CHAPTER I

INTRODUCTION

Thousands of years people have been migrating in search of food, survival, conquering frontiers, and colonizing new territories, escaping from war zones or political turmoil, and looking for new and more rewarding and exciting opportunities. Originating from Africa, the modern Homosapiens arrived in Eurasia at least 40,000 years ago and in North and South America more than 20,000 years ago they were traced. (Davis 1974; Diamond 1997; Hirschman 2005).

The history of the world denotes the history of human migration and settlement. United States perhaps is the best example as they have many immigrants in the country. Sociologists mention different types of societies as defined by different authors; Ferdinand Tonnies classified society as “Community and Society”, Emile Durkheim as “Mechanic Solidarity” and “Organic Solidarity.” In the traditional society, people know each other and it was characterized by close relations among its members whereas as in modern societies it is impossible to know each other as it is characterised by formal relationships. The typology of founding fathers clearly states that the major trends of social change and social transformation in the society. As all the businesses and economic activities took place in the city, there is also an accelerating growth of migration from rural to urban areas. Urban societies are larger than villages and the main characteristic of urban society is its anonymity. Karl Marx in his writings mentions that modern industry is more revolutionary than the agriculture sector and thus tries to annihilate the peasant and bulwark of the old society and replace him by the wage-labourers. (Tucker 1978). Mark referred to the wage labourers stating that they were migrants from rural areas.

World is going through a new age shift, a new era of change. People are inclined to move to different parts of the world due to the advancement of technological

development in communication and transport. This has a significant impact on
the ability of the people to move more than ever before. People move to different
places to get what is best to achieve something different than others. People also
move to different places because they have witnessed the growth in their
neighbour’s places, so they want to be one among them. Besides, Educational
Mobility traces the movements of students to various parts of the world which is
becoming common pattern and is accelerating day by day. Technology has made
the global world a small village where people can easily move to different places
for business, job opportunities and for education and for various other purposes.

Migration is an old legend and the most significant phenomenon. People are
moving for education now than ever before. People in 80s also migrated for
employment and career advancement reasons (S.Chandrasekhar). These days the
reason for migration is not limited to labour forces and knowledge but also for
education. People are moving to different places, and this movement has become
part and parcel of one’s lives (Song Youn Jung).

Movement takes place at different places in different ways. Urbanization,
industrialization and modernization are one of the reasons for migration. In a
highly competitive industrialized society, the opportunities are available for
improving one’s life and that has attracted people from rural to urban society for
a high standard of living. A social position is very important for people. The
social status is classified into ascribed status and achieved status. It is the
achieved status that people are looking for. People move to an unknown place to
achieve their statuses from their ascribed status. In the city, people are strangers
to one another; high competition in the city has made the youth to quest for
achieved status. They migrate not only within the society but also to different
states and to different countries for their own personal achievements and goals.
Migration was present even during the classic Agrarian period. India is famous
for hospitality and people from different parts of the world disembarked here for
trade as well as for education. History is a witness that students from all over the
world had come to study in the Indian Universities. Migrating to different parts
of the world for education is a common phenomenon, and this has reflected in
Brain drain in countries like India causing dearth of intellectuals in the home country and benefits for the receiving country. Nowadays, students in large numbers prefer to pursue their undergraduation and post-graduation outside their home towns where they find better prospects and more opportunities and thus widening their horizons for exploration. Well qualified, competent and healthy and wealthy people migrate in search of jobs, education and for improving their lives and careers. People of both genders, young and old migrate freely to different places and countries without any apprehension. There is no barrier for migration, people move to every nook and corner of the country and outside the country. Students, who want to migrate to different places for their higher education plan well in advance, write various competitive examinations to continue their studies within the country and abroad. Transfer of knowledge brings not only career opportunities but also brings individual laurels and higher status in the society.

**DEFINITON OF MIGRATION**

Migration means the movement of a person to a distant place to lead rest of his/her life. Migration gives scope for exploration, innovation, risk and anxiety. The person who goes to another place for vacation or tour or business matter is not a migrant. They stay only for a few days or months. The migrant is a person who remains there for years and lives permanently (Lacroix 1949).

In every human being there is an urge for migration. People move to different places just to receive more spiritual freedom, experience more political liberty and also people want to achieve high quality of life and lead a high standard of living (W.R. Bohning).

A migrant is a person who lives temporarily or permanently in a country where they are not born, and have obtained some important social relationship to the country in which they live. People move to different places throughout the geographical area, and also when people leave their place of origin and lives in another place permanently is called migration (Demographic Dictionary of United Nations).
The migrant selects the place for settlement either permanently or temporarily within the country or outside the country. The migrant is one who is ready to faces any kind of difficulties such as unfavourable climatic conditions, language and has high capacity to detach from their traditional environments and assimilate to unknown places for various purposes in order to accomplish career or knowledge advancement. They have an aim in their lives to achieve their goals and face any difficulties. (Kuznets)

**TYPES OF MIGRATION**

Human mobility is based on social, economic, political and cultural factors. The mobility is more mainly because of the economic development than any other factors. The types of migration are also based on these factors. Some of the types of migration are as follows.

**Out-Migration and In-Migration:** The people who move from one place or region within their own country to live there permanently are known as out-migration and when the people who move to another place or region to stay there permanently are known as in-migration.

**Emigration and Immigration:** Emigration means people moving from their own country to another place for permanent stay. It is exiting your homeland and going to a foreign country. Immigration is where one comes into a country to stay there permanently.

**Internal and International Migration:** Internal migration is where people move within the national area it can be within the state, cities or districts. It means the people adapt new culture, tradition and way of life in another area. International migration is where people move outside the country. The international migrants move as legal immigrants, illegal immigrants and refugees. Legal immigrants are those people who follow the legal procedure to settle in the foreign country and illegal migrants are those who moved without legal procedure whereas refugees are those who are crossed to another country without the permission to escape from persecution.
**Structural Work Migration:** People move to different places for a year or two for completing the projects which has been entrusted to them by the companies. They stay temporarily till the completion of the project.

**Seasonal Migration:** The Landless Labours move to different places in search of jobs during the harvesting seasons in India and after the season they return to their place of origin.

**Forced/Impelled Migration:** Herein people are moving to different places against their will (slaves) or the movement is mainly because of the natural calamities such as flood, famine and earthquake or external factors such as civil war etc. They are forced to live their native place for this cause.

**Primitive Type of Migration:** The nomads move to different places in search of pasture land, for hunting and to gather food, or it may be due to ecological push.

**Free Migration:** The people move freely in groups by pioneering to satisfy their higher economic aspirations without any restriction.

**Mass Migration:** This is a movement of people collectively due to socio-political unrest. Such migration is mainly due to fear threat created among the people after political persecution, wars, or expulsion of certain ethnic groups and settlement in urban areas.

**Rural to Urban Migration:** This is the movement of rural population to urban area in search of jobs, or better living conditions.

**Urban to Rural Migration:** This is the movement of people from urban area going back to their original place.

**Rural to Rural Migration:** This is the movement of people from one village to another village due to seasonal jobs or for business or given in marriage.
**Urban to Urban Migration:** It is a movement of people from one city to another city for higher quality of life and better standard of living to transfer orders of the employer.

**Return Migration:** This movement is of people who come back from the place of settlement to their own place of origin.

**FEATURES OF MIGRANTS**

Some of the features of migrant are as follow:

**Selective Migration:** The migrant selects the place of destination. They choose their place based on the existing positive factors such as good job opportunities, infrastructure, high status and rank etc that is better than their home town. Once the place is decided the migrant uses his abilities to overcome the sets of hurdles and challenges that they face during their stay.

**The Migrants Choose to Respond to the Positive Factors at the Destination of Choice:** The migrant who selects the destination place perceive the opportunities and they are able to compare the merits of the destination and demerits of the origin. Student migrants come in search of good educational institutions. Even highly educated people, professionals and managerial professionals frequently migrate to different places because they receive better offers in those places.

**The Migrant Negatively Respond to Negative Factors of Destination:** The migrants may not select the place if they find that the places are not suitable for outsiders. Illiteracy, poverty or disturbance due to political unrest may also force some people to migrate to those places.

**The Selections of Migrants may Sometimes tend to be Bimodal:** Some of the migrants may respond primarily to select positive factors at the destination and tend to be positively selective in nature. The migrants who respond to the negative factors may likely to be negatively selective in nature.

**The Migrant who Choose to Migrate to Different Places may be due to Changes in the Life Cycle:** Some people who move to different places may be
due to marriage, the married people migrate from their parental native place to other places, while some who are divorced or widowed also move to different places due to certain reasons.

**Migrants Intermediate between the Characteristics of the Host Country and Receiving Place:** Some migrant react differently to the positive and negative factors at the place of origin and destination. They take some of the characteristics of original place or sometimes they share the characteristics at destination places.

**CONCEPT OF EDUCATION**

Education is a basic right for everyone. It is very important for societal life. Education imparts knowledge and it forms one’s mind, character and physical ability of an individual. Education is a process where the knowledge is transmitted from one society to another. The word education is derived from Lain word ‘educo’ means ‘I lead out’ which means ‘I lead out of darkness into light’ and here ‘I’ denotes the teacher. Education is also derived from the word ‘educare’ meaning to ‘to rear’, ‘to bring up’, to nourish’. Education is process where the child learns not only knowledge but to live in the society. Education helps one to socialize and unfold ones hidden talents. Education is a process of training where the individual through various qualifications learns to lead a typical life in the world. Education is continuous change in which a child learns skills, aptitudes, ideas and values that are needed to lead a productive member of the society. It is education which acts as a means to improve one’s economic life, social life. Education is a lifelong process. Education makes one person mature, allows oneself to think and act in a systematic way. Gandhiji stated that “By education means an all-round drawing out of the best in the child and man-body, intellectual and soul. Education makes men and women literate not just for the sake of knowledge but for empowerment. Literacy by itself is of no use if it does not inculcate the values to live in the society by way of education. The function of education includes socialization of children in a methodical way,
through the agent of school, the child cooperates with others and grows as good citizen of the country and it also forms student’s social personality³.

**HIGHER EDUCATION IN INDIA**

Indian higher education system is one of the largest systems across the world. India provides low cost high quality education for student of all levels. India has increased the strength of the student in higher education sector. With well planned expansion of higher education Indian education system has enhanced the learning process. With improvement in the science and technology India is able to provide a global standard education within India and for students from outside India. India has made teaching career an attractive path by providing research facility for faculty and students. Today India is stands as one of the best in class post secondary education system. India is one of the largest providers of global talent, making the Indian students as one of the best graduates in the world. Indian universities are competing with global universities and it has its world renowned research excellence frame work. 23 Indian universities are listed on the global top 200 universities in the world. India is one of the regional hubs for education and attracts students and learners from all over the world. For more enrolment, the eligible students are given financial assistance to pursue higher education. In Indian educational online system enrol 60 percent of the entire student population⁴.

**MIGRATION FOR EDUCATION**

Migration is a geographical or social mobility of people to different places for different reasons. Students migration occurs for the purpose of education wherein the students move from one place to another within the country and outside the country. Education for migration is also means of transfer and sharing of knowledge from one place to another and from one institution to another and from one country to another. Student migration also brings interaction with

³ [https://pariharraj.wordpress.com](https://pariharraj.wordpress.com)
another country and interpersonal and interdependent relationship with host and receiving countries.

Education imparts information and knowledge. It changes one’s life and forms the basic input for the growth and expansion of knowledge economy. Providing knowledge and skill to the youth build up the society. Knowledge is invisible capital of economic growth. In a knowledge economy, knowledge production and knowledge based production of goods and services takes a prominent place for the economic growth\(^5\). Higher education Institution is one of the agents in the production of skills for the knowledge economy. Education has become commercialized and it’s been become a marketing factor. Both public and private corporate sectors are investing in education because education is source of income generation (Varghese N.V. 2009).

In Indian tradition, during ancient period, the students would stay at the guru’s residence in order to learn. Education was a monopoly of the Brahmins and the student leaving the parents to stay at the Gurukula was very common among the high caste Indians. Nowadays, education is for all irrespective of caste, colour, creed and religion. Though educational institutions are set up by different minority groups and by various trustees, it embraces all the students of all categories. The students move not only within the country for education but they move outside the country as well.

Education is the doorway to access information. It brings transformation and reformation to each and everyone. It is a significant challenge to bring out the socio-economic reformation and changes in the society. The whole world is engaged in reaching out to all sections of the society to impart the education by all means. Education brings out development in the society.

Education is compulsory and free for every child in India. Indian educational Institutions are trying to stand at the peak of educational institutional system in the world. India is considered as one of the educational hubs, inviting students

from different parts of the world for higher education. Overseas education, in the
country permits the students to study outside the country and it invites other
students to come to India for higher education. Indian government gives
educational loans and special fund for the benefits of the students to study within
the country and outside the country. Exchange of educational culture and other
programmes are one of the recent trends, and this is done by sending the Indian
students to foreign universities and also receiving the foreign students in Indian
Universities are means to improve the higher education system in India. Highly
Intellectual students with their hard work and effort are able to exchange their
knowledge with other students in foreign universities and they make the best use
of the opportunities provided to them to create new progress of achievement for
oneself and for the country.

Students are migrating from one place to another for better infrastructural
facilities and standard and quality education of their choice. This has increased
the intake of migrant students in various Educational Institutions and
Universities. The migrant students have various reasons to choose their place for
education. Choice is based on their economic capacity. They prefer their
destination for education based on their aptitude and which gives certificate for
better Employability. They give importance on the desire to ‘travel’ to ‘have
fun’, to seek ‘excitement’ and to transform their lives in ways not apparently
related to study and the acquisitions of credentials.

In India, some of the students prefer to stay close to home and some prefer to be
far away from home. So the students migrate within India to different states or
move to different countries to pursue their higher education.

About 37 lakhs of students moved to different places for education in the last
decade to different places for higher education among them male students (26
lakhs) have moved to different states to pursue education compared to female
(11 lakhs) for pursuing higher education. Of these, 6.2 percent lakh youth (17
percent) moved to new states; 16.8 lakh shifted to another district within their
home states. Karnataka received 1.8 lakh students from other states and Uttar Pradesh sent out 1.1 lakh students to other states. (TOI; 2014).

For higher education in India students migrate from Andhra Pradesh to Karnataka, Uttar Pradesh to Delhi, and from Uttar Pradesh to Maharashtra. Students moved to different states in India for higher education and some of the most sought-after destination places are Andhra Pradesh, Bihar, Karnataka, Kerala, Maharashtra, New Delhi, Rajasthan, Uttar Pradesh and West Bengal. Delhi, Maharashtra are the main destinations attracting the students from different states especially from Bihar, Uttar Pradesh, Kerala, Andhra Pradesh, West Bengal and Rajasthan. (TOI; 2014)

UNDERGRADUATE STUDENT MIGRATION FOR EDUCATION
Student mobility is a common phenomenon. The students move as temporary migrants, they study, they live, and they work with the variety of people, the new way of seeing things, sharing culture and traditions in the place they live and add life to the society. The students are easily motivated to venture out to study within the country and outside the country. It is the movement of students to different places in search of knowledge. They move to different places to stay for a while and stay till they complete their education. These students who go to different places are just like visitors who just stay for 6 months to 6 years and most of the time they don’t pay much attention to their life and adjustment (Song Youn Jung 2008). Some students move to different places for a short-term stay, a six months course or training or a long term stay i.e., for a traditional course or a professional course. The student migrants are either temporary migrants or permanent migrants, because most of them return home after their studies. Students who move to different places for under graduation not only acquire knowledge but also create social networks and keep up their circuits of identity. Younger generations are more innovative, creative; risk taking and adventurous, and they welcome different experiences as they move to different places in pursuit of a higher education. It is not the parents who decide what they need to do where they have to study; it is the youth who decide to study in their hometown or elsewhere. The support of the parents, financial ability helps one
to decide where they need to continue their higher education. The students have
rapacious desire to obtain higher education in other states and obtain certificates
from reputed Institutions. In Indian society, family situation determines most of
one’s future, even if the student works very hard to achieve his/her goal or to
study in other states; it all depends upon one’s family.

The student migrant who study in other states are able to share their ideas, culture
and knowledge with others and in turn they too learn to appreciate the difference
in other cultures. The students move to different places for a great desire, to get
the best education, use best infrastructure and have a desire for fluency in English
language. Fluency in English language is one of the significant factors for student
migration and Good Command of English Skills is very essential for success in
the Global Economy (Park and Bae 2009).

More students are moving across the world for higher education and it is strongly
affected by the educational policies, policies in the areas including employment
and immigration. Student mobility has been used by policy makers and the
higher education community as transfer of knowledge, transfer of brain and
transfer of capacity building. Mobility is a means where the transfer of scientific
knowledge occurs from one place to another and from one country to another.
Mobility of students is a means through which the region, national and
international community is able to pass the knowledge and their unique customs
and traditions of their home town. Student mobility is one of the major sources
of skill migration in the past and institutional mobility to familiarize graduate
production to the global market which is becoming an important factor.

Student migrants usually move to a place where already their group associations
are present, so they feel at home. The group associations help them to use their
culture, styles of life and ideologies becoming the part and parcel of the society.
The younger generations are more independent today as they easily imbibe new
culture and adapt and adjust to new environment easily. These youths interact,
contact and mingle with others without any hesitation and thus, it has become
easy for them to participate in the world culture.
INTERNATIONAL STUDENT MOBILITY

International education is geographically uneven and majority of all international students are from Asia and they play an important role in global mobility patterns, mostly they come from China, Malaysia, Hong Kong, South Korea and Singapore. Students move within and outside the country for higher education. International student mobility means movement of students to different countries for higher education. International students are those who move from their country of origin to a different country for continuation of their education.

One of the significant features of global and highly skilled movement is the movement of students. The students who move to different countries stay for a while till they complete their studies and return to their home. Those who go to different countries learned to acquire different teaching style, adapt new culture and traditions to fulfil their own goals of achievement. International students are the temporary migrant who after the completion of their education are supposed to go back to their country but of late a few countries allow them to stay and work after their studies. This is done to attract many more foreign students to their countries. Cross-border student mobility has enabled many students to stay back in the host countries even after their course completion also.

International Student Mobility is now an important part of the global education over the past 10-15 years. Approximately 90 percent of international students have enrolled in institutions belonging to the Organization for Economic Co-operation and Development (OECD) and most of the students choose United States, United Kingdom, Germany, France and Australia as their main

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6 Rachel Brooks and Johanna Waters (2013); Student mobilities, Migration and the Internationalization of higher education. Palgrave macmillan pg.45

destination. It is traced that 70 percent of the students have been enrolled by these countries.

Those students who want to pursue their higher education in foreign country need to register their names must stay in the country for more than a specified minimum duration and should have a Rsidence Permit of at least a minimum period. For example in Belgium and Japan the minimum period is three months and Sweden and Finland, it is one year. In these countries, the international students are considered as immigrants. For a student education in outside countries is a ticket to future international mobility\(^8\). The students with their cosmopolitanism nature have the ability to motivate themselves to get the qualification from the most renowned institutions of the world.

Generally, international students are privileged, well educated, well connected and well supported by the parents and the community. Students achievement are acknowledged and recognized. On the other hand, any difficulty by the students is taken care of by the host country. Erasmus Mundus Programme fosters well being of the students who have migrated to different parts of the world from one country to another for higher education through co-operation and understanding. The main purpose of this is to increase quality in European higher education and to support intercultural understanding between the countries through co-operation.\(^9\)

The international students who study outside find it easy to stay in touch with friends and family due to latest technological development such as mobile phones, international calls and social networking pages, Skype, IMO, WhatsApp etc. Thus, this has made overseas study very easy and accessible (Vertover).

**TYPES OF STUDENT MOBILITY**

Studies have shown that there are different types of student mobility. Some of them are the following:

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\(^8\) Rachel Brooks and Johanna Waters (2013); Student mobilities, Migration and the Internationalization of higher education. Palgrave macmillan pg.59

\(^9\) http://www.ugc.ac.in/page/Edu-Abroad-for-Indian-Students.aspx
**Spontaneous and Organized Mobility**: A study of student migration in Europe explains that spontaneous mobility is where the students make their own arrangements to travel to another country for graduation and post-graduation course.

**Organized Mobility**: Organized mobility is where various bi-lateral or multilateral schemes lead students to pursue their graduation and post-graduation courses.

Based on the patterns of mobility, it is classified as:

**Diploma Mobility and Credit Mobility**: Diploma Mobility is movement of those who wish to pursue their higher education often outside of any formally organized scheme.

**Credit Mobility**: Credit mobility is movement to study part of degree course in another European country, typically as part of an organized programme such as Erasmus and other voluntary moves (Sussex Centre for Migration research, 2004).

**Vertical and Horizontal Mobility**: Vertical Mobility is where the students move to another country to benefit from higher education of a higher quality or in an area of specialization which is not available in the home country. It is an efficient means of sharing the knowledge. Destructive Culture shocks are less likely during Horizontal Mobility and the students gain insight into the host culture.

Horizontal education is the mobility towards neighbouring countries with similar higher education system. This mobility offers a better frame works for border-crossing communication and discourse system. Rivza and Teichler (2007) (Teichler 2004)

**OPERATIONAL DEFINITIONS**

Some of the terms used in this thesis are are provided in order to clarify their meaning. The operational definitions for the terms used in this study are as follows:

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10 Rachel Brooks and Johanna Waters (2013); Student mobilities, Migration and the Internationalization of higher education. Palgrave macmillan pg.70
**Undergraduate Education**
Undergraduate education refers higher level of education after pre-university. It is a bachelors or associate degree that a student gets as undergraduate degree certificate after completion of the course for three years. For professional course like Engineering and Medical course it takes four to five years. The conventional course (B.A., B.Sc and B.Com) and professional course (BE and MBBS) is an undergraduate course which provides employment opportunities for the students. After the completion of the course the students are eligible to continue their post-graduation. The professional courses like B.E. and M.B.B.S. give the students wider opportunities than conventional course.

**Student Migration**
Student migration is mobility of the student from one state to another state for undergraduation. It is movement of students, movement of knowledge, culture and values of one place to another. Student migration is temporary migration and it varies from 3 years for undergraduation to 4-5 years for professional course.

**Migration for Education**
Migration for education is inflow of knowledge to other areas. The students move to different states for not receiving the required educational facility within the state so they move internally and internationally for undergraduation.

**Undergraduate Student Migrant**
Undergraduate student migrant refers to those students who are studying in Bengaluru and Mysuru from other states. They are not the domicile of Karnataka. Their native place is not in Karnataka and they are here exclusively for undergraduation.

**REVIEW OF LITERATURE**
Some of the studies that the student migration discussed were social, educational, cultural and financial factors. The student migrant have been influenced by both negative and positive aspects of life. The most common difficulties that the student migrant faces were food and accommodation problems, cultural,
environmental adjustment, emotional, psychological adjustment, language problem, racial discrimination and assimilation etc.

Studies related to undergraduate students migration for education are related to a number of concepts like migration, education, students interstate mobility, the problems related to the migrant students like discrimination, assimilation, cultural shock, language barrier, psychological and emotional problems etc. Here the researcher tries to give a brief account of the important studies conducted in the field of student migration in India and abroad.

**Zakariya Ayed Al-Habashneh (1991)** conducted a study on Jordanian student in Indian Universities. The detailed study on their backgrounds, problems faced and the transformation they had due to the education that had brought forth in their lives after they returned to the Jordanian city were analyzed. About 400 samples were selected randomly from 4000 Jordanian students who were studying in Indian Universities between 1989-90 and the study revealed that the socio-cultural and economic backgrounds had changed their values and perspective of the world view that they had transformed within themselves, being educated in the Indian universities. They had adjusted to Indian society, and they cultivated some of the values of democracy, secularism, modernism in developing, progressive country like India.

**Carmen Voigt-Graf & Siew-Ean Khoo (2002)** explored migration of Indian students to Australia. The study was based on migration of Punjabis from the North India and Kannadigas from the South Indian state of Karnataka. Most of the students from these states were studying in Sydney which is an attractive place for Indians. The study found that the students were attracted to study in Australia for various reasons. Some of them were high quality of education, less course fees and living costs, high flexibility, different levels of qualification in the school, university and vocational training sectors etc. The student visa regulations allowed them to work for 20 hours a week during semester and fulltime during vacation. The safe environment which is familiar with the history of Australia and membership in the Commonwealth adds as supporting factors
for international students, faculty exchange programme, information sharing and joint programme and research collaborations too. Inexpensive air tickets, private education agents to identify and recruit potential students were other components. Educational agents provide them with temporary accommodation and help them to get used to the place, get tourist visas and more services for the students and their siblings. The study also found that the agents manipulate by charging exorbitant fees, and this has adversely affected Australia’s reputation as a provider for quality education.

The study also found that there is sex ratio discrimination while sending the students to Australia. Indian males are dominated in Australian Universities which indicate that the Indian families prefer to send their sons to overseas for educational purposes and they prefer less in sending their daughters. This is because there is a greater cultural risk associated with sending their daughters to overseas as they easily emulate the western values and ways of life which are more risky than male students.

**Bahiru Teshome Wondwosen (2006) conducted a study on** students migration and found that like any other migration it involves a continuous process of interaction through which members of different social and cultural backgrounds get in touch with different types of people together with different socio-cultural backgrounds. The study found that in the University of Pune, students from different countries and continents with different socio-cultural, ethnic and linguistic backgrounds are found to pursue their academics. This study was based on the African students who had come to study in the University of Pune and their views relating to Indian society, their population and inter- and intra-racial net working and relationships and cross-cultural exchanges. The study used qualitative and quantitative data for research. To collect the data from the African students’ community life, about their country, and religious group, the researcher used a quasi-participant observation technique.

The study investigated several push and pull factors that motivated African students to move to India. It was found that some of the push factors were lack
of higher educational institutions in Africa, political unrest to a certain extent and the pull factors were less and affordable educational fees and other expenses and simple and easy university and college admission procedures.

**Song Youn Jung (2008)** discussed student migrants in Korea and the study examined the migration of the students between two Asian countries - China and Korea. The foreigners came to South Korea not only for labour but also for education. The research paper presented the Asian Western country pattern which explained Chinese student migration to Korea. Student migration is short term migration and not a long term migration and they are regarded as visitors to sending country and receiving country.

‘**Migration of College Students in North-East of India**’ (2009) analyzed the reasons for migration of students to Shillong. In Northeast India, the reason for migration was lack of educational infrastructure, political violence and decades of insurgency between the adjoining states. The other reasons were proximity and reputed educational Institutions, low fees, presence of friends, relatives or family members in Shillong. Some others moved either because of reunion of family or chain migration. The study found that out of 556 college students, majority of them were from Nagaland followed by those from Mizoram and Manipur. More number of female students was found from Nagaland compared to the male students and in the case of Mizoram and Manipur male students migrated to this place. Students favoured New Delhi for their higher education followed by Bengaluru. Majority of them preferred to stay outside their hometown and few others preferred to stay back in Shillong. The students preferred Political Science and History while choosing their option of subjects was also traced as the part of choices.

**Perveen Kumar, Shantanu Sarkar and Rashmi Sharma (2009)** studied the mobility of Indian students to three most favoured countries such as United States, United Kingdom and Australia. The significant factor for the students to migrate to these developed countries were desire for a better quality degree with more market value and credibility and better standing in the labour market and
for better opportunities. The reasons for student migrant from India going abroad for higher education were lack of facility to absorb all the applicants especially in professional courses and reservation policy. The large numbers of brighter students belonging to upper castes were not able to get admission in courses and institutions of their own choice. Superiority of foreign degree, growth of middle class parents willingness to support their children and low interest rate bank loan. High technological advancement is a boon which has brought places close to one another. Though, the hurdles which the students face were high academic and tuition fees, food and lodging expenses were the difficulties faced by migrant students.

**Bass Michiel (2010)** in detail studied regarding the Indian students in Australia. The researcher found that the Indian students faced lot of entanglement of education. Aggression, racism and violence were some of the problems faced by the migrant students in Melbourne. The researcher found that the Indian students in Australia found life was being difficult and the Australians felt that Indian students were occupying most of the places of their nativity. The author highlighted this imagination of going abroad and having education and taking up occupation was the main motivation for the people to migrate.

**Paithane.A.S (2010)** explored that in North-Western Maharashtra, the tribal students faced lot of socio-economic and geographical difficulties. The study showed that the students did not have ideal group or person as reference model and they lacked motivation. The study suggested that the students can be motivated by providing hostel accommodations, residential colleges, and government of India scholarship to improve the rate of participation and mobility of the tribal students in North-Western Maharashtra at the undergraduate level.

**Chyrmang Rikil (2010)** studies state that the students from North-Eastern Region in India have been moving to different states in India for better education, better career prospects and for better capacity building. Better information and communication technology and lack of infrastructure facilities, educational institutions and other internal factors have enabled the students from these places
to move to different parts of the country. The study also explored that the migration for education have improved the quality of family life through acquiring better health, nutrition, family planning, and childcare. Interconnection between migration and education has shown the growth rate of migration which is growing faster than the rate of growth of population. The migrant students after the completion of their studies have continuing to stay to take up jobs in the destination than returning to their respective states of origin. The main reason was the lack of employment opportunities and shortfall of work in their native places.

Dobson, Ian R (2010) study was conducted on Indian student migrants in Australia. They found the issues of community sustainability by using open-ended interviews. This was conducted on 14 first generation established migrants and 16 second generation migrants of Indian origin. The study reveals regarding the migrants and their family experiences and 11 interviews was conducted with the Indian religious and community leaders also to gather more information. The study found that the social background and migration experiences were different for the Indian international students of today to those of the earlier migrants and their families. The result showed that the second generation Indian Australians interpreted difference about the incidents of name-calling as it was the new experience of racism, but the recent migrant students felt it as an experience of racism.

Madhu (2011) expressed his view on North East Indian migrants who were moving to different parts of India have also increased. The author says that in the early 2000, only few of them migrated for specific higher and professional studies and for central government jobs. The main reason for migration was due to the socio-political unrest in the region. The challenges faced by the North Easterners in mega cities, particularly in New Delhi and the National Capital Region were increasing day by day. The recent challenges faced were racial discrimination, and sexual violence in work places, market areas, colleges, schools, universities and the colonies where they lived in small and large number.
Ghim Thye Tan (2012) explored the connection between immigration policy and international education by studying the mobility of students from China and India to Australia. The factors motivated the students to choose Australia as their destination and stay there permanently after the graduation. The reasons for the Chinese and Indian students to leave their home country were mainly due to inadequate supply of higher education institution, social and political instability, discriminatory admission policy, foreign degree more advantageous than home degree, to improve their career and to learn and improve English fluently etc. The major push factor in India was due to liberalization of Indian Economy in 1991. The growth of middle class leads the capitalist to invest on education and educational institutions. It is also traced that the middle class families wanted their children to face tough competition in local universities so that they could further go to nearby places and seek their destination with new hopes of life.

Shahana Mukherjee, Rupa Chanda (2012) analyzed in their study on Indian student mobility to selected European countries. They addressed the issue of student mobility between India and Europe the two key stakeholders. Out of 120 Indian students who participated in the survey, 78 percent of them were studying in Europe, while 16 percent were educated in Europe and were working outside India. The study found that the students education was supported by various funding agencies. Among which 51 percent of them were partially or fully funded by various scholarships, and the remaining 49 percent were entirely self-financed. The respondents were spread across different European countries and nearly 25 percent of them were studying in Germany, while others were in France and United Kingdom constituting 19.7 percent and 14.5 percent respectively.

S. Chandrasekhar & Ajay Sharma (2014) focused their study on internal migration for education and employment among youths in India. The study is on internal brain drain the other states act as a feeder to other states to gain their expenses. Internal movement of students in search of education was lack of quality educational institutions, failure of the state to provide higher educational
facilities, privatization of educational institutions, high cost of education and educational infrastructure contributing as the main factor for students move to different states for higher education in the home states. The most sought-after educational destinations were New Delhi, Gujarat and Maharashtra. Karnataka too attracts sizable number of students after higher secondary, diploma or graduation.

**Kyung Wonseon (1996)** the study investigated the interstate migration of college students of the state of New York. The study found that the migration had influenced the college admission policy, student body composition and this has accelerated the labour of the state (Abbot & Schmud). The study found that the fee structure in the educational institutions were different for students from other countries. There were variations in the fees based on residents and non-residents. This had a negative influence on the choice of the selection of the colleges. Those students who migrated for higher education worked in the state where they studied eventually become an educated labour force for the state. The study provided a better understanding of the interstate migration of students. The study analyzed based on 1986 New York migration data, which provided the evidence that student migrant’s home characteristics influenced student migration.

**Tim Mazzarol, Steven Kemp and Lawson Savery (1996)** reported that the students choice of country for education and the factors that influenced them to choose the country and the reason why they did not choose Australia as their study destination by the countries of Indonesia and Taiwan. The student of Indonesia and Taiwan prefer United States as the main reasons were institutional reputation, reputation of America as a place to learn English and American accent.

The report stated that the main reason was the lack of information. The motivating factor that influenced them was personal safety and the friends or relatives living in Australia. Other reasons were, the low cost of living, the climate, recommendations from friends, geographic proximity to their home country, the quality of education, ability to work while studying, low cost of fees,
these factors had brought new hopes for migrating to Australia. For Indonesian students, the geographic proximity of Australia to their home country was ranked as the first preference. Knowledge and awareness, environment, recommendations and cost issues, social links and geographic proximity was emphasized by these the two countries in terms of student destination choice decisions.

**Baryla Edward & Dotterweich Douglas (2001)** found the factors that contributed the students to move from one region to another region. The researcher examined the factors that had high impact on student migrant in different US geographic region by using the two-stage least-squares regression equation. The study showed the dynamic interaction between universities, its environment, and student migration. The institutions offered quality programme which was regionally recognized, and this has thrown the positive impact for the non-residents to choose this institution for their higher education purpose.

**Penelope Anthias (2002)** conducted a study on the student in Bangladesh who migrated to different parts of the country. United Kingdom stands one of the most popular and highly ranked study destinations. This study wanted to boost the students of those who were migrating for higher education and also analyzed the process that could be improved or developed in order to maximize the benefits for Bangladesh, United Kingdom and individual students. This study was a combined effort of Migratory movements Research Unit (RMMRU) and the British Council in Bangladesh, which was supported by the British High Commission.

This project is aimed at discouraging irregular migration, compiling information on current trends in regular and irregular migration from Bangladesh to the United Kingdom, and disseminating information to the Bangladeshi public on formal migration options and processes. The world migration Report 2005 estimate that roughly 2 million students migrate to different countries and out of these large proportions of students are from Asian countries moving towards Australia, United Kingdom and the United States. The British Council Report 2004 highlights that students migration has benefitted both the sending and
receiving countries and for the individual students themselves. The benefits of those who receive student migrant have been getting the best students who are highly intellectuals (brain gain) and the income that they receive from overseas students. The British Council estimates that by 2020 the income can increase by 13 billion GBP per year. The study found that the student migration brings considerable profit for those who send their students for studies and those who receive the students from other countries as it provides global recognition. Bangladesh gives importance to student migration and its effect management for improving academic excellence and to attract more students.

Mahmood Talat & Schomann Klaus (2003) found in their study regarding the decision made by the IT-graduate students migration by using a `Two-Level Nested Logit Model. The study used certain specific attributes for the selection of different country location. The IT graduates chose a singly type of move i.e. to stay home or go-abroad and at the same time chose a country of their choice. The study was based on the IT-graduates from Pakistan and it showed that among them there was high migration propensity for foreign destinations. The student decided on the migration based on their high expectations for the future.

Chellaraj G, Maskus Keith & A. Mattoo (2004) study was on the skilled immigration and international graduate students to U.S innovation and their contribution. Here the study designated the positive impact on the international graduate students and skilled immigrants. It was based on these students and skilled immigrants that the future patent applications as well as future patents were awarded to the university and non-university institutions. The increase in the patent application was based on the 10 percent increase in the number of foreign students. The study highlighted the interference of bureaucrats to obtain student visas an obstacle to bringing innovation. Foreign students, skilled immigrants played an important role in improving innovation be it in science or technology. Open access to international students has helped U.S. universities to enroll the brightest students in engineering and science students from different
parts of the world. 80 percent of the students in the top engineering college came from other countries.

Thus study also showed that it is not only students and skilled immigrants but along with this it was found that the presence of international faculty, exchange visitors, research fellows and post-doctoral research associates who have been playing an important part to increase the innovation and patenting at universities.

**Anthony Bohm et.al** (2004) in their project report on forecasting international student mobility, observed that international education is an economic sector that attracted the students to United Kingdom. The reason for the students to choose United Kingdom as their destination place is mainly because this country was knowledge-intensive, high value-added and offers long-term benefits. The report also highlighted the global demand for education, its increase in the future.

United Kingdom has been one of the world famous global leaders, second to the United States of America, for providing higher education to citizens of other countries. In 2002-03, the United Kingdom had over, 270,000 international students from all over the world enrolled in higher education which was about 25 percent of the total number of students studying in main English-speaking destination countries. The international students in United Kingdom have generated about £1.5 billion per annum in fee revenue and this has increased £3 billion gross addition to the United Kingdom’s economy. The study forecasts that in the future the number of international student may increase to 850,000 by 2020.

The study reveals that main reasons for attraction to this country were quality education, global competition, building capacity and diversity. The Arts and Humanities enrolment has reduced from 18 per cent in 2003 and may still fall up to 14 per cent in 2020 as a proportion of all international students in the United Kingdom.

**Dreher Axel & Poutvaara Panu (2005)** study was based on student flows and migration an empirical analysis and they used panel data for 78 countries of origin and the migrant student flows between 1971-2001 to the Unites States and
its impact on successive migration. It was found that 10 percent of increase in student flows had led to an increase in immigration between 0.3-0.9 percent. The study explained that there was close connection between cultural and economic proximity not by distance or sharing the English language but by student flows. The students in hosting foreign countries have been taken care efficiently attracted the future migration. Sending students abroad involves brain exchange and brain drain. The study also found that the both sending and receiving countries mutually gained student flows.

**Hazel Christie (2005)** studied the decisions of students moving within United Kingdom geographically for higher education and the study also analyzed the circumstances in which the students chose to live at home and their experience of attending a local university. It was found that more students were staying back home for studies due to financial hurdles, emotional attachment to family and friends. The study also focused on low income groups and disadvantaged ones who traditionally did not go for higher studies. New funding arrangement in United Kingdom such as providing student loan, tuition fees and increased parental contributions towards their accommodation, parental attachment etc., helped them to choose to stay at home or move towards city for higher education.

**Wei Shen (2005)** explored Chinese student migration in the United Kingdom. The study analyzed the financial contribution and social issues. The study also showed the need for policy adjustment towards migration management in China and Europe. The main reason for students, skilled workers, business travellers and tourists flow was that China’s rising economy and growing partnership with Europe. This movement has been a significant part in Political, Economic and Cultural Relations between China and European countries. The relationship between Europe and China is very flexible, and the Chinese students moved freely to European countries for academic, professional and for key knowledge, ideas and contacts. The entrance examination and family pressure for university education has pushed the Chinese students to move to other countries for higher education. For Europe, the student flow from other countries was a golden opportunity to develop and strengthen its education system. Bologna, Paris once
the birthplaces for modern education, modern thinking and modernity are now the inspiring places for youth and students from across the world.

The study showed that the student migration from China has affected China’s ability to integrate into global markets. The students transfer the knowledge gained after education to their home regions. The Chinese Government, and particularly some provincial governments in coastal areas, has implemented several recruitment strategies to bring Chinese students abroad to work and invest in China. The private sector is a powerful force for positive brain circulation and they are starting to recruit Chinese students abroad. A private-public partnership between governments, universities and private corporations would help to sustain this channel of talent circulation. It has brought Europe and China, two apparent distant neighbours even nearer. This study suggests that both the countries have strengthened their relationship and fostered greater intellectual and cultural exchange.

**Jenny Fernandez (2006)** examined trends within international student mobility between United Kingdom and China. Since the launch of Prime Ministers Initiative (PMI) the number of Chinese students opting United Kingdom have declined. In order to attract the students the universities assist international students, changed and restructured the arrangements by reducing restrictions on working as part-time, increasing scholarship through Chevening scholarship scheme and launching the Education in United Kingdom. The economic benefit through education was the motivating factor for the development of the United Kingdom Policy. Cultural and political benefits by hosting international students have helped the countries to have strong link with the country in which they obtain the degree. Institutions were also profited from powerful international alumni support for recruiting students, career advancement, and campus life promotes quality and efficiency. The vision 2020 reports assumes five factors will attract international students namely quality of education, employment prospects, affordability, personal security, life style, education and accessibilities.
Hazen H. D. and Alberts H. C. (2006), study explored the students decisions to stay in United States as temporary students or as permanent immigration. The study found that few students arrived in the United States with the intention of immigrating permanently. Professional, social and also personal factors had influenced the students ongoing decision-making process to stay in United States. The significant factor that acted as strong incentive to stay in the United States was economic and professional life style, while personal and societal factors drew the students back to their home countries.

Mei Li and Mark Bray (2006) found that the socio-economic background of parent’s occupation and education and that family resource of the privileged classes had more opportunities to cross-border higher education. The study has evaluated the students fees and scholarships as the main reason for social mobility of Mainland students in Hong Kong’s and Macau’s higher education systems.

MeiLi & Mark Bray (2007) has analyzed push-pull factors and motivations of mainland Chinese students in Hong Kong and Macau. The pull/positive factors were encouraging the students to stay at home with the desire to stay with one’s family, awareness of the relevance of domestic education, and increasing internationalization of domestic institutions. Forces which keep away foreign students included increasing fees and other costs, restrictive policies, students, uncertainties in visa approvals, tightening of immigration policies, and discrimination. Motivations for students to study in Hong Kong were academic, social and cultural, and economic factors whereas in Macau, the main motivation was economic, social and cultural and then academic. Altbach (1998) pointed out that push-pull model for international student mobility brings unfavourable conditions in their home countries. While other students migrated mainly due to the pull factors such as scholarships and other opportunities in host countries. The pull factor includes advanced research facilities, congenial socio-economic and political environments, and multinational class-mates.
Agasisti Tommaso & Dal Bianco Antonio (2007) study was based on student migration in Italy and its determinants. The socio-economic conditions and geographical areas and university locality were very important for student migrant. This study conducted using gravity model. The geographical distance of area of residence and the place of destination i.e., location of the university played a restrictive role in migration. The frictional role of distance, number of faculty and the resources invested in student aid and the socio conditions of the area exert a pull on the students to move to the university in Italy.

Donata Bessey (2007) study on international student migration to Germany was based on empirical analyses. The study collected information regarding student migration from various sources from 1997 and 2002. The information regarding data was received from “Wissenschaft Weltoffen” (cosmopolitan Science), a joint undertaking of the Higher Information System (HIS) and German Academic Exchange Service from the stock and flows of student from Germany from the sending country. The students included all students without a German “Abitur” studying German Universities, exchange students and the students with German Citizenship. The study found that the distance is less important to students migrant than other migrants who are here for various other purposes. This study provided a gravity equal analysis of student migrant. The result showed that political freedom and civil liberties are very significant for students migration. The regression results that students inflows shows that being a partially free or unfree country reduced the student inflow from their home country to Germany. The country has lowered the educational opportunities for their students by restricting their mobility. The free country has lowered students inflow from 28.36 percent to 42.12 percent respectively. Distance is also another important factor for migration; the study revealed that distance is less important for the students than other migrants. Population size is also another important factor for sending the children.

Hallock JA, McKinley DW & Boulet JR (2007) study was on the global shortage of Health care personnel in both developed and developing nations and the migration of doctors for undergraduate medical education. This study was
based on the flow of international medical graduates to the United States. The study found that the individuals move to other countries for undergraduate medical education even for advanced training opportunities. The study critically analyzed that the receiving countries are training students for their home country as well as to prove themselves in the international labour market.

**Kishun Roshen (2007)** analyzed trends in international student mobility in and out of Africa. The Ministry of Education or International Education Promotional Agencies (Kemp 2007) involve in marketing their students to different countries. The students are a potential benefit to the receiving country as they are linked to skill migration, economic growth and public diplomacy and especially for research and innovation for a knowledge society. The study analyzed African students studying outside by using data from external sources such as UNESCO, open doors and the Organization for Economic Cooperation and Development (OECD). Firstly it studied the number of students from a given country or region which was located in another country and secondly the study described “the colonial legacy movement”.

**Melissa Banks, Alan Olsen & David Pearce (2007)** contributed through their project work the development of international education in Australia. This study suggested that the demand for international higher education would grow from 163,345 in 2005 to 290,848 in 2025; demand for Australia may grow by an average of 2.9 percent per year and supply side of education sector. Australian university system can accommodate 268,156 international student places on campus by 2025. The study forecasts that the demand will exceed supply. Australia is preferred by the international students mainly because it provides increasing opportunity for people to participate in study and research, it widens the outlook of the individuals, expand friendship and network; develop skills, employment opportunities, quality education, and higher revenue for the country. It was traced that 54 percent of the demand in 2005 was made by China, India and Malaysia and Indonesia. Personal income growth and Australia market share has explored changes in these areas.
Verbik Line (2007) research study on international student mobility, the changing global higher education landscape states that there is an increasing number of students moving to foreign countries for tertiary studies. The study found that the countries identify the competitive measures to enhance student mobility in the global market. The study also found the recent changes and trends among the international students. The study revealed that the US dominates the international market, because of its elite status and brand trademark and global reputation of the institutions. The study showed that Germany and France attracted students from different countries even those with geographical and historical connections. The countries like Japan, Canada and New Zealand were supported by one or two nations to source their overseas students.

Brendan Cantwell, Sandra G.Luca and Jenny J.Lee (2008) reviewed the international students from North America, Latin America and Europe in their choice and experiences and expectations in Mexico. The study explored how the political economy of students home region influences their perspective about studying in Mexico. The findings showed that for the European students diversity was more important, they were less concerned with costs. North Americans cost was very important. Academic ranking and research were important for the Latin American students. But the North Americans did not feel welcomed in the campus and found greater social difficulty, experienced disrespectful treatment and felt less personal comfort and acceptance and fair treatment was found outside campus than the Latin American and European students. The Latin American students were somewhat less ‘satisfied with jobs and housing’ than the North American and European students. The study also found that the students coming from the Latin American region were more interested in their degree and have their higher education in Mexico. The European students perceived study in Mexico as important for securing a job outside their home country. Latin Americans were more socially satisfied in Mexico but less satisfied with jobs due to cultural familiarity and comfort and housing than the students from other regions.
Francis Leo Collins (2008) study illustrated the movement of international students between South Korea and Auckland, New Zealand. The bridges of learning include the economic activities of education agents and other immigrant entrepreneurs and the interpersonal networks to assist in the movement and settlement of international students. Demand for places in higher education and the increasing importance of English Language Training were important factors that have contributed to the movement in South Korea. The students while deciding the place, departure and settlement were supported assisted and encouraged by Koreans who were living in or visited New Zealand as tourist or students, interpersonal contacts, the economic activities of Korean-New Zealanders operating businesses both inside and outside the international education industry etc., provide support for the students throughout their studies. The traditional immigrant business also makes the students engage in familiar social and cultural practices and Korean Association also deploy Korean identity. ‘Education agents’ not only direct them to new international students to educational institutions, but they also offer a much broader package of services that includes travel and visa/permit arrangements, home stays, counselling and other settlement issues.

Dong Liu, Jing Wang (2009) in their study on the determinants of international student mobility, analyzed the source countries they chose based on the proportional enrolment number of each continent areas and analyzed the world international student mobility. The lists of countries included were China, India, Brazil, Turkey, Germany and Canada. The study found the tuition fees, living costs was high. U.S. government support for education, open immigration policy, exchange rates between host and source country, English speaking countries, high quality universities, the size of the young generation, geographical distance between each source country and host country was visible.

Fazley Siddiq, Brandon Holterman, Warren Nethercote, Alasdair Sinclair & Allan White (2009) study revealed the economic impact of the international students in Nova Scotia Universities. International students were the target group which increased the immigration to Nova Scotia and they reveal the adaptability
and ability valued by immigration policies. The Universities collected approximately $19 million in differential fees from international students in 2008-09. This study revealed that the fee was collected on the basis of immigration strategy. The University also collected the Medical Service Insurance for eligible students which cost $ 90 per student per year. The international students in Nova Scotia have brought direct benefit to the economy through knowledge-based-economy. The study also found that the students are satisfied by their stay in Nova Scotia and some of them have applied for permanent residence in Canada.

Rachel Brooks Johanna Waters (2009) in their research finding pointed out the nature of overseas study amongst UK students. The study found that those who seek to study abroad were supported by their families. The study was based on four themes such as second chance of success for study that were unable to get their preferred graduate Institutions opted to go overseas for higher education, internationally reputed institutions, the student wanted to experience travel and learn the cultural diversity and employment after graduation. Some students stayed on permanently due to cultural adaptation and acquaintances with the place and they were being welcomed in the society.

Christof Van Mol (2010) analyzed the migration aspirations of European student migrant. Mobility was interconnected with the European unification process and student mobility was one among them. Student mobility was an integral part of the “new map of European migration” (King, 2002); mobility is a continuous and multiple processes rather than as a one-way ticket (Murphy-Lejeune, 2002). The study also enlightens a stay abroad enhances successive migration behaviour. The study was based on the enrolment of students in 13 European universities in 9 countries such as Austria, Belgium, Germany, Italy, the Netherlands, Norway, Poland, Portugal and Slovenia. The study found that the future mobile student may not differ from the one who wish to study and have an international job. The study contributed to the fact that in the future mobile students may already have firsthand experience of living abroad.
Jie Zheng (2010) investigated Chinese graduated students perspective on pursuing higher education in Canada. The researcher also found that the university students who pursued science discipline such as Electronic Engineering, Computer Science, Biological Engineering, Mathematics and so on, moved to continue their studies in prestigious universities in the United States, where financial support was guaranteed through scholarships and awards. The students who received the financial support of the universities in the United States considered this the biggest success and the number one choice for undergraduates in China. The study argued about the situation in the United Kingdom and Germany, the European Union’s policy on higher education and rationale concerning international student recruitment. The students were recruited based on the economic status i.e. students from rich families have more opportunities to study abroad than poor, high scholarship provided by the governments of the major OECD countries and influence the ISM from the developing countries to the developed countries. The open application for work permits to help international students, who had financial problems, to find part-time or full-time job while they are studying in a higher institution.

The motivations for studying abroad were the cultural influence and personal worldviews, well-paid and steady job in China, quest for knowledge and self improvement, personal academic interests and parental expectation. Parents were investing a lot of money on education. The difficulties traced were on language and cultural communication, relationship with supervisors, scholarship applications and job hunting which were serious problems. Only few students faced problems in academic studies. Some were not able to compete with local students in class in the group discussion and it was difficult to find a native partner.

Mda Vuyelwa Thobeka (2010) study was conducted on African international students in South African Universities. The study found that the factors which made the students experience being away from home were the following: Firstly, the language: The students could not follow the locally spoken languages and
secondly it was the difficulty faced in culture as there was a cultural variety different from a familiar culture and a different history.

The study also found that the dress pattern and the ability and willingness to blend in language also helped the student of South Africa to feel at home. The study also explored that international students in a foreign country, did not experience feeling of belongingness. The feeling of belongingness comes when the similarities are experienced with the locals and a sense of feeling at home in the given local environment. The students were discriminated like “Black”; “Indian”; “people of colour”; “racial minority” etc. The interaction within the university through group discussions, social interactions on and off the campus, through organized interactions, such as visiting institutions etc., have helped the students to feel the place a home away from home.

Yilin Lu, Felix T. Mavondo and Lily Lin Qiu (2010) found in their study of undergraduate and post-graduate students choice of destination for higher education in United States of America, United Kingdom, Australia, Canada, Germany France and Japan. The factors motivated the students to choose these countries were the availability of sponsorships, parental income, scholarship to outstanding students, research and teaching assistantship, accommodation, language support and university ranking. Media advertising is seeming negatively for both groups but important for undergraduates. Australia’s migration policies permit students to stay on after completing their studies was important factor for the students to work and live overseas.

Yusoff Mohd Yusliza (2010) study evaluated the international migrated students adjustment and it also analyzed the relationship between social support, self-efficacy, and socio-cultural adjustment. The result showed that international undergraduate students in Malaysia received sufficient support from friends, significant others and their family. This has positively reflected in their socio-cultural adjustment in the university, and they were also protected from cultural and personal difficulties. Self-efficacy was positively related to cultural empathy.
The result showed that the international students who received a higher level of support from family were more successfully adjusted to cultural empathy due to their constant communication with their family about cultural differences.

**Beine Michel, Noel Romain & Ragot Lionel (2011)** study was based on the choice of location of international students and the trends in international migration of students. The study also identified the various factors that attracted the migrant and the cost of moving abroad. The study was based on the number of students moving to different countries i.e. from 180 origin countries and 13 destination countries and the study used new data capturing the number of students from a large set of origin countries and analyzed the factors that influenced them to move. The result showed that the important factors influenced them to move were cost factors such as housing prices, reputed universities, education costs and host capacity. The findings of the study showed that the student moved to different countries for education mainly because of the strong network for international students, and the presence of country nationals at destination, quality education, living costs and education fees etc.

**Allan M Findlay, Russell King, Fiona M Smith, Alistair Geddes and Ronald Skeldon (2011)** explored the motivation of the student who enrolled for their study in United States of America, Australia, Ireland, France, Germany and the Czech Republic. The main motivation factor for choosing these institutions were the desire to attend a world class institution, recognized and having a good reputation. The perceptions of the educational status and quality of an individual institution, the location of university within a particular country were also viewed. For some, it was to distinguish themselves from stay at home. The study also found the financial support which the students had received and most of them had sought the support from parents and scholarships of grants from charitable trusts.

The study found that the students selected the world class universities mainly to achieve a very specific disciplinary training, particularly on professionally recognized courses with fierce competition for places in the United Kingdom such as Medicine and Veterinary Sciences. The other reason was globalization...
of higher education including the diffusion of English language programme curricula to non-English speaking countries. The research also found that the students plan for onward occupational mobility within their specialism in the global labour market.

**Elias S. Brezis, Ariel Soueri (2011)** evaluated the reasons for student migration and the place of their migration. The main element for the students to migrate was the quality of education and wages. The direction of country in which students wants to study was also based on wages because there are those countries which provides high quality education may not provide high wages. The study used two-stage models to relate the decisions on educational choices based on job search. The study found that the students have concentrated on countries where they provide high quality education and not in high wage countries. The students first decided where they need to study either in the country of origin or foreign country and secondly they planned where they need to work. The study used Bolognna process, where it showed the increase in the mobility of students within Europe. In order to promote European citizen’s job opportunity and international competitiveness of the European higher education system this was done. This model also emphasized that it is quality of higher education which the main element conducive of migration and not the level of wages. The study revealed that the students migrated where the countries provided higher quality of education and not into countries with the highest wages.

**Nazish Imran, Zahra Azeem, Imran I Haider, Naeem Amjad and Muhammad R Bhatti (2011)** analyzed the increasing migration of Medical graduates from Lahore, Pakistan for post graduate training mainly to United States. The sample size was 275, where in 54 percent of the responded intended to train abroad for specialty. 10 percent of the respondents wanted to settle in abroad. The motivating factors behind the migration were the impact of residency abroad on future career, financial conditions of doctors, job opportunities, better working conditions and better training experience.
Rajika Bhandari and Peggy Blumenthal (Ed) (2011) in their book review on International Students and Global Mobility in Higher Education presented the changing landscape of global student mobility. They explained the project Atlas and the key trends in global mobility. 29 percent of globally-mobile students came from East Asia and the Pacific Region. Africa had the highest outbound ratio in the world compared to its total higher education population. North America had the lowest percentage of its student population studying abroad. Research has shown the patterns of opportunity for employment, migration and learning English which were the reasons students to choose to study in a particular country. Agarwal quotes that the demand for overseas education in India and China is mainly due to an emerging middle class. The main factors were unable to meet the demand for high-quality education, no long-standing government policy of funding its citizens to study abroad and in India the government is unable to meet the growing demand and a lack of quality institutions.

The United States, United Kingdom, Australia are the most popular as study destination for both Indians and Chinese. Due to higher costs and stricter visa regulations in the United Kingdom and hostilities against Indian students, the government of India and China may give permission for fewer students to study in Australia in the future. Christian Bode & Martin Davidson stated that outward mobility has increased with the implementation of the Bologna Process across Europe. Veronica Lasanowski gives details about the pull factor that motivate students to move. English is the Global Economy Language; which enables the student to be competitive in entering the work force, the English-speaking countries like the United States, Canada, the United Kingdom, Australia, and New Zealand collectively share roughly 50 percent of the international student market. Several countries with primary languages other than English are developing large numbers of English-language degree programs to draw more international students and also providing their own students with the skills to compete in the global economy.
Roopa Desai Trilokekar and Sarah Rasmi (2011) in the study on international migration found in their pilot study at York University, Canada, that the value which the students place on an international educational experience. Their awareness on the available opportunities, and their perceptions of, attitudes towards, and preferences for study abroad was calculative. The AUCC survey identified financial costs, inflexible and heavy curriculum requirements, low awareness and commitment of faculty, students lack of necessary language skills, non-interest and non-recognition of benefits on the part of students, and inadequate support services as barriers to study abroad participation. Cost was the primary hurdle to study abroad. Students possessed positive attitudes toward international education, considered language learning an essential aspect of university education and was found important avenue to foreign language learning.

Kell P and Vogl.G (2012) in their paper on Experiencing Global Student Mobility in Hong Kong, Singapore and Malaysia reported the reason for studying and motivations for an Asian destination and the experiences of academic and social environment of the host countries. The study also found the social and cultural challenges of the students in a multilingual environment where English is used as the Language of Instruction. The research also found the ambitions of students and their future plans.

Michel Beine, Romain Noel and Lionel Ragot (2012) had focused on the determinants of International Mobility of Students. Some of the factors that the developed countries use to attract foreign students as the international students were source of income for universities, by relaxing the demographic binding constraints related to the domestic market and paying higher fees compared to domestic students which may reduce the legal constraints faced by public institutions in terms of registration conditions, including fees. Colonial powers have favoured the migration of students from former colonies as part of the global package of foreign aid.

The study found that a strong network effect for international students. The presence of country nationals at destination were mainly due to quality of
education at destination, living costs, education fees, high reputation universities etc, were the motivating factors that influenced students to move to other countries for higher education.

**Steve S. Kelly (2012)** illustrated the Economic Impact of International Students attending an Institution of Higher education in the United States. The study observed that the economic impact of international students and their educational costs and benefits. The findings were integrated into the International Students Economic Impact Model (ISIEM) in order to provide economic impact and the students net cost and benefit. The study used the design developed by David Funk (2001). The study conducted with the help of 130 volunteers in international students attending LSU Baton Rougue through a survey on online and guided survey to provide local expenditures of the students. International students were heterogeneous minority formed non-cohesive sub-population of college and among the university students. The study indicated the annual academic and non-academic expenditures of international students of Louisiana State University and Agricultural and Mechanical College. The positive or negative net economic impact to the university were assessed based on international student tuition and student fees including special support, instructional costs and financial aid. This study also analyzed the economic benefits to the institution and to the country. The international students who participated in the study stated that other than the direct expenses they had spend additional expenses on their travel expenses and the travel expenses of their family and friends.

**Takao Furukawa, Nobuyuki Shirakawa and Kumi Okuwada (2012)** focused on migration in engineering fields and the economic benefit for policymakers and taxpayers. The international students mechanism in choosing the university was based on world university rankings, research domains, and university classification. The study found that the top universities in the United States enrolled undergraduate students from foreign universities as well as other universities in the United States, especially in the field of computer vision. The study also found that two universities in Israel were sending their undergraduate
students to other institutions in spite of holding top university in home country. The pull factors traced were job opportunities in electronics and employment for highly skilled software engineers in the United States in computer vision. 

Xiaoyu Jiang (2012) evaluated the attitudes and decision making of international student in choosing United States as their destination for higher education. The possibilities were mainly the recognition of United States as a World Power and the desire to have knowledge and skills in English Language and American Culture and cooperation in businesses and trade with China. The Chinese students accepted host language training that prepared to accept the host culture.

Some of the obstacles of studying in the United States can come from both external factors which included living conditions, academic and the culture and the internal factors were psychological, such as a sense of belongingness and homesickness. The attitude was the main element for academic results. Students attitudes had a positive impact on their behaviour and academic results. Social adaptation helped the students to have a different attitude towards social belonging. Further, academic adaptation changed their attitude towards class and teachers and the cultural adaptation changed their attitude towards American school culture and social life. Those students who had higher academic grades had a positive attitude than those who had lower academic grades. They were able to cope up with academic adaptation, there was a tendency that their classes were interesting and their instructors were knowledgeable.

Antonio Mihi-Ramirez and Vilmante Kumpikaite (2013) study focused on the migration of Colombian and Spanish undergraduate students. The study evaluated the students preference for countries based on pull and push factors. The life styles and study conditions of the home country were found less attractive as push factor and more attractive as pull factor. Some of the pull factors were differences in wage and income equality, job and employment opportunities higher future earnings, better living conditions, lower tuition fees, extra income through an international education and higher support of universities etc.
The push factors included lower differences in wage and income inequality, lack of job and employment opportunities, higher unemployment rate, lower investment in science and education, poor living conditions, higher tuition fees, lower chance to obtain extra income through an international education and less support of universities etc. Non-economic pull factors were conductive weather, language, political stability, education facilities, national prestige, and better behaviour among people, family status, leisure, cultural activities, religious tolerance and medical facilities. Spanish student preferred the United Kingdom and the United States as the main destinations and Colombian students preferred the United States as the first place and Germany and Australia as second destinations.

Chiao-Ling Chien (2013) study was based on the emerging patterns in the cross-border mobility of international students in Science, Technology, Engineering, and Mathematics fields (STEM students). The destination country attracted students by modifying immigration policies, allowing students to apply for permanent residence, lack resources in their home countries, developed scientific infrastructure and higher education system etc, were the main reasons for student to leave their countries to other country for higher education. English as a language of science and scholarship motivated the international STEM students to choose Australia, the United Kingdom, and the United States. The finding discovered that countries that have large outflows of STEM students to Australia, the United Kingdom, and the United States also have a high emigration rate of their highly educated citizens to OECD 136 countries. International STEM students are likely to choose to study in a country located in their own region for the sake of reducing travel cost or to enjoy cultural approximation or familiarity in the host country.

Jiaqi Li (2013) evaluated the relationship between Chinese International Students Acculturation, Ethnic Identity, Language Proficiency, and their Attitudes toward Seeking Professional Counselling Services. The study revealed that ethnic identity and help seeking attitude was the main motivating factor for Chinese international students’ attitudes toward seeking professional counselling services. The study suggested that Chinese international students had a strong
identity used less counselling services than those weakly committed to Chinese culture.

**Linda Van Bouwel & Reinhilde Veguelers (2013)** found in their study on determinants of student mobility in Europe used gravity model and explained the quality of higher education. The quality was measured by the relative impact of countries scientific publications, top university ranking in a country, top 200 of the Shanghai ranking. Higher education ranking has an indicator for quality education. Educational opportunities, migration flow based on distance, travel expenses lowered with decreased distance, cultural and linguistic distance, lowering the adjustment costs a student experience when they move to another country etc. The language difference was not a deterrent for international students, because of which the institutions adopted English in higher education. Less tuition fees, lack of educational opportunities etc were the reasons students mobility was more significant.

**Rahul Choudaha, Li Chang & Yoko Kono (2013)** studied the trends in international mobility. The study found the patterns of the top sending students to United States had changed, China took over from Japan. Besides, the students enrolling from Saudi Arabia had increased and it was found that their growing trend to recruit students who were fully funded by the government. The changes took place due to visa policy in the United States aftermath of the attacks. The study also analyzed the comparative trends in undergraduate enrolment which shows that United Kingdom and Australia have increased the international students growth than United States and Canada. Compared to Science and Engineering course Business Programme is drawing more international undergraduate students to Unites States, United Kingdom, Australia and Canada. Younger generations need time to adjust to a foreign academic system, its culture and life and thus they enrol themselves to English Language Skills to help them to accommodate themselves to foreign country. The trends in recruitment practices have changed from traditional model of attending international recruitment fairs to tours to working with agents. Some of the new practices for recruitment were to create awareness through technology, partnership for creating divisibility and research.
Toby Paltridge, Susan Mayson and Schapper (2013) analyzed the international students exclusion and inclusion from Australian life by using Critical Discourse Analysis (CDA). The researcher used the news reports published in Australian National newspaper from 2009 to 2011. The study found that international students are welcomed as an economic commodity and excluded and exploited from the societal life as outsider.

The Report on International Strategy for Australia (2010-2014) found that the education sector is Australia’s third largest source of export income. The study focused on issues like quality education, health and student well being, student guidance, information, safety of students, consumer protection, tuition and financial assurance. This strategy for Australia is to support high-quality experience for international student to ensure sustainable future of quality education in Australia. Survey showed that the students were very satisfied with their experience in Australia. The students home countries were benefited by deepening their global connections with other countries. The students were accommodated in urban, sub urban and regional areas in shared houses, apartments, home-stay arrangements and on-campus accommodation and rooming houses. Students worked as part-time or full time and have had the opportunity to interact with locals and improve their language skills and develop professional expertise. Education agents and accommodation providers were also part of international education landscape.

Sergio Serverino and Roberta Messina & Vincente J Llorent (2014) investigated the motivations to study abroad based on the self-perceived dimensions of identity. Some of the motivations were personal growth, changing the life style and job opportunities. PG motivation also acted as an inner pull factor which motivated the students to study abroad. The students in searching moratorium showed the willingness to study aboard for a change. Education benefit of international mobility experience, living together with different cultures, people and values would help one of becoming more independent and
in developing personal growth despite the fact moving abroad could also be stressful activity.

Elizabeth J Sandell (2007) described the impact on students experiences of being studied at Minnesota State University. International education experience is one of the means through which the students prepare themselves to participate in a world with ethnic and cultural diversity. Changing the class room from one’s own country to another has increased intercultural communications. The study found four reasons which had a great impact on their professional role, international perspectives, personal development and intellectual development. The students also experienced positive changes in economic and career benefits, increased self-confidence and maturity in decision making and also learned another foreign language, foreign culture and new travel experience which have positive impact on international students.

Syed Amir Jazaeri & S. K Kiran Kumar (2008) found that foreign students used emotional intelligence and coping strategies in cultural adjustments to complete their courses and stay in India without problem. The study found that the foreign student handled their cultural adjustment problems by themselves as well as they looked for support from others. 376 male respondents and 242 female respondents from 15 foreign countries were classified into four groups such as Middle East, African countries, East-Asian countries, Western countries and European countries. The result showed that discriminations were handled by the foreign students without any complaints. With reference to language and accent problems, the students tried to write down what they were saying in order to make other people understand them, as a whole the foreign students main aim was to complete their course without creating any problem.

Nadia Korobova (2012) analyzed a comparative study on student engagement satisfaction and academic success among international and American students. The study found the relationship between student background conditions such as age and gender and national type as international or American, institutional type i.e. classification and control and critical mass the percentage and academic major was a yardstick for effective educational practice and academic success of students.
Chin Yi Chen (2014) investigated the acculturative stressors among international students in South Korea and Morocco. The students studying abroad faced problems of adjusting to new environment. The main difficulties the students faced were language especially the style of communication between them and the locals in spite of them knowing English fluently, non verbal communication, discrimination like sexual harassment and academic pressure and relationship problems and the strain of being away from parents and siblings, financial and health problems etc, were commonly traced in this study. Johnson Kukatlpalli (2016) studied the adjustment experiences of Indian international migrant students in New Zealand universities and found that the India students adjusted well to their academic life due to language proficiency and exciting learning experiences. Some of the psychological problems were solved by utilizing the social media facilities. Some of the positive adjustment and the negative adjustment problems were traced at initial stage and future adjustment made to a new academic system and new social environment in New Zealand. The lack of proper understanding and information between the students and the universities were the main causes for initial adjustment, but later on they could cope up with the environment.

CONCLUSION
The review of literature shows that various studies on international student migration to various countries have been done. The main push and pull factors were quality and standard education, lower fees, international educational certificate etc. The research gap is that which is not only found, among the students move to other countries for education purpose but also within the country for the same reasons. The students move in search of good educational institutions whether it is in India or abroad. The factors leading students to different places vary from place to place and from one student to another student. The movement of student has a positive impact on both the institution and the student as well. Travelling experience and achievement status for individual capability is also seen among the students who migrate internally and internationally.