

International Mobility of Students and Faculty

Indian students go abroad for their undergraduate, postgraduate and doctoral studies. It has been found that “STEM” (Science, Technology, Engineering and Mathematics) courses are very popular among Indian students. The main destinations are the USA, the UK, Australia, New Zealand, Germany, France, Canada and even non English speaking countries like Russia, China, and Japan. The following table describes the trends of student mobility from India to the top 7 receiving countries.

Indian Higher Education Enrollments in Top 7 Receiving Countries, 2005 - 2012								
Year	USA	UK	Australia+	Canada	NZ	China	Germany	Total
2012	96,754	N/A	12,629	28,929	11,349	10,237	5,745	190,055**
2011	100,270	29,900	15,395	23,601	12,301	9,370	4,825	228,774
2010	103,895	39,090	21,932	17,549	11,616	9,014	3,821	253,743
2009	104,897	38,500	28,020	9,561	9,252	8,468	3,236	247,631
2008	103,260	34,065	28,411	8,325	6,348	8,145	3,217	216,516
2007	94,563	25,905	27,078	7,304	3,855	7,190	3,431	205,852
2006	83,833	19,228*	25,497	6,927	2,599	3,245	3,583	158,215
2005	76,503	16,872*	22,529	6,688	N/A	N/A	3,807	N/A

Sources: IIE Open Doors, UK Higher Education Statistics Agency, Australia Education International, Citizenship and Immigration Canada, New Zealand Ministry of Education, China Scholarship Council, DAAD/HIS (Germany).
** Inferred from percentage of total international student body*
*** Minus UK total for 2012, which is not currently available*
+Higher education (University) enrollments only; no VET

The United States is clearly the favoured destination among overseas Indian students, with close to 100,000 student-visa-holding Indians are in the United States in 2012/13. Nonetheless, what was previously a story of strong enrollment growth prior to the global financial crisis of 2008, has now turned into stagnation and now decline. The United Kingdom and Australia have witnessed similar trend, if more pronounced, downward graph in Indian enrolments over the same period. The only country that continues to see strong and continued enrollment growth from India is Canada. Growth in New Zealand, China and Germany has been slower, but generally steady. Form various other sources, it has been observed that among the total number of students going to the US, around 13000 are for Undergraduate courses, 65000 are for PG courses and the remaining for the Doctoral programmes and some specialised training courses. Countries like Sweden, Denmark, Italy, and Ireland are now in Indian students’ consideration sets. The study observes that Indian students are looking at countries where “education is considerably cheaper and part-time jobs are easier to secure.” But it also says that Indians are less willing than other international students to look outside the big four or five leading study abroad destinations, and that emerging countries trying to recruit more Indian students will have to work on their visibility in this market.

An important reason for many Indians choosing to study abroad is the lack of good institutions in India and growing competition for limited seats amongst the existing institutes. Very few universities in India provide good quality education and thus the challenge of securing admission in them becomes more daunting each year. An example of this is Delhi University, which has consistently set challenging cut-offs for admission and made headlines in 2011, with a 100% cut-off required for admission into Sri Ram College of Commerce. Though the cut-offs vary across subjects, most subjects

require students to score in excess of 80%, with the cut-offs for popular subjects like economics ranging between 90% and 98%. Similarly, an engineering aspirant has lower than a one in 50 chance of securing admission into the highly reputed Indian Institutes of Technology. It has also been pointed out in the reports prepared by British Council that the Indian institutions are facing a chronic shortage of faculty, poor quality teaching, outdated and rigid curricula and pedagogy, lack of accountability and quality assurance and separation of research and teaching. With a very low level of PhD enrolment, India does not have enough high quality researchers; there are few opportunities for interdisciplinary and multidisciplinary working, lack of early stage research experience; a weak ecosystem for innovation, and low levels of industry engagement. A few of the students may like to go under cultural exchange programme, some of them like to undergo specialised learning or training in art, film making, literature, writing, fashion, travel, sports and any such activity.

It is also true that a few of the students may go abroad for family prestige, and not necessarily all the students go to the best universities to achieve academic excellence. It is also not correct to assume that all the universities in developed countries are better than our own Indian institutions.

It is not always true that the developed countries attract students as they earn foreign exchange through fees as some of them prefer to have the talent flow into the country for better knowledge creation that may lead to wealth creation.

The students enrolling with the US is growing as demand from China, Saudi Arabia, China, Brazil and India are rising. Concurrently, stringent immigration policies in the UK will divert some internationally mobile students to the US and other destinations like Australia and Canada.

India also receive students from other Countries. The following table indicates students coming to India from other countries.

	Place of Origin	Number of Students	Percent of Total
1	Iran	2,972	13.6%
2	Ethiopia	1,937	8.9%
3	United Arab Emirates	1,726	7.9%
4	Nepal	1,711	7.9%
5	Afghanistan	1,192	5.5%
6	Saudi Arabia	1,043	4.8%
7	China	873	4.0%
8	Sri Lanka	742	3.4%
9	Bhutan	680	3.1%
10	Kuwait	490	2.2%
	All Others	8,412	38.7%

It is observed that the students coming to India from developed countries for higher education in popular subject areas like engineering, medicine, management are negligible and the students from

third world countries prefer to study in India as cost of living and education expenses is low. A large number of students coming to India from these countries are children of Non Resident Indians.

There are many scholarship instituted by various governments and organisations to encourage mobility of students and faculty. Some of the Scholarships instituted in the US that encourage mobility of students and faculty are : 911 Armed Forces Scholarship Fund, Acumen Fund, Adell & Hancock Scholarship (INACTIVE), Alcoa Foundation Advancing Sustainability Research, Alcoa Foundation's Conservation and Sustainability Fellowship Program (INACTIVE), AmCham Charitable Foundation U.S. Studies Scholarship, Barsa Scholarships Program, Boren Awards for International Study, BP Workforce Readiness Program, Brazil Scientific Mobility Program, Coordination for the Improvement of Higher Education Personnel (CAPES), Cargill Global Scholars, Chevron International REACH Scholarship Program, China Medical Board Next Generation Fellowships, The Dorrance Scholars Summer Seminar, Emerging Markets Development Advisers Program (EMDAP), Japan-U.S. Teacher Exchange Program for Education for Sustainable Development (ESD), Esso Angolan Scholars Program, The ExxonMobil Middle East and North Africa Scholars Program, The ExxonMobil Russian Scholars Program, IIE Foreign Language Teaching Assistant Program, Ford Foundation International Fellowships Program (INACTIVE), Fulbright Distinguished Awards in Teaching Program, Foreign Language Teaching Assistant Program, Fulbright Program for Non-US Students, Fulbright Classroom Teacher Exchange Program (INACTIVE), U.S. Fulbright Scholar Program, Fulbright US Student Programs, Fulbright Visiting Scholar Program, Generation Study Abroad, Benjamin A. Gilman International Scholarship Program, Global E3, Global Innovation Initiative, Goldman Sachs Global Leadership Program, The Hewlett Foundation/IIE Dissertation Fellowship, Hubert H. Humphrey Fellowship Program, Inter-American Foundation (IAF) Grassroots Development Fellowship Program, Indonesia English Language Study Program, International Human Rights Internship Program (IHRIP), IIE Passport Awards for Study Abroad, Indigenous Biocultural Exchange Fund, International Academic Partnership Program, Invensys Children of Employee Scholarship Programme (INACTIVE), International Visitor Leadership Program (IVLP), Japan IMF Scholarship Program for Advanced Studies, Japan Intercultural Academy of Municipalities (JIAM) U.S. Study Tour Programs, Klein Family Scholarship, Susan G. Komen for the Cure[®] Global Initiative for Breast Cancer Awareness, Leonora Lindsley Memorial Fellowship, Lingnan Foundation W.T. Chan Fellowships Program, The MacArthur Award for Creative and Effective Institutions Conference, Maternal Health Young Champions Program, Mattel Global Scholarship Program, Petro-Canada Workforce Readiness Program, Nancy Petry Scholarship for Study Abroad (INACTIVE), The Richard A. Horovitz Fund for Professional Development, Rolex Awards for Enterprise, ROTC Language and Culture Project, The Scholar Rescue Fund, Study America: The Undergraduate Program, TechWomen, The Language Flagship, USAID Democracy Fellows and Grants Program, U.S. Institute of Peace Public Education for Peacebuilding Support, Waha Oil Scholarship Program, The Western Union Foundation Family Scholarship, Whitaker International Fellows and Scholars Program. For more information, one can visit <http://www.iie.org/Our-Global-Reach>.

Similarly, there are many scholarships instituted in India to encourage international mobility of students and faculty. Even the banks have various loan schemes meant for students and faculty for their international mobility. Governments of many countries have instituted a number of schemes to encourage international mobility amongst students and faculty.

At, MSRUAS, as a part of the curriculum, we encourage mobility of students and faculty for short period of time to provide them international experience and aim towards achieving the objective of Med Jones Quote given below

“Knowledge networks will revolutionize the global economy. They will change the way we think, learn and work. The prosperity of a nation and its people will be determined to a large degree by how well they can leverage the global knowledge networks to develop their resources, collaborate, innovate and market their products and services” – Med Jones

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