**CGHE Seminar, University of Oxford**

**Motivations and Mobility Experiences of International Students in India:
An Evidence Based Approach to Internationalising Indian Higher Education**

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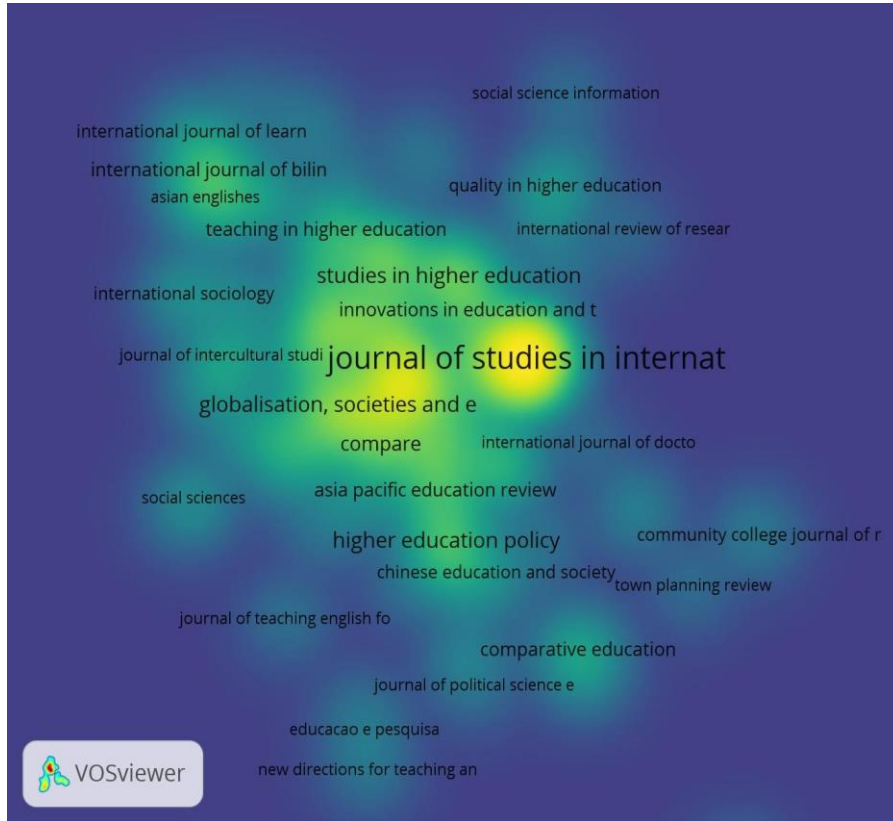
Assistant Professor
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Dr. B.R. Ambedkar University Delhi
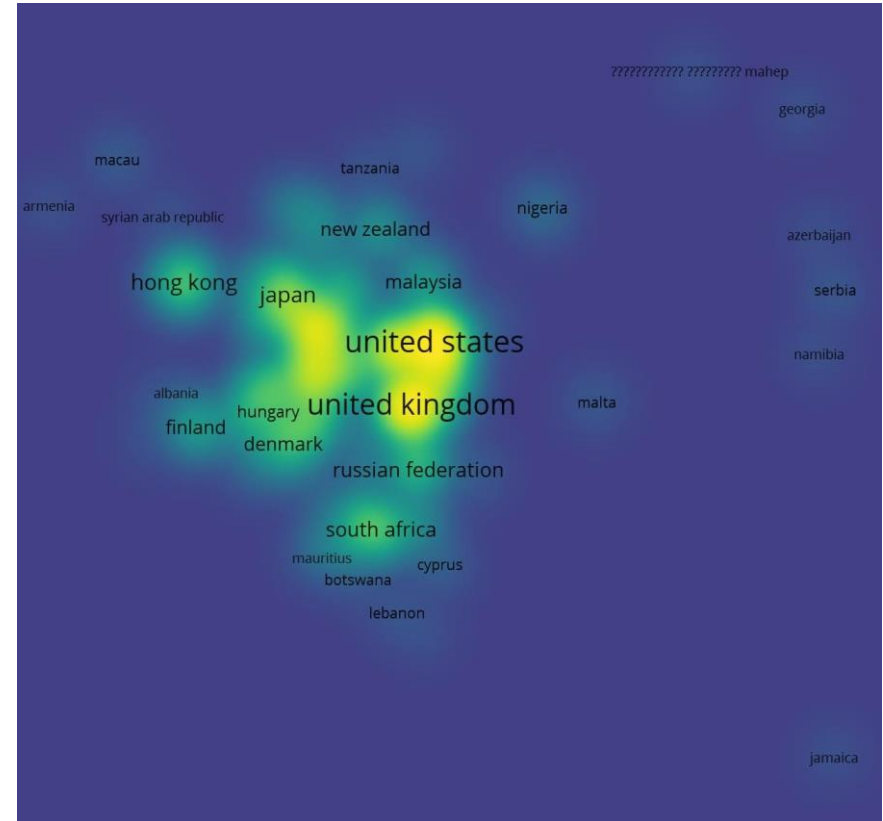
# Dominant Global North & India's Approach to IoHE

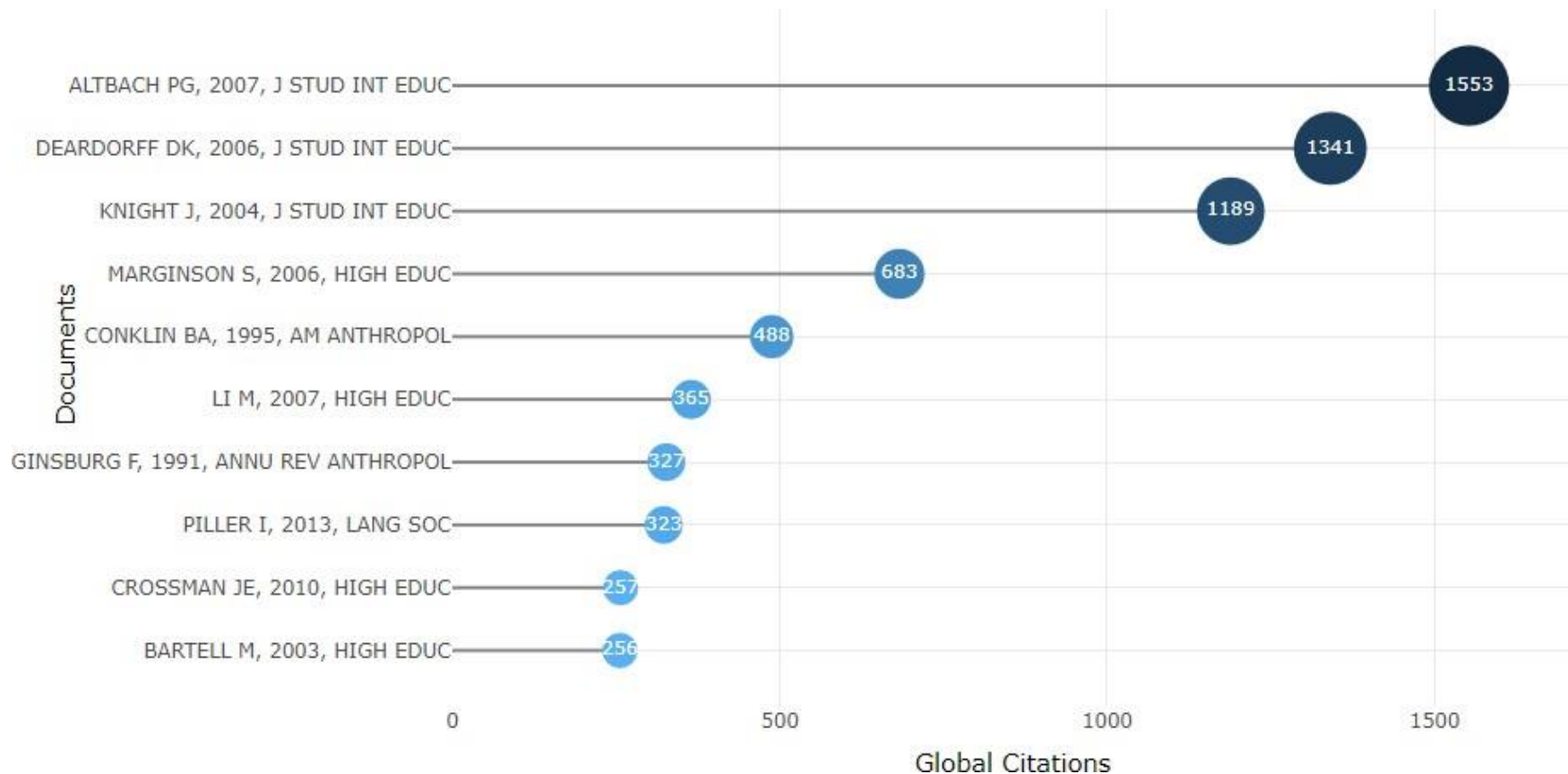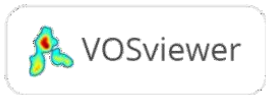| S.NO. | Global North | India – National Education Policy 2020/UGC |
|---|---|---|
| 1 | Recruitment of international students/ **mobility abroad for revenue generation/ market driven** | **IaH - Top destination** for foreign students – <br> Boosting India's soft power/IoHE for national development/Diplomacy intermediated (Exception of opening universities in Gift Cities –market driven) |
| 2 | **Global North-South Linkages** | Active linkage between Indian and foreign higher education institutions (N-S-L) |
| 3 | **Reputation and Branding** | Improving global ranking - **Synchronization of Indian rankings** (NAAC/NIRF) with QS and THE |
| 4 | International competencies for a cream of students- **Exclusive and Elitist** | Fostering international competencies for all faculty and students, Decolonial approach – 'Global mindset' with strong pride in **Indian ethos**. |
| 5 | Internationalization is a key defining factor in national and institutional HE policies | Introduced recently as a strategic policy under NEP – no dedicated human and financial resources |

# Dominant Global North



Most Relevant Sources

Most Cited Countries

# Most Global Citations

# Most Relevant Authors



(2017) anonymous student respo

haigh, m., internationalisatio

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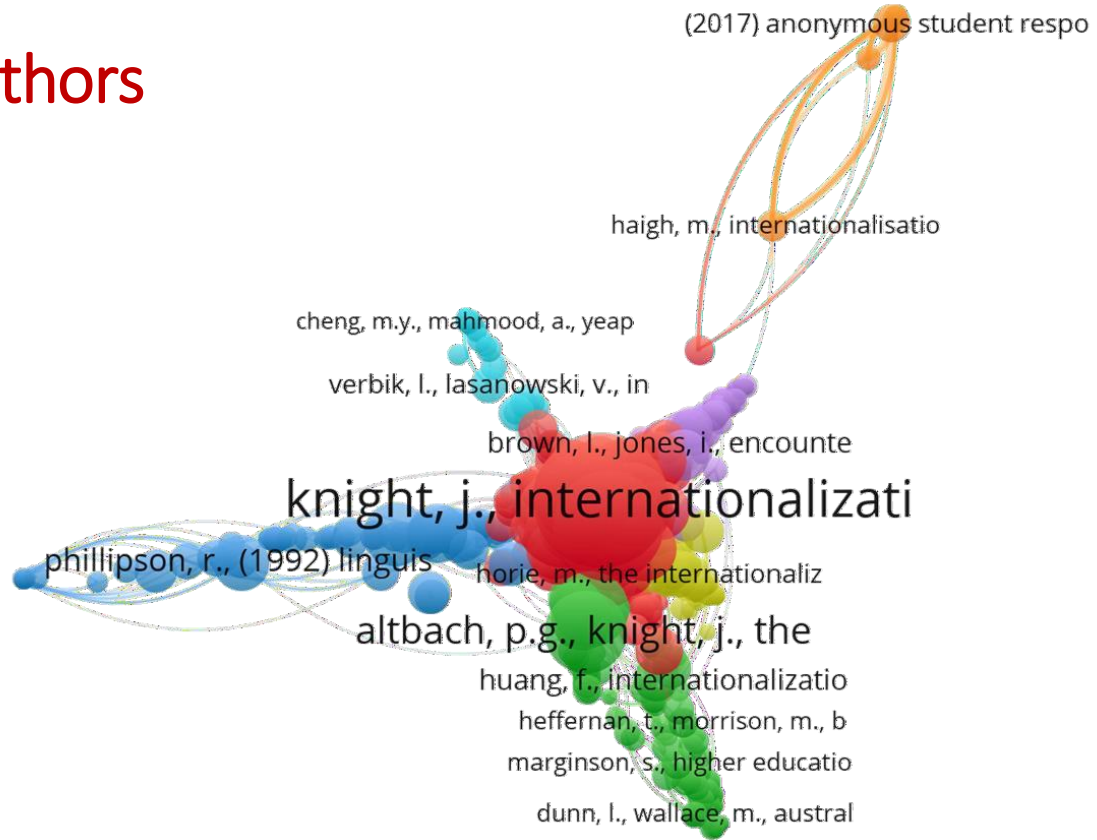
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# Most Impactful Authors



Authors' Local Impact by H index

# Most Relevant Affiliations
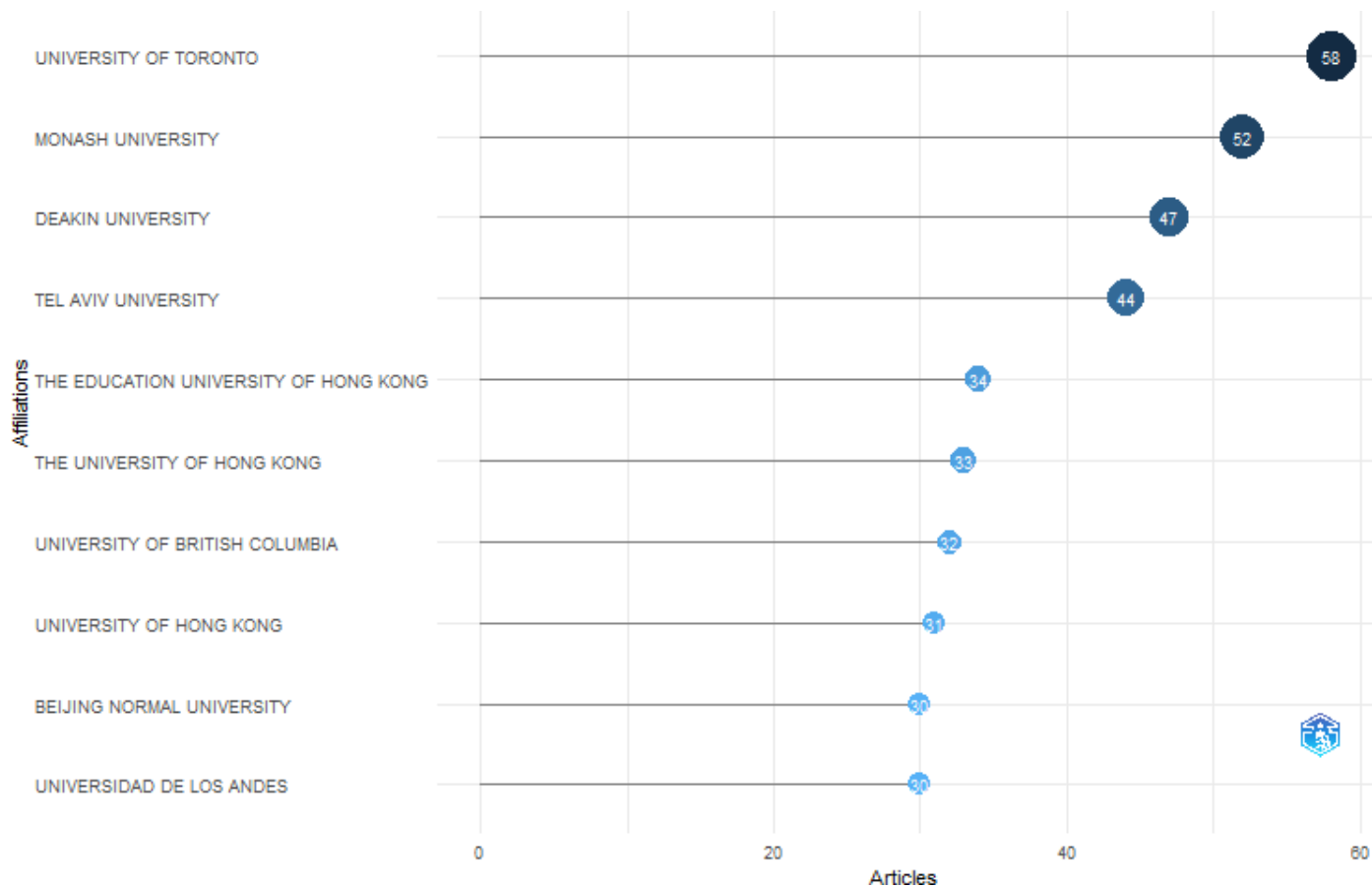
# Co-authorship Organizations

# Co-authorship Countries

# Whither Indian ?– IoHE in India

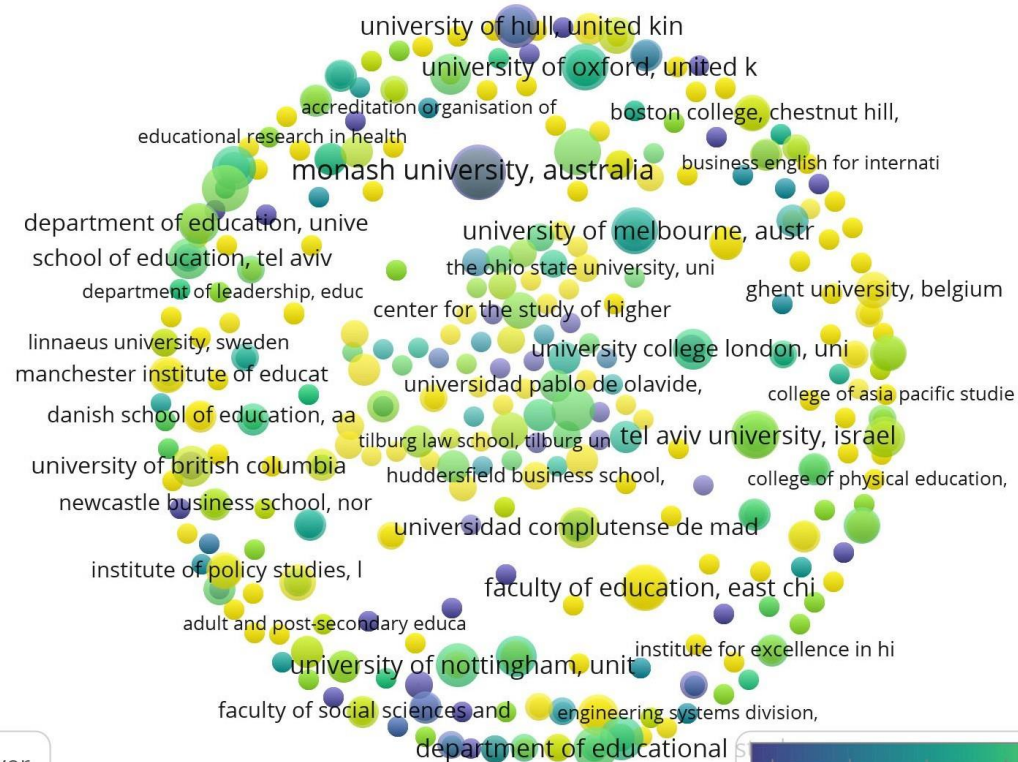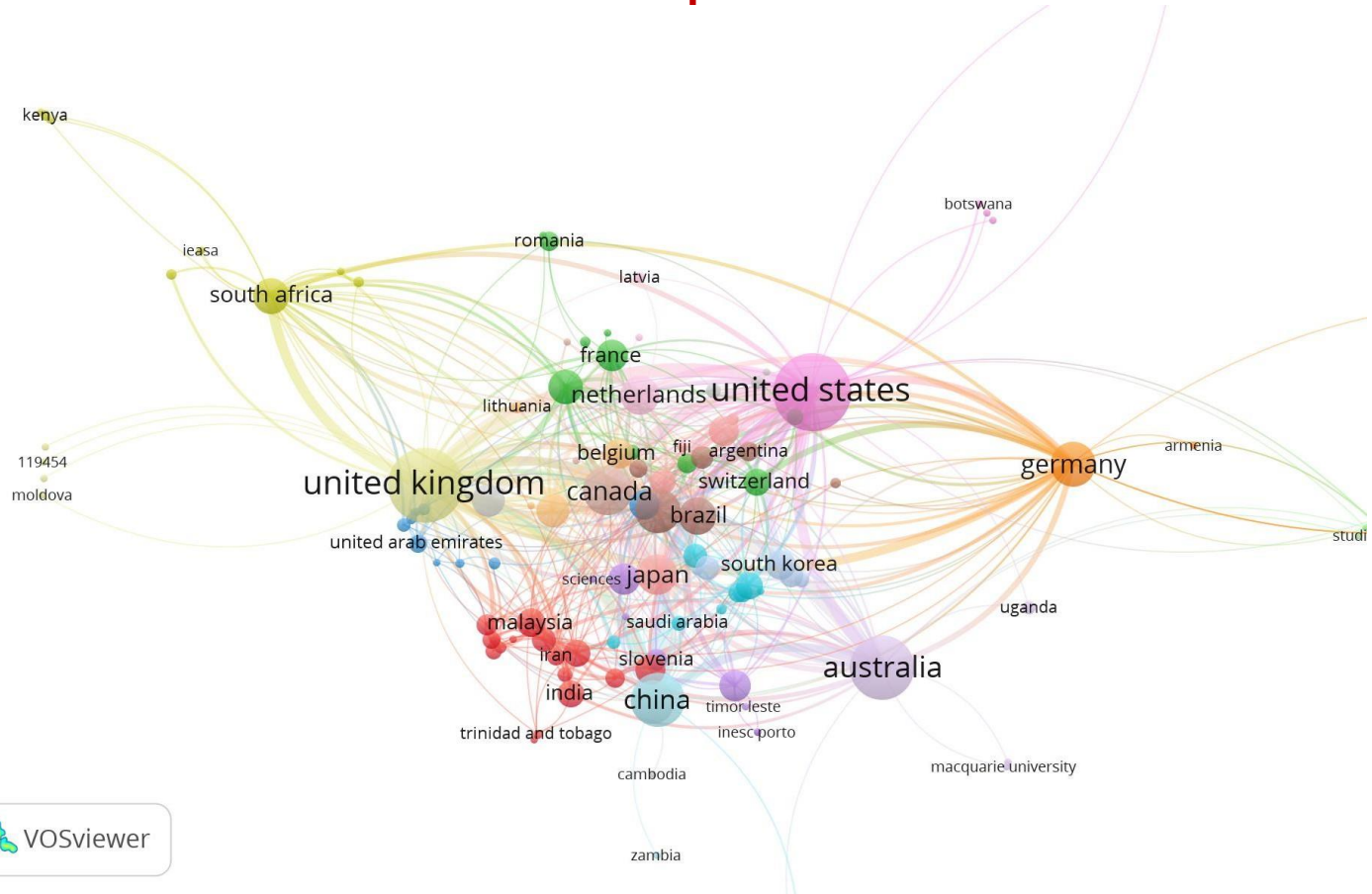| S.No. | Policy documents/research | Focus Areas |
|---|---|---|
| 1 | National Education Policy 2020 and UGC Guidelines | **Objective: Internationalization at Home**<br>1. **Low Cost Quality Education** to attract international students - Indology, Indian languages, AYUSH systems of medicine, yoga, arts, music, history, & culture<br>2. **Internationally Relevant Curriculum-** science and social sciences<br>3. **Student Support** – International Affairs Division, scholarships, affordable education<br>4. Research and Teaching **collaborations**<br>5. **Opening up of foreign institutions** in India and Indian institutions abroad<br>6. Recognizing credits/twinning and joint programmes |
| 2 | Scopus database – 8 research articles on IoHE in India | 1. Magnitude and direction of international students in India<br>2. India's policy initiatives to attract international students |
| 3 | Association of India Universities & Others | 1. Magnitude, direction and policy related |
| 4 | AISHE Database | 1. Magnitude and Direction of international students in India |

# Number of International Students in India

➢Sustained increase over the last decade.
➢Represents less than 1% of the global flow of international students.

# International Students from SAARC (2012-19)

| Origin Countries | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|---|---|---|---|---|---|---|---|---|
| Afghanistan | 2,330 | 2,961 | 3,654 | 4,356 | 4,377 | 10,668 | 4,649 | 4,449 |
| Bangladesh | 776 | 695 | 876 | 1,029 | 1,521 | 1,401 | 2,072 | 2,243 |
| Bhutan | 2,468 | 2,792 | 2,550 | 2,794 | 2,161 | 1,657 | 1,791 | 1,792 |
| Maldives | 288 | 324 | 213 | 242 | 211 | 119 | 149 | 157 |
| Nepal | 7,167 | 6,893 | 8,381 | 9,040 | 10,775 | 10,852 | 12,602 | 13,661 |
| Myanmar | 189 | 281 | 294 | 284 | 342 | 83 | 479 | 357 |
| Pakistan | 21 | 34 | 15 | 18 | 29 | 19 | 26 | 19 |
| Sri Lanka | 1,001 | 1,212 | 1,595 | 1,132 | 1,262 | 1,105 | 1,234 | 1,166 |
| Total | 14,240 | 15,192 | 17,578 | 18,895 | 20,678 | 25,904 | 23,002 | 23,844 |
| % Share of SAARC | 41.0 | 41.0 | 42.5 | 43.1 | 44.7 | 44.2 | 49.1 | 49.09 |

# Under-reporting of Data - Comparison of AISHE & RTI Data

| Region/Continent | AISHE Data | | | | |
|---|---|---|---|---|---|
| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
| NA, Europe & Australasia | 826 | 931 | 1083 | 1016 | 2,012 |
| Total International Students in India | 27,531 | 33,151 | 34,774 | 39,517 | 42,293 |
| % Share of NA, Europe & Australasia in total IS | 3 | 2.8 | 3.1 | 2.6 | 4.7 |

➤ Replacing AISHE data with RTI data for NA, Europe and Australasia (12 countries).

| Region/Continent | RTI Data | | | | |
|---|---|---|---|---|---|
| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
| NA, Europe & Australasia | 6947 | 7509 | 8756 | 9376 | 8046 |
| Total International Students in India (26 Countries) | 37954 | 43940 | 50172 | 51553 | 51973 |
| % Share of NA, Europe & Australasia in total IS | 18 | 17 | 17.5 | 18 | 16 |

➤ Why international students come to India? World class universities? Higher global rankings?

Source: AISHE, various reports and data obtained through RTI

# Theoretical Underpinnings: Human Capital Theory
# (Becker, 1975, 1996, 2002)
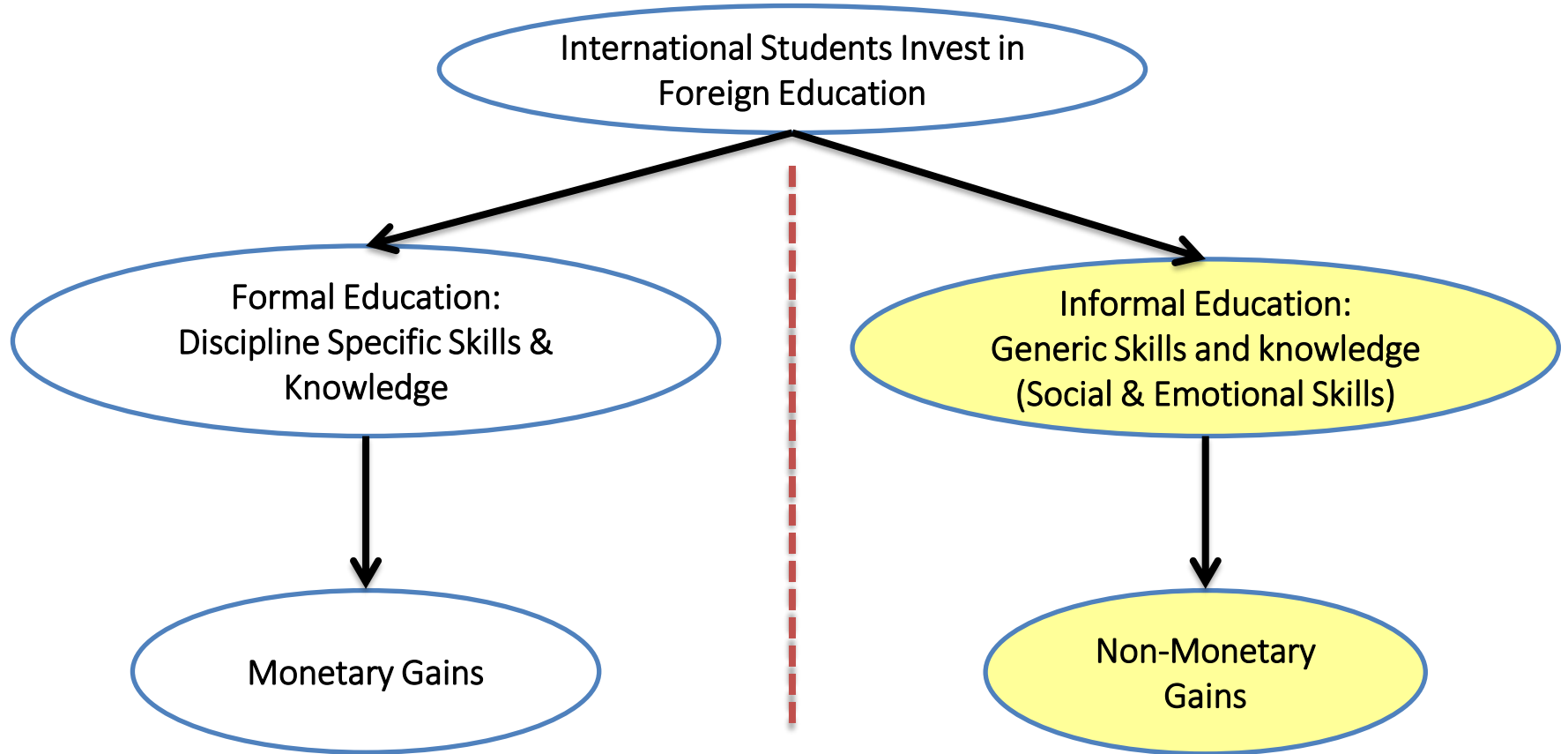
# Motivations of International Students in India

| S.N. | Economic Motivations to Invest in Foreign Education | Rank | | | |
|------|-----------------------------------------------------|------|------|------|-------|
| | | JNU | DU | JMI | Total |
| I | To enhance employment prospects by getting quality education | 8 | 9 | 15 | 32 |
| II | To gain international experience for future economic gains | 3 | 8 | 3 | 14 |
| Total | | 11 | 17 | 18 | 46 (51%) |

| S.N. | Non-Economic Motivations to Invest in Foreign Education | Rank | | | |
|------|---------------------------------------------------------|------|------|------|-------|
| | | JNU | DU | JMI | Total |
| I | To get personal experience & develop understanding of host society | 12 | 2 | 7 | 21 |
| II | For spiritual, religious and philosophical gains | - | 8 | - | 8 |
| III | To seek asylum, permanent settlement or temporary stay | 5 | - | 3 | 8 |
| IV | To seek prestige and popularity at home society | - | 3 | 2 | 5 |
| V | To learn yoga | 2 | - | - | 2 |
| Total | | 19 | 13 | 12 | 44 (49%) |

# Economic Motivations and Preferred Mode of Learning

| Economic Motivations | Preferred Mode of Learning | | | | |
| --- | --- | --- | --- | --- | --- |
| | N | Formal Education | Informal Education | Both Formal & Informal Education | % of IS Preferred Investment in Formal Education |
| To Enhance Employment Prospects by Getting Quality Education | 32 | 28 | 1 | 3 | 88 |
| To Gain International Experience | 14 | 8 | 2 | 4 | 57 |
| Total | 46 | 36 | 3 | 7 | 78 |

# Non-Economic Motivations and Preferred Mode of Learning

| Non-Economic Motivations | Preferred Mode of Learning | | | | |
|---|---|---|---|---|---|
| | N | Formal Education | Informal Education | Both Formal & Informal Education | % of IS Preferred Informal education |
| To get personal experience & develop understanding of host society | 21 | 2 | 12 | 7 | 57 |
| For spiritual, religious or philosophical gains | 8 | 0 | 6 | 2 | 75 |
| To seek asylum, permanent settlement, or temporary stay | 8 | 3 | 3 | 2 | 37.5 |
| To seek prestige & popularity | 5 | 3 | 0 | 2 | 0 |
| Yoga | 2 | 0 | 2 | 0 | 100 |
| Total | 44 | 8 (18%) | 23 (52%) | 13 (30%) | 52 |

# Socio-Economic Background and Motivations

| Motivations | Region | Course Type | Mode of Learning | Parent's Occupation/ Income | International Educational Exposure (of Parents, Siblings, Relatives and Peers) | International Exposure (of Parents, Siblings, Relatives and Peers) |
|---|---|---|---|---|---|---|
| Economic | Developing | Popular | Formal | Home-maker or farming/Petty Jobs/Low Income | Similar | Lower |
| Non-Economic | Developed | Short-Term and Traditional | Informal | Employed or Business/High Income | Similar (More for Peers) | Higher |

# Region and Economic Motivation

| Region | % of IS |
|---|---|
| Asia and Africa | 85 |
| Europe, NA, Australia, East Asia | 15 |

# Non-Economic Motivations & Gains Made

**Self Awareness:**
Physical, Emotional and Spiritual:
Yoga, Meditation, Understanding emotions like Self-confidence, Impulse control and Freedom from anxiety or stress.

**Self Regulation:**
Responsibility, Perseverance, Conscientiousness, Openness, Resilient, Self Control, Organized, Adaptability.

**Motivation:**
Optimism, Problem-solving Attitude, Initiatives, Creativity, Unconventional, Lateral Thinking and Achievement Striving.

**Personal & Social Skill and Knowledge**

**Social Awareness:**

Knowledge about other societies.

Empathy: understanding emotions of others.

**Social Skills:**
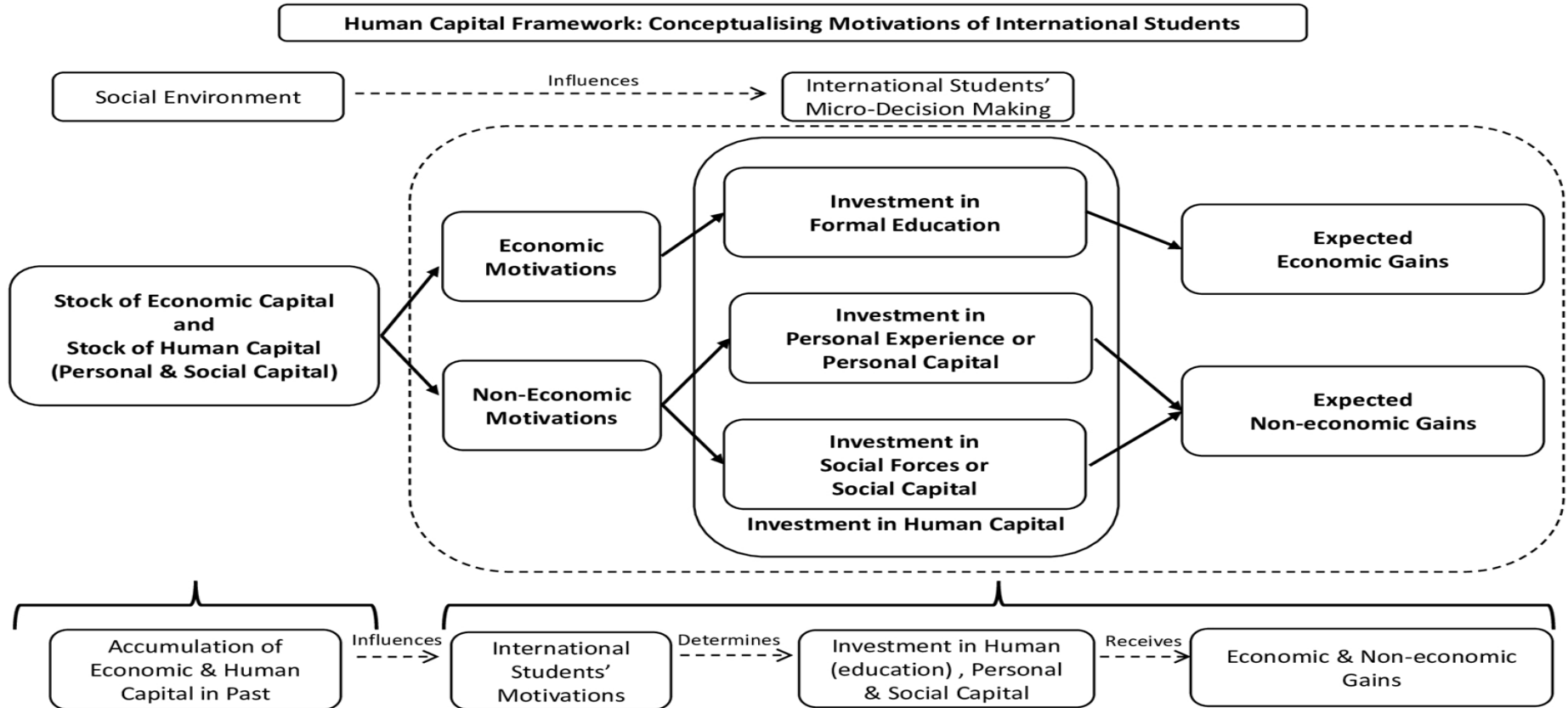Collaboration, Cooperation, Leadership, Communication, Teamwork, Persuasion, Social Networking.

**Social Values:**
Honesty, Trust, Respect for diversity, Right way of life (Sustainable), Non-violence, Ethical conduct and Wisdom.

# Augmented Human Capital Framework (HCF): Conceptualizing Motivations of International Students

Human Capital Framework: Conceptualising Motivations of International Students

# Pathways for Destination India (PDI)

| PDI | What exists? | What we can adopt/create? |
|---|---|---|
| PDI 1 - <br><br> Clarity of Objective & Structure- <br><br> Deciding upon our approach | Dominance of Internationalization Models Situated in West – <br><br> viz., Pursuit to become world-class as defined by the West. | 1. India can be guided by the use of contextual lenses, in particular decolonialization, regionalization and South-South cooperation (Indianizing Internationalization of Higher Education) <br><br> 2. Multilateral Collaboration: BRICS, ASEAN, SAARC, Indo-African Forum with work permits. <br><br> 3. Clearly articulated institutional commitment, policy and structure is needed. |

# Pathways for Destination India (PDI)

| PDI | What exists? | What we can adopt/create? |
|---|---|---|
| PDI 2 - <br><br> Finding assessment indicators and formation of an assessment matrix | Perception that **benefits and performance** of internationalization or the degree of internationality can be measured **quantitatively**. <br><br> the number of international students, foreign faculty, institutional agreements, cross-border education programs, foreign accreditations, branch campuses, and so on. | Quantitative indicators **may serve accountability requirements**, they <span style="color:red">do not capture the key intangible performances of students, faculty, researchers, and the community</span> that bring significant benefits of internationalization. <br><br> Making an <span style="color:red">assessment matrix</span> of quantitative and qualitative indicators of internationalization is needed in Indian context. |

# Pathways for Destination India (PDI)

| PDI | What exists? | What we can adopt/create? |
|---|---|---|
| PDI 3 -<br><br>Pan India Survey & Research | **No survey** on international students, faculty, parents and academic-administrative leadership about IoHE. | Conducting a Pan India Survey on the assessment matrix of IoHE<br><br>**International Students -** motivations and mobility experiences of international students in India inculding perpceptives on IoHE.<br><br>**Administration/Leardership-** understanding, perspective and attitude of public and private universitiy officials towards IoHE.<br><br>**Parents, Relatives and Peers -** Understanding, perspective and attitude towards IoHE. |

# Pathways for Destination India (PDI)

| PDI | What exists? | What we want to adopt/create? |
|---|---|---|
| PDI 4 - <br><br> Establishment of Centres focusing on IoHE | All top universities have centres primarily focusing on International Education guiding the research and policy in IoHE. <br><br> No prominent centre or research on IoHE. (O.P. Jindal has a Centre for Comparative and Global Education) | Need to establish not only IADs but Centre for International Education which could become the linchpin for the universities. |

| PDI | What exists? | What we want to adopt/create? |
|---|---|---|
| PDI 5 – <br> Good Governance | IADs are created with no separate resource | IADs with dedicated human and financial resources should act as Student Support Centres |

# Pathways for Destination India (PDI)

| PDI | What exists? | What we want to adopt/create? |
|---|---|---|
| PDI 6 -<br><br>Policy Formulation | Strategies focusing on Accumulation of Disciplinary Skills (STEM). | Strategies focusing on Accumulation of Social- Emotional Skills (SSHI) – courses/programmes |
| | Focusing on promotion of **long-term degree programmes.**<br><br>Developing Countries. | **Fostering Asian or Global South Identity**: Providing courses that specifically fosters the feeling of mutual  history & Asian identity (South Asia and Southeast Asia being the cusp of Indian civilization). |
| | | **Incorporating Informal Learning:** Universities need to incorporate **informal learning** in total scheme of  things. |
| | | Focus on short-term programmes/courses.<br><br>New age learning with contextual adaptation - AI (artificial intelligence) with Ayurveda, Astronomy, Vedic mathematics, Sanskrit studies, computational grammar.<br><br>Indian art of living through yoga, spirituality, healing cultural spaces and architectural forms, folklore pedagogies, ecological paintings, etc. |

# Thank You!