK	38	41.7%
USA	0	0%
Germany	15	16.7%
Ireland	0	0%
Australia	15	16.7%

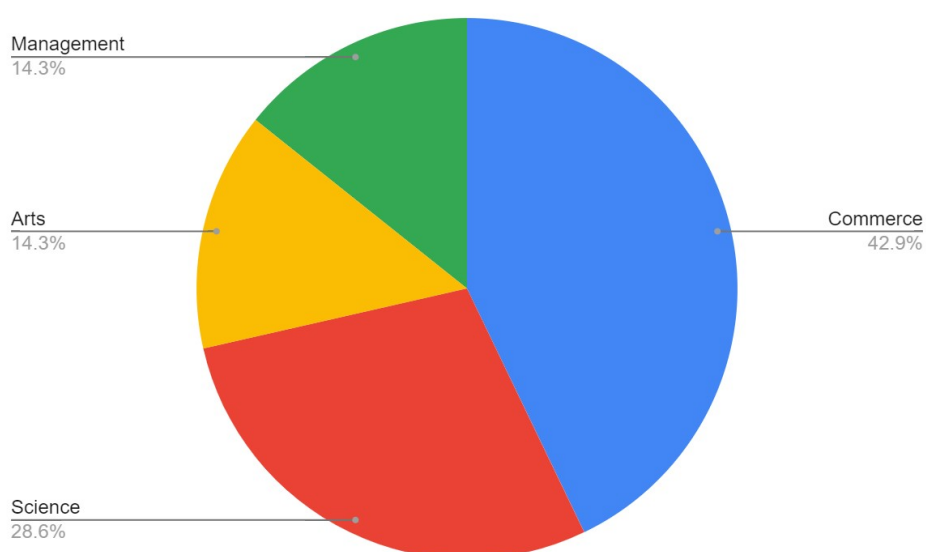


Interpretation:

From the above table it is found that majority of the respondents i.e., 41.7% opted for UK, 25% opted for Canada, and 16.7% opted for Germany and Australia.

4.5 Most preferred course :

OPTION	NO. OF RESPONDENTS	PERCENTAGE
Commerce	39	42.9%
Science	26	28.6%
Arts	13	14.3%
Management	13	14.3%
Law	0	0%



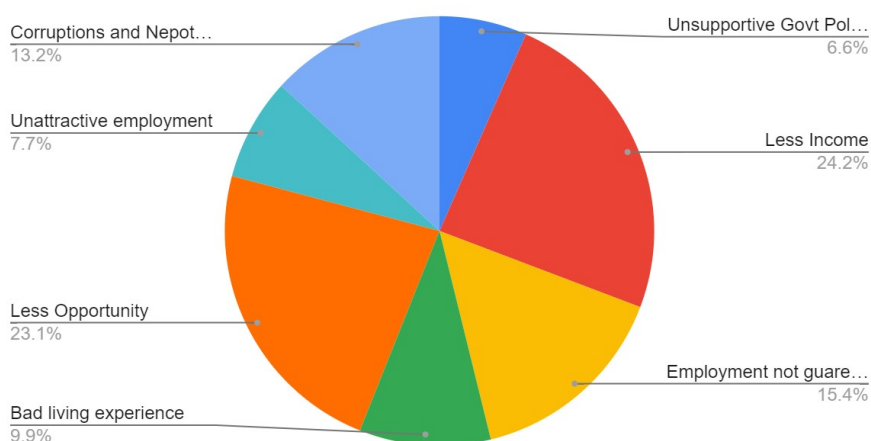
Interpretation:

From the above table it is found that majority of the respondents i.e., 42.9% opted for Commerce, 28.6% opted for Science, and 14.3% opted for Arts and Management.

4.6 What makes India unsuitable :

OPTION	NO. OF RESPONDENTS	PERCENTAGE
Less Income	22	24.2%
Less Opportunity	21	23.1%
Unsupportive govt policies	6	6.6%
Corruptions and Nepotism	12	13.2%
Employment not guaranteed	14	15.4
Bad living experience	9	9.9%
Bad work experience	0	0%
Unattractive employment	7	7.7%

Count of What makes you think India is not suitable for the upcoming youth ?



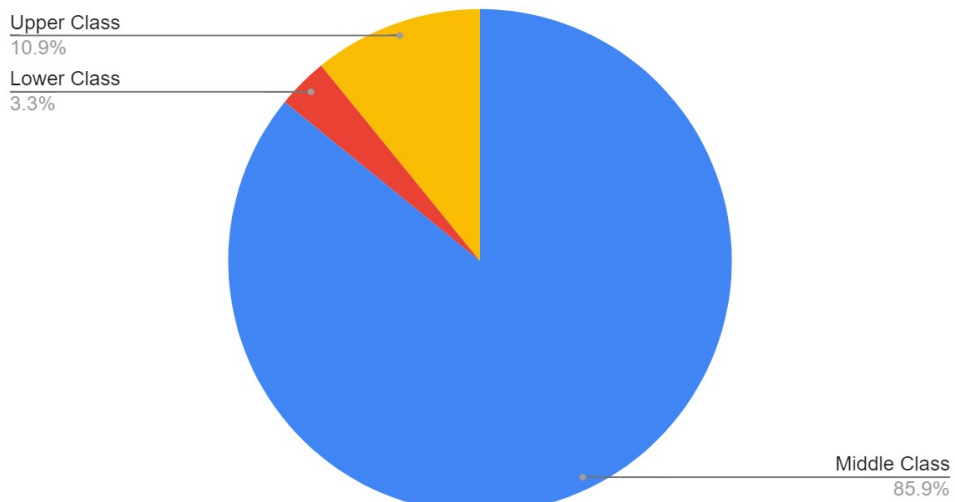
Interpretation:

From the above table it is found that majority of the respondents i.e., 24.2% opted for less income, 23.1% opted for less opportunity, 15.4% for employment not guaranteed, 13.2% for corruptions and nepotism, 9.9% for bad living experience, 7.7% for unattractive employment and 6.6% for unsupportive govt policies.

4.7 Class of people migrating the most :

OPTION	NO. OF RESPONDENTS	PERCENTAGE
Lower class	3	3.3%
Middle class	79	85.9%
Upper class	10	10.9%

Count of Which class of people migrate the more ?



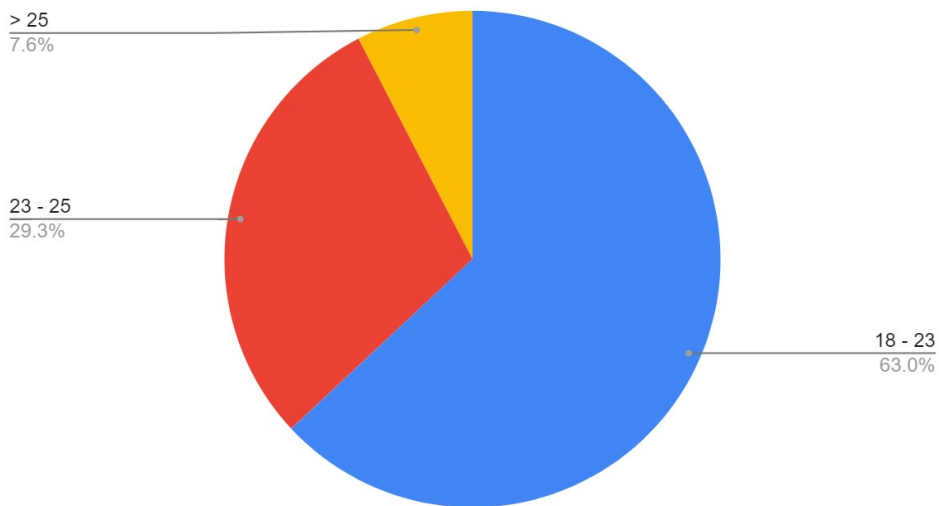
Interpretation:

From the above table it is found that majority of the respondents i.e., 85.9% were middle class, 10.9% were for upper class and 3.3% for lower class.

4.8 Age group migrating the most :

OPTION	NO. OF RESPONDENTS	PERCENTAGE
<18	0	0%
18-23	58	63%
23-25	27	29.3%
>25	7	7.6%

Count of Which age group migrates the most ?

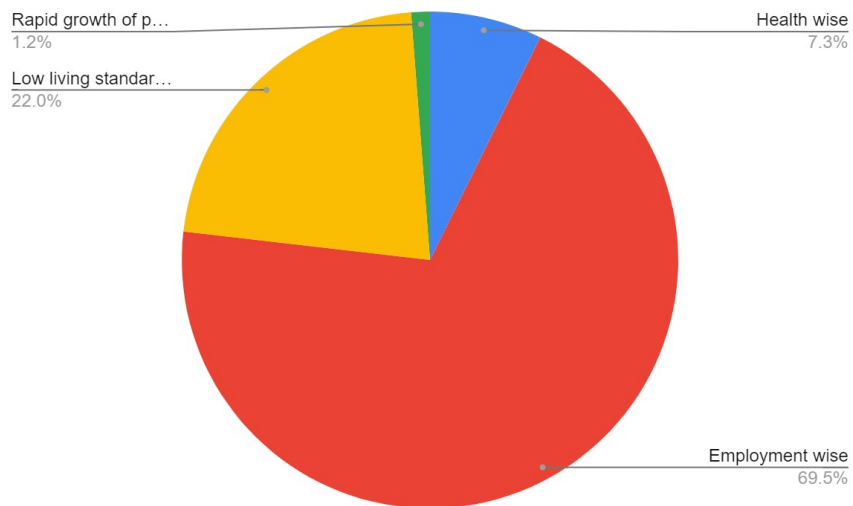


Interpretation:

From the above table it is found that majority of the respondents i.e., 63% opted for the age group 18-23, 29.3% for 23-25 and 7.6% for >25.

4.9 Facing the dilemma between leaving your homeland and choosing a different country :

OPTION	NO. OF RESPONDENTS	PERCENTAGE
Health wise	6	7.3%
Employment wise	57	69.5%
Low living standards	18	22%
Rapid growth of population	1	1.2%



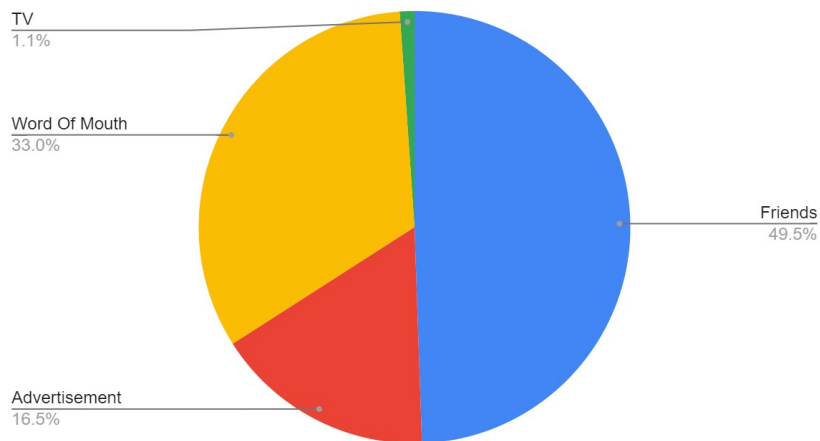
Interpretation:

From the above table it is found that majority of the respondents i.e., 69.5% opted for employment wise, 22% for low living standards, 7.3% for health wise and 1.2% for rapid growth of population.

4.10 Where did you hear about abroad studies:

OPTION	NO. OF RESPONDENTS	PERCENTAGE
Advertisement	15	16.5%
Friends	45	49.5%
TV	1	1.1%
Word of mouth	30	33%

Count of Where you hear about abroad studies?



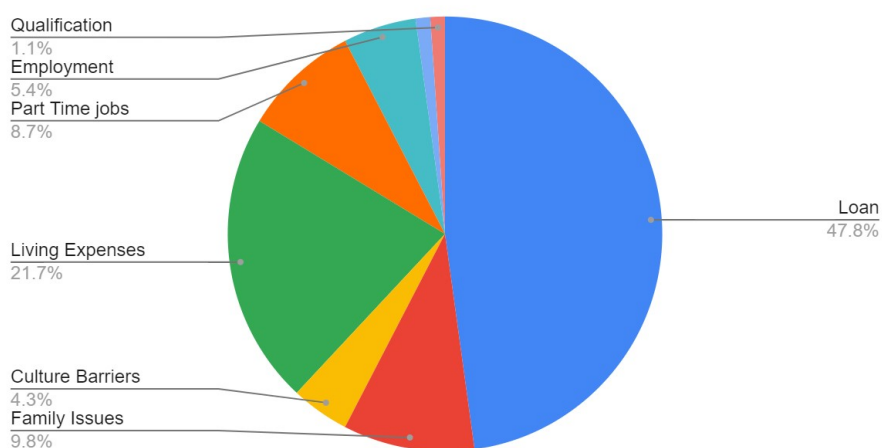
Interpretation:

From the above table it is found that majority of the respondents i.e., 49.5% opted for friends, 33% for word of mouth, 16.5% for advertisement and 1.1% for TV.

4.11 Problems faced by students who emigrate for higher studies:

OPTION	NO. OF RESPONDENTS	PERCENTAGE
Loan	44	47.8%
Family Issues	9	9.8%
Culture Barriers	4	4.3%
Accessing health care	1	1.1%
Employment	5	5.4%
Part time jobs	8	8.7%
Living expenses	20	21.7%
Political instability	0	0%
Qualification	1	1.1%

Count of Which is the most problem faced by students who emigrate for higher studies?



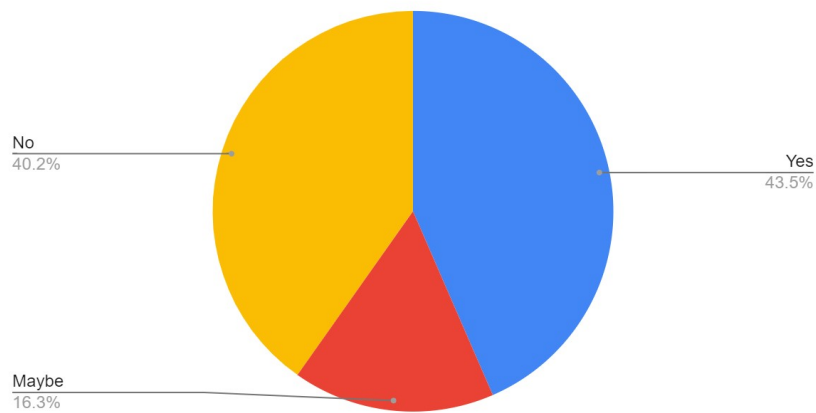
Interpretation:

From the above table it is found that majority of the respondents i.e., 47.8% opted for loan, 21.7% for living expenses, 9.8% for family issues 8.7% for part time jobs, 5.4% for employment, 4.3% for culture barriers and 1.1% for qualification and accessing healthcare.

4.12 Did any family members migrate to the country you live:

OPTION	NO. OF RESPONDENTS	PERCENTAGE
Yes	40	43.5%
No	37	40.2%
Maybe	15	16.3%

Count of Did any of the members of your family migrate to the country you live?



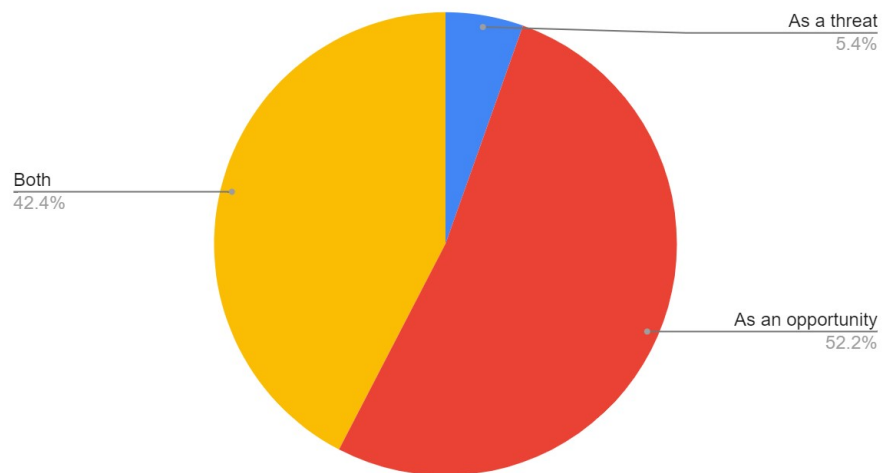
Interpretation:

From the above table it is found that majority of the respondents i.e., 43.5% opted for Yes, 40.2% for No and 16.3% for Maybe.

4.13 How do you perceive the migration phenomenon:

OPTION	NO. OF RESPONDENTS	PERCENTAGE
As a threat	5	5.4%
As an opportunity	48	52.2%
Both	39	42.4%

Count of How do you perceive the migration phenomenon?



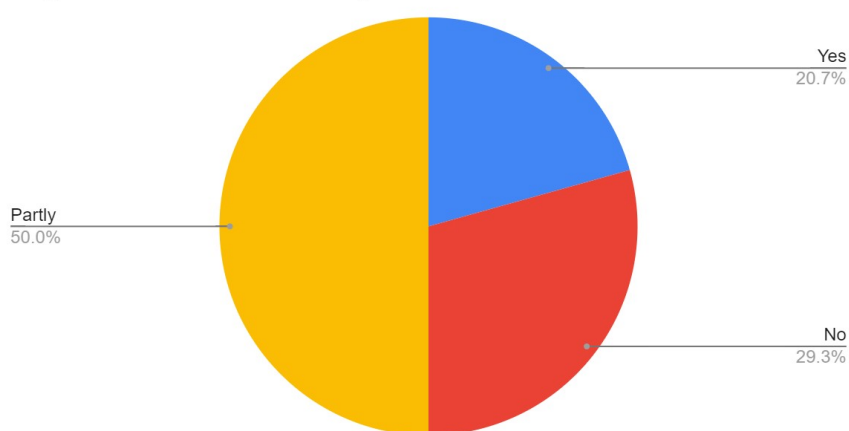
Interpretation:

From the above table it is found that majority of the respondents i.e., 52.2% opted for it as an opportunity, 42.4% for Both and 5.4% for it as a threat.

4.14 Do family members deteriorate when a family member migrates to another country :

OPTION	NO. OF RESPONDENTS	PERCENTAGE
Yes	19	20.7%
No	27	29.3%
Partly	46	50%

Count of Do family members deteriorate when a family member migrates to another country?



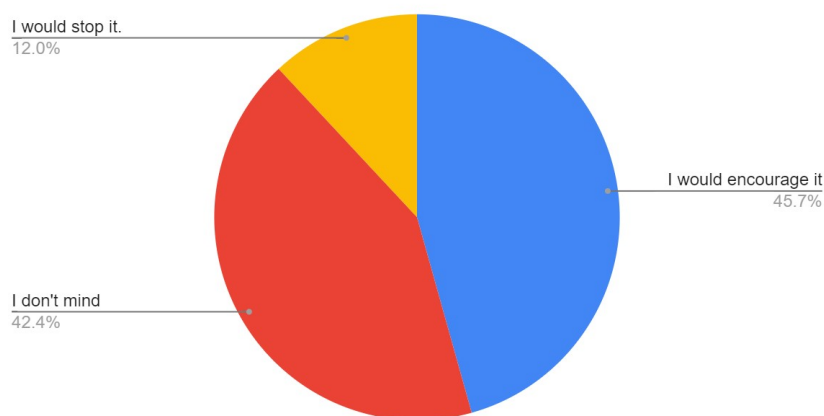
Interpretation:

From the above table it is found that majority of the respondents i.e., 50% opted for partly, 29.3% for No and 20.7% for Yes.

4.15 If you had a chance, would you stop the migration or would you encourage it? :

OPTION	NO. OF RESPONDENTS	PERCENTAGE
I would stop it	11	12%
I would encourage it	42	45.7%
I don't mind	39	42.4%

Count of If you had a chance, would you stop the migration or would you encourage it?



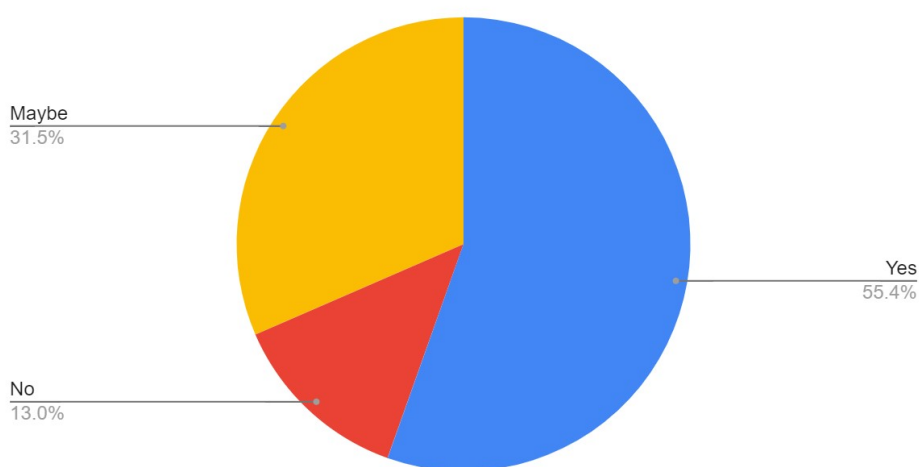
Interpretation:

From the above table it is found that majority of the respondents i.e., 45.7% opted for I would encourage it, 42.4% for I don't mind and 12% for I would stop it.

4.16 Would you consider to live in another country after your school graduation :

OPTION	NO. OF RESPONDENTS	PERCENTAGE
Yes	51	55.4%
No	12	13%
Maybe	29	31.5%

Count of Would you consider to live in another country after your school graduation?



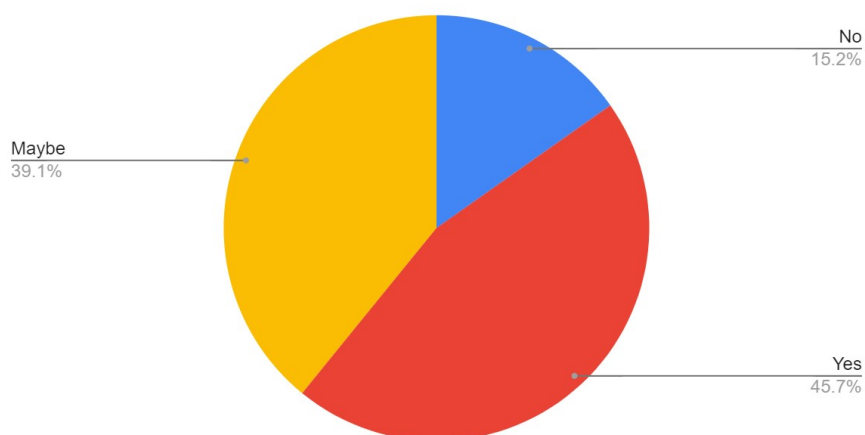
Interpretation:

From the above table it is found that majority of the respondents i.e., 55.4% opted for Yes, 31.5% for Maybe and 13% for No.

4.17 Would you return to home country once solved the problem that took you abroad :

OPTION	NO. OF RESPONDENTS	PERCENTAGE
Yes	42	45.7%
No	14	15.2%
Maybe	36	39.1%

Count of Would you return to home country once solved the problem that took you abroad?



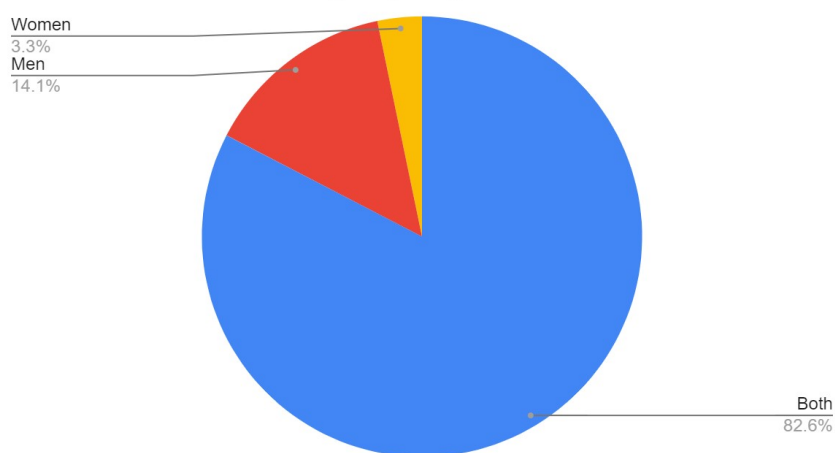
Interpretation:

From the above table it is found that majority of the respondents i.e., 45.7% opted for Yes, 39.1% for Maybe and 15.2% for No.

4.18 Group that migrates the most :

OPTION	NO. OF RESPONDENTS	PERCENTAGE
Men	13	14.1%
Women	3	3.3%
Both	76	82.6%

Count of Which of these group migrate the most?



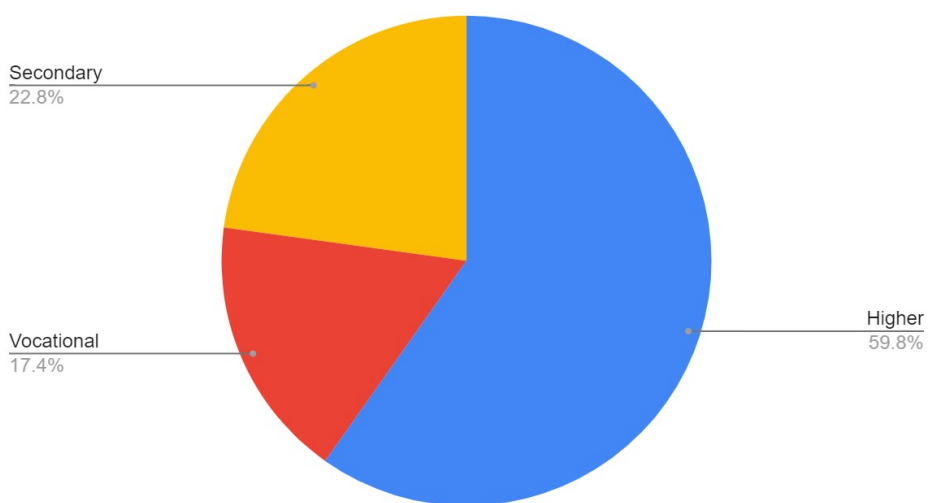
Interpretation:

From the above table it is found that majority of the respondents i.e., 82.6% opted for Both, 14.1% for Men and 3.3% for Women.

4.19 Level of migrants :

OPTION	NO. OF RESPONDENTS	PERCENTAGE
Secondary	21	22.8%
Higher	55	59.8%
Vocational	16	17.4%

Count of What is the level of migrants?



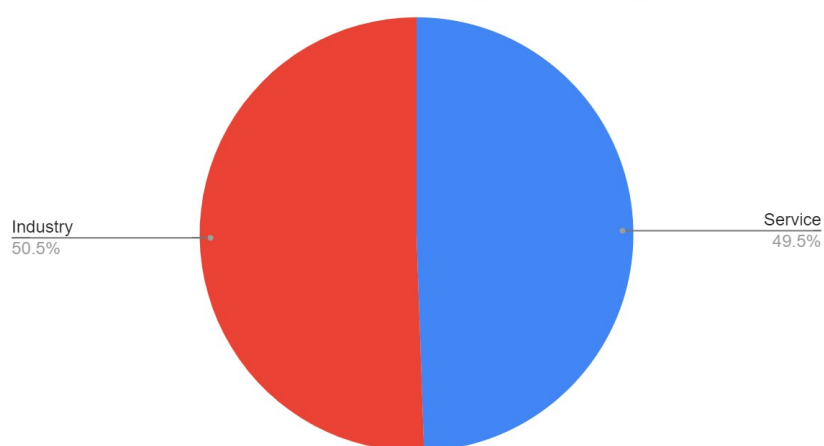
Interpretation:

From the above table it is found that majority of the respondents i.e., 59.8% opted for Higher, 22.8% for Secondary and 17.4% for Vocational.

4.20 Sector immigrants mostly work :

OPTION	NO. OF RESPONDENTS	PERCENTAGE
Agriculture	0	0%
Industry	46	50.5%
Service	45	49.5%

Count of In which sector do the immigrants mostly work?



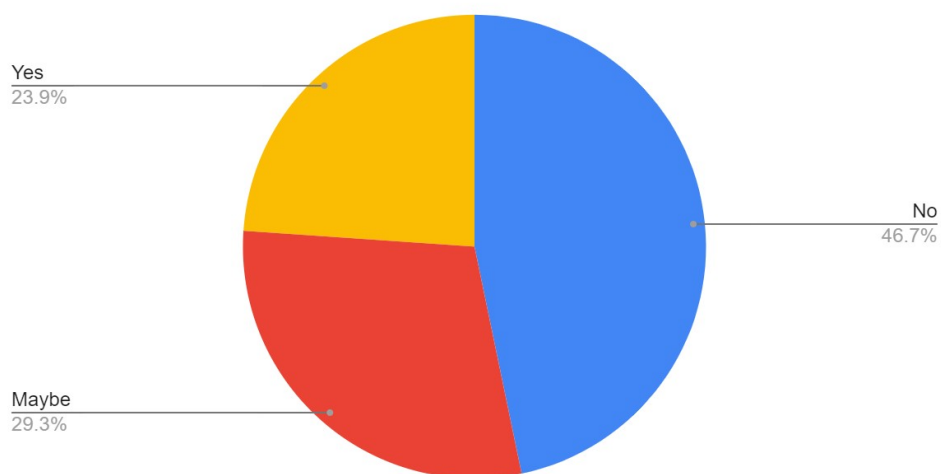
Interpretation:

From the above table it is found that majority of the respondents i.e., 50.5% opted for Industry and 49.5% for Service.

4.21 Do you know the legislation for migrants in Europe, USA or any other countries :

OPTION	NO. OF RESPONDENTS	PERCENTAGE
Yes	22	23.9%
No	43	46.7%
Maybe	27	29.3%

Count of Do you know the legislation for migrants in Europe, USA, or any other countries?

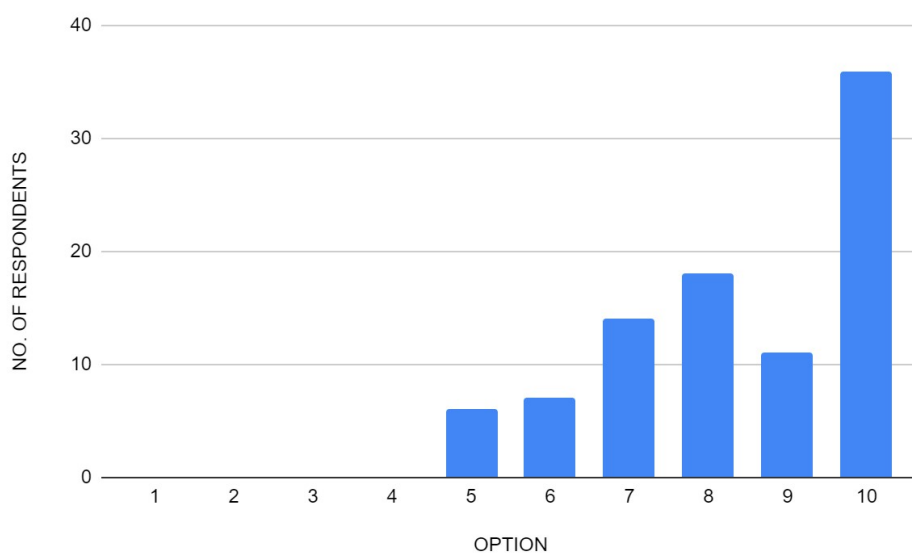


Interpretation:

From the above table it is found that majority of the respondents i.e., 46.7% opted for No, 29.3% for Maybe and 23.9% for Yes.

4.22 How well the survey went :

OPTION	NO. OF RESPONDENTS	PERCENTAGE
1	0	0%
2	0	0%
3	0	0%
4	0	0%
5	6	6.5%
6	7	7.6%
7	14	15.3%
8	18	19.7%
9	11	12.3%
10	36	39.5%



Interpretation:

From the above table it can be concluded that 39.5% respondents are very much satisfied by the survey and 0% of respondents are unhappy with it.

CHAPTER - 5
FINDINGS AND SUGGESTIONS

5.1 FINDINGS

1. More than half of the respondents were female.
2. 100% of the respondents acquire their financial assistance through loan.
3. Income and living standards are two of the main reasons for migration.
5. 41.7% of the respondents prefer UK, 25% Canada and 16.7% prefer Australia and Germany.
6. The main courses preferred are commerce and science.
7. Less income and less opportunity is considered as two main reasons which make India unsuitable. Some of the other reasons include corruption and nepotism, unguaranteed employment and bad living experience.
8. More than half of the respondents has the opinion that students from middle class families migrate more.
9. 63% of respondents has opinion that students between age category of 18 to 23 years migrate more.
10. According to 69.5% respondents, someone leaving their homeland and choosing a different country may majorly face the dilemma of employment.
10. 49.5% of the respondents heard about abroad studies from friends, 33% through word of mouth and 16.5% through advertisement.
11. The main problem faced by migrant students is loan. Other issues include part time jobs, living expense, family issues etc.

12. 43% of respondents family members migrated to other countries.

13. 52.2% of the respondents considers migration as a opportunity,5.4% of respondents only considers it as a threat whereas 42.4% has the opinion that it is both threat as well as opportunity.

14. Half of the respondents agreed partly that family members deteriorate when a member migrates to another country.

15. 45.7% of the respondents will encourage the migration.

16. More than half of the respondents prefers to live in another country after their school graduation.

17. 45.7% of the students will return to their home country after the problem that made them migrate is solved.

18. 82.6% of the respondents is in opinion that both men and women migrate.

19. More than half of the respondents suggested that migrants mostly leave around higher level.

20. 50.5% of respondents has the opinion that immigrants work in industrial sectors.

21. 46.7% of the respondents does not know the legislation for migrants.

5.2 SUGGESTIONS

1. It is recommended that the students must be provided with better living standards, income and education facilities to retain them in home country.
2. The students who prefer commerce and science must be given ample opportunity in our country to develop their educational performance.
3. Increasing the number of opportunities, improvement in living conditions and work condition, reduction in corruption and government policies will reduce the migration of students to abroad.
4. Payment of loan is one of the main problem faced by students which can be solved by providing more educational financial assistance like scholarship schemes etc.
5. The number of family members deteriorate when migration takes place which can be prevented by reducing the number of migrants.
6. Migrant students mostly work in industrial sectors in abroad countries which is can be minimised by giving better work and guaranteed incomes in home country.

5.3 CONCLUSION

As per the analyzed data approximately equal proportion of male and female supported migrating India . The reasons are oriented basically on living standards and wage rates of the chosen country . Even though their finances stands against leaving the country, through loans or by borrowing from others people stand for leaving the country . The basic reasons for leaving varies from income , living standards etc. to good health care facilities and education.

As per the trend UK and Canada are the most preferred countries. Australia and German shares their position too. For a huge country with vast resources and sprightful population India lacks basic income norms . The government doesn't value the youth and their career. Corruption is tremendous and nepotism bears the light to promotions and higher posts. The middle class which covers almost 60% of Indians population usually decides to migrate . This destroys the resources for India and availability of labor and materials.

Though the living expenses of the emigrant country is high people choose to leave India. Leaving the country is a good opportunity for the people but a big threat to the future of India . So the Indian government must initiate great and good opportunities for youth for well disciplined education, to increase their wages , standard of livings or the growing migration will stagnant the productive activities of India which will lead to ultimate fall of GDP and incomes.

The activities of production and supply of essential goods etc will be suspended as a result of large scale migration . The large scale migration is a crisis faced by India now and will be a bigger one in the coming future. As per the study , students above eighteen years considers studying and moving abroad as a first option before even considering Indian colleges and universities. This will cause a huge damage to Indian method of studies and later the whole economy. If the problem is acknowledged properly by the Indian government now a proper damage control can be initiated and implemented now and migration can be reduced.

ANNEXURE

A STUDY BASED ON MIGRATION OF STUDENTS FROM KERALA FOR ABROAD STUDIES

Name:

Age:

Email:

QUESTIONNAIRE

1. Gender

- Male
- Female

2. What is main trigger for migration?

- Income
- Living standards
- Health care facilities
- Research
- Education

3. Acquiring finance:

- Loan
- Sell assets
- Savings
- Investments

4. Countries preferred while migrating:

- Canada
- UK
- USA
- Germany
- Ireland
- Australia

5. Most preferred course

- Commerce
- Science
- Arts

- Management
- Law

6. What makes India unsuitable?

- Less income
- Less opportunity
- Unsupportive government policies
- Corruption and nepotism
- Employment not guaranteed
- Bad living experience
- Bad work experience
- Unattractive employment

7. Class of people migrating the most.

- Lower class
- Middle class
- Upper class

8. Age group migrating the most

- <18
- 18-23
- 23-25
- >25

8. Facing the dilemma between living your homeland and choosing a different country.

- Health wise
- Employment wise
- Low living wise
- Rapid growth of population

9. Where did you hear about abroad studies?

- Advertisement
- Friends
- TV
- Word of mouth

10. Problems faced by students who emigrate for higher studies.

- Loan
- Family issues
- Culture barriers
- Accessing health care
- Employment

- Part time jobs
- Living expense
- Political instability
- Qualification

11. Did any family members migrate to other countries you live.?

- Yes
- No
- Maybe

12. How do you perceive the migration phenomenon?

- As a threat
- As an opportunity
- Both

13. Do family members deteriorate when a family member migrates to other countries?

- Yes
- No
- Partly

14. If you had a chance would you stop the migration or would you encourage it

- I would stop it
- I would encourage it
- I don't mind

15. Would you consider to live in another country after your school graduation?

- Yes
- No
- Maybe

16. Would you return to home country once solved the problem that took you abroad?

- Yes
- No
- Maybe

17. Group that migrates the most.

- Men
- Women
- Both

18.Level of migrants

- Secondary
- Higher
- Vocational

19.Sector,the immigrants mostly work.

- Agriculture
- Industry
- Service

20.Do you know the legislation for migrants in Europe,USA or any other countries?

- Yes
- No
- Maybe

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