APPENDIX – I

Case Studies of Selected Iranian Students

Case 1

Hussein was born in a poor family. His age is 42 years, and he is unmarried. His father completed his studies up to primary school in Iran and he was working as a watchman in a factory and passed away 5 years ago. Hussein completed Masters Degree in a non-governmental university with the average of above 90. He was working as a teacher in a school before coming to India. He participated in the entrance examination for PhD degree but he was not accepted. Due to lack of educational opportunities in his home country, he decided to pursue his studies at PhD degree abroad. He had several choices but finally, he moved to India in search of admission for PhD in social work by self-finance. He has been staying in Mysore since 2 years ago.

In response to the question “what are the main factors that pushed you to India for your study?” Hussein mentioned that the following factors were so important for his decision to study in India:

1. The admission quota in governmental universities for PhD students is very limited.
2. The period of higher education in PhD courses in Iran compared to that of India is very longer because in Iran PhD awards are by course.
3. Access to the international research centers in Iran is limited because of political reasons.

He also in answer to a question “what are the main factors that pulled you to India for your study?” mentioned that below factors were so important in his decision for study to India:

1. The medium of instruction in India is English but in Iran classes are conducted in Persian.
2. Iranian students choose their major subjects according to their scores on the entrance exam, not according to their tastes and interests.
3. Iranian students can pursue their studies without an interview or entrance examination in every educational degree or level.
4. The costs of study and university fees are cheaper in India than it is in non-governmental universities in Iran or other universities abroad.
5. Some of his friends are studying in India.

Hussein indicated that for the first time he heard about higher education in India on the internet and after discussing with his professor, and encouragement of his family to go abroad for studying, he made his decision. Hussein, who lived away from his family in Iran for some years, has stayed in rental house alone here. He spent his leisure times in sports, reading, and outing. In answering to the question “Indicate difficulties you face while studying in India” he said that just he was facing two problems: Language and food.

Hussein believed that the local people were very nice and he got used to interacting with them and visiting Indian families. He was also actively participating in some festivals in India like Diwali, Dossera, Gori-ganeshana and so on. In addition, he stated that when he got a chance to listen to the radio or to watch TV, he would prefer to listen or see the songs or movies in Indian language. In his opinion, his academic progress was satisfactory and he believed that when he met students who had taken a similar course in Iranian universities, he would feel that he was better informed. He stated that after leaving the university, he would talk about it proudly and he would encourage his friends or relatives to move here for pursuing their studies at higher levels.

According to him when compared to the quality of Iranian universities, that of Indian universities is considerable as a superior and if he gets a chance to change the university with an Iranian university, he would not prefer to accept it. He also indicated the following matters of academic life in the university are satisfactory:

1. Relationship with the supervisor
2. Guiding ability of professors
3. Examination system
Hussein mentioned that he was not a member of the Iranian students' association but he believed that the Islamic association of Iranian students in Indian cities and the embassy of I.R.I could play an important role in the betterment of Iranian students' studies and solving their problems. Nevertheless, he preferred to solve his problems privately, and did not want anybody to know about his private problems. In general, he indicated that he was satisfied with the host country. He stated that simple family life, individual freedom and rights, and high standard of education in India are valuable and he would like to introduce them to his country.

Hussein prefers to work outside Iran after completing his studies and according to him the main difficulties inside Iran making him not return are:

1. Access to the international research centers in Iran is limited because of political reasons.
2. In his occupation, the low income leads him to search jobs abroad.
3. Economic instability in Iran is another discouraging factor.
4. Political pressures and the political atmosphere of the country is also a disfavorable factor.
5. Lack of freedom in some aspects of life causes dissatisfaction with social and cultural life.

While speaking about his best or worst academic and life experiences after coming to India, he said that familiarity with Indian culture and customs and learning English language were his best experiences, and being away from his family was a worst one.

Case 2

Arash is 24 years old and unmarried. He was born in a high-class family. His father completed his studies up to PH.D degree in Iran and he is a professor at Tehran University. Arash has completed highest grade in bachelor degree in a governmental university with the average of above 80. He was a student before coming to India. Due to limited admission quota in his home place for pursuing his higher education in master degree in MBA, he moved to India in search of admission with family support. He has been to Bangalore since 2 years ago.
Arash in answer to question “what are the main factors that pushed you to India for your study?” mentioned that the following factors were so important for his decision to study to India:

1. Iranian universities select students through annual entrance examination.
2. The admission quota in governmental universities for PhD students is very limited.
3. Lack of individual freedom in society
4. There is a policy for the reservation of seats for admission of students introduced by some organizations.
5. His personal interests in experiencing new horizons and familiarity with new cultures.

In answer to question “what are the main factors that pulled you to India for your study?” mentioned that the following factors were so important for his decision to study to India:

1. The medium of instruction in India is English but in Iran classes are conducted in Persian.
2. India offers a safe environment for foreigners.
3. Iranian students can pursue their studies without an interview or entrance examination in every educational degree or level.
4. The costs of study and university fees are cheaper in India than it is in non-governmental universities in Iran or other universities abroad.
5. Acquiring visa for India is easier compared to some western countries.

Arash indicated that he heard about higher education in India through educational institutions for the first time and after discussing with his professors, and his family he made his decision to go abroad for study.

Arash never lived away from his family in Iran, that is why he stayed in rental house with his friend here and he spends his leisure time on sports and outing. In answer to question that, indicate difficulties he faced while studying in India he said that he is facing with four problems including Language, food, examination system and illness.
Arash believed that the local people are very good and he got used to interacting with them and visiting Indian families and he is actively participating in some festivals in India like Diwali, Dossera, Gori-ganeshana and so on. In addition, he stated that when he got a chance to listen to a radio or to watch TV, he would prefer to listen or see the songs or movie in Indian language.

In his opinion, his academic progress is satisfactory and he believed that when he meets students who have taken a similar course in Iranian universities, he feels that he is better informed. He states that after leaving the university, he will talk about it with a sense of satisfaction and he will encourage his friends or relatives to move here for pursuing their studies in higher level. According to him compared to degree of Iranian universities, those of Indian universities are considerable as equal and if he get chance to change the university with Iranian university, he would not prefer to accept it. He indicated the following matters of academic life in the university are satisfactory:

1. Relationship with the supervisor
2. Teaching ability of professors

Arash mentioned that he is a member of the Iranian students associations and he believes that the Islamic association of Iranian students in Indian cities and the embassy of I.R.I can play an important role in the betterment of Iranian students study and solving their problems. He preferred to solve his problems with help of his own friends. In general, he indicated that he is satisfied with the host country and economic stability and individual freedom and rights and high standard of education in India are valuable and he would like to introduce them to his country.

Arash does not prefer to work outside Iran after completing his studies and according to him, he must return to Iran, share his knowledge with Iranian people, and try to development in Iranian society in all segments.

While speaking about his best or worst academic and life experience after coming to India, he said that familiarity with Indian culture and customs and learning English language were his best experience and the away from his family was a worst experience.
Case 3

Mahdi was born in a rich family. He is bachelor and his age is 21 years old. His father completed his studies up to master degree in Iran and his father’s occupation is a wholesale trade. Mahdi has completed highest grade in a high school certificate in governmental school with the average of above 70. He was student before coming to India. Due to limited admission quota in his home place for pursuing his higher education in Dental subject, he moved to India in search of admission by family support. He has been to Delhi since 3 years ago.

Mahdi in answer to question “what are the main factors that pushed you to India for your study?” mentioned that the following factors were so important for his decision to study to India:

1. Having entrance examination
2. Lack of individual freedom in society
3. There is a policy for the reservation of seats for admission of students introduced by some organizations.
4. The obligation to do military service was a motive for him to come to India for Education.
5. Because of some family problems he prefers to leave the house.

In answer to question, “What are the main factors that pulled you to India for your study?” he mentioned that the following factors were so important for his decision to study to India:

1. Liberty to choose subject
2. Iranian students can pursue their studies without an interview or entrance examination in every educational degree or level.
3. The costs of study and university fees are cheaper in India than it is in non-governmental universities in Iran or other universities abroad.
4. India’s rich cultural heritage and close relationships with Iran is an encouraging factor.
5. Acquiring visa for India is easier compared to some western countries.

Mahdi indicated that he heard about higher education in India by educational institutions first time and after discussing with his family, finally he took his decision
to go abroad for study. Mahdi never lived away from his family in Iran, that’s why he stay in rented home with his friend here and he spends his leisure times in sports, music and outing. In answer to question that, indicate difficulties you face while studying in India he said that I am facing with three problems including:

1. Communication in English is a problem, let alone some subjects that are taught in regional language.

2. Preparing the food at home is difficult for single students, and because of different tastes, they cannot use Indian food.

3. Examination system is totally different in India, in Iran most examinations are based multiple choice or short answer questions.

Mahdi believed that the Indian people are good but he does not like to interact with them much and he some times would like to visit Indian families. He is interested in participation in some festivals in India like Diwali, Dasara, etc. In his opinion, his academic progress is neutral and he believed that when he meets students who have taken a similar course in Iranian universities. He feel that he less informed and he states that after leaving the university, he will talk about it with a sense of satisfaction and he will not encourage his friends or relatives to move here for pursuing their studied in higher level. According to him compared to degree of Iranian universities, those of Indian universities are considerable as a inferior and if he gets chance to change the university with Iranian university, he would prefer to accept it., and also he indicated the following matters of academic life in the university are not satisfactory:

1. Relationship with the professors
2. Teaching ability of professors
3. Examination systems

Mahdi is a member of the Iranian students associations and he believes that the Islamic association of Iranian students in Indian cities and the embassy of I.R.I have very high impact on the betterment of Iranian students study and solving their problems. In general, he indicated that he is not satisfied with the host country and economic stability and individual freedom and rights in India are valuable and he would like to introduce them to his country.
Mahdi prefers to work outside Iran after completing his studies and according to him, main difficulties inside Iran that make him not to return are:

1. The obligation to do military service was a motive for him to come to India for Education.
2. Dissatisfaction with social and cultural life
3. In his occupation, the low income leads him to search jobs abroad.
4. Economic instability in Iran is another discouraging factor.

While speaking about his best or worst academic and life experiences after coming to India, he said that living independently is his best experiences and study style for example, the lectures, tutorials, the assignments, exams… were worst experiences.

Case 4

Maryam was born in a middle class family. She is married. Her father completed his studies up to master degree in Iran and he is working in agriculture field. Maryam completed Master degree in a governmental university with the average of above 18. She was working as a lecturer in Shiraz University before coming to India. Due to lack of educational opportunities in her country to pursue her higher education at PhD level in computer sciences, she moved to India in search of admission for PhD degree by scholarship (Iranian government). She has been to Pune since 1 year ago.

In answer to question “what are the main factors that pushed you to India for your study?” Maryam mentioned that the following factors were so important for her decision to study to India:

1. The admission quota in governmental universities for PhD students is very limited.
2. The period of higher education in PhD courses in Iran compared to that of India is very longer because in Iran PhD awards are by course.
3. Access to the international research centers in Iran is limited because of political reasons.
In answer to question, “What are the main factors that pulled you to India for your study?” she mentioned that the following factors were so important for his decision to study to India:

1. The medium of instruction in India is English but in Iran classes are conducted in Persian.
2. Acquiring visa for India is easier compared to some western countries.

Maryam indicated that she heard about higher education in India on the internet for the first time and after discussing with her professor, and encouragement of her family and after passing a exams for sending Iranian students abroad by scholarship which is held by ministry of education and science in Tehran finally she made her decision to come to India to study. Maryam stayed in rental house along with her husband and sons.

She spends her leisure times in sports, reading, and outing. In answer to question that, indicate difficulties you face while studying in India she said that just I am facing with two problems that are language problem and adjusting to Indian culture.

Maryam believed that the local people are just tolerable and she doesnot like to participate in some festivals in India like Diwali, Dossera, Gori-ganeshana, etc. She stated that if she gets a chance to listen to a radio or to watch TV, she would prefer to hear or see the songs or movies in Iranian language. In her opinion, her academic progress is very satisfactory, and she believed that when she met students who have taken a similar course in Iranian universities, she feels that she is better informed. She states that after leaving the university, she will talk about it proudly and but she will not encourage her friends or relatives to move here for pursuing their studied in higher level.

According to her, compared to degree of Iranian universities, those of Indian universities are considerable as equal and if she get chance to change the university with Iranian university, she would prefer to accept it., and also she indicated the following matters of academic life in the university are satisfactory:
1. Relationship with supervisor
2. Guiding ability of professors

Maryam mentioned that she was not a member of the Iranian students association but she believed that the Islamic association of Iranian students in Indian cities and the embassy of I.R.I could play an important role in the betterment of Iranian students' study and solving their problems. In general, she indicated that she is satisfied with the host country and simple family life and women’s rights in India are valuable and she would like to introduce them to her country.

Maryam does not prefer to work outside Iran after completing her studies and according to her, she should return to Iran, share her knowledge with Iranian people, and try to develop in Iranian society in all segments.

While speaking about her best or worst academic and life experiences after coming to India, she said that improvement in English language skills for herself and her family were her best experiences and she saw some bad habits of some Indian people were her worst experiences.

**Case 5**

Ghazaleh was born in a high-class family. She is 23 years old and she is a bachelor. Her father completed his studies up to graduate degree in Iran and he is employed in a governmental job as a financial officer. Ms. Ghazaleh has completed the highest grade in bachelor degree in a non-governmental university with the average of above 90. She was a student before coming to India. Due to limited admission quota in her country for pursuing her higher education in master degree, she moved to India in search of admission by family support. She has been to Heydarabad since 1 year back. Ghazaleh, in answer to question “what are the main factors that pushed you to India for your study?” mentioned that the following factors were so important for her decision to study in India:

1. Discrimination against women in society
2. Dissatisfaction with Iranian education system
3. Access to the international research centers in Iran is limited because of political reasons.
She also in answer to question ‘what are the main factors that pulled you to India for your study?’ mentioned that the following factors were so important for her decision to study to India:

1. Liberty to choose subject
2. The costs of livening are cheaper in India than it is in other western countries.
3. Safety for foreigners, especially for ladies

Ghazaleh indicated that, her cousin who was already studying in India, sent her admission and her parents were most influential in her decision making to go abroad for study.

Ghazaleh never lived away from her family in Iran, that’s why she stay in rented home with his friends and she spends her leisure times in sports and outing. In answer to question that ‘indicate difficulties you face while studying in India’ she said that I’m facing with three problems which are:

1. Communication in English is a problem, let alone some subjects that are taught in regional language.
2. Examination system is totally different in India, in Iran most examinations are based multiple choice or short answer questions.
3. Some unpredictable financial problems have been faced by her.

Ghazaleh believed that the local people are very friendly and she like to interact with them and he visit Indian families and she is actively participating in some festival in India like Diwali, Dossera, Gori-ganeshana and etc. In addition, she stated that if she gets a chance to listen to a radio or to watch TV, she would prefer to hear or see the songs or movie in Indian language.

In her opinion, her academic progress is satisfactory and she believed that when she meets students who have taken a similar course in Iranian universities, she feels that she is better informed. She stated that after leaving the university, she will talk about it with a sense of satisfaction and she will encourage her friends or relatives to move here for pursuing their studied in higher level. According to her compared to degree of Iranian universities, those of Indian universities are considerable as a equal
and if she get chance to change the university with Iranian university, she would not prefer to accept it., and also she indicated the following matters of academic life in the university are satisfactory:

1. Relationship with supervisor
2. Teaching ability of professors

Ghazaleh mentioned that she is a member of the Iranian students associations and she believes that the Islamic association of Iranian students in Indian cities and the embassy of I.R.I can play important role on the betterment of Iranian students study and solving their problems.

In general, she indicated that she is satisfied with the host country and economic stability and individual freedom and rights and high standard of education in India are valuable and she would like to introduce them to her country.

Ghazaleh prefers to work outside Iran after completing her studies and according her main difficulties inside Iran that make her not to return are:

1. Lack of social security, healthcare etc
2. Access to the international research centers in Iran is limited because of political reasons.
3. Low income in her occupation

While speaking about her best or worst academic and life experience after coming to India, she said that familiarity with Indian culture and customs was her best experience and being away from her family was a worst one.

**Case 6**

Roshanak was born in a rich family. She is unmarried and her age is 21 years old. His father completed his studies up to high school in Iran and his father’s job is in construction filed. Roshanak has completed highest grade in high school certificate governmental school with the average of above 60. She was student before coming to India. Due to some factors, she moved to India in search of admission by family support. She has been to Bangalore since 2 years ago.
Roshanak in answer to question “what are the main factors that pushed you to India for your study?” mentioned that the following factors were so important for her decision to study to India:

1. Iranian universities select students through annual entrance examination.
2. Lack of individual freedom in society
3. Her personal interests in experiencing new horizons and familiarity with new cultures.
4. Policy of reservation of seats for admission

She also in response to the question “what are the main factors that pulled you to India for your study?” mentioned that the following factors were so important for her decision to study to India:

1. Better living at lower costs in India
2. Acquiring visa for India is easier compared to some western countries.
3. Study with low cost in India

Roshanak indicated that she heard about higher education in India by educational institutions first time and after discussing with her family and with support of her parents, finally she took her decision to go abroad for study. Roshanak, stays in rented home alone and she spends her leisure times in sports, music and outing. In answer to question that indicate difficulties you face while studying in India she said that Iam facing with three problems which are:

1. As a girl who is lonely, she is homesick and misses her family.
2. Preparing the food at home is difficult for single students, and because of different tastes, they cannot use Indian food.
3. Examination system is totally different in India, in Iran most examinations are based multiple choice or short answer questions.

Roshanak believed that the Indian people are good but she does not like to interact with them much and she some times would like to visit Indian families. She is interested to participation in some festivals in India like Diwali, Dossera, etc.
In her opinion, her academic progress is neutral and she believed that when she meets students who have taken a similar course in Iranian universities, she feels that she is less informed and after leaving the university, however she will talk about it with a sense of satisfaction. She will not encourage her friends or relatives to move here for pursuing their studied in higher level because in her Idea it is better to study in Iran. According to her compared to degree of Iranian universities, those of Indian universities are considerable as a inferior and if she get chance to change the university with Iranian university, she would prefer to accept it.

She indicated the following matters of academic life in the university are not satisfactory:

1. Teaching ability of professors
2. Examination systems

Roshanak mentioned that she is not a member of the Iranian students associations and she believes that the Islamic association of Iranian students in Indian cities and the embassy of I.R.I have very high impact on the betterment of Iranian students study and solving their problems.

In general she indicated that she is not satisfied with the host country and economic stability and individual freedom and rights in India are valuable and she would like to introduce them to her country.

Roshanak prefers to work in Iran after completing her studies.

While speaking about her best or worst academic and life experiences after coming to India, she said that living independently is her best experiences and study style for example, the lectures, tutorials, the assignments, exams… were the worst one.
APPENDIX – II

Chronological Account Sending Students Abroad during the years 1621-1986

✓ Shah Abbas II sent some people to Rome to learn painting.1641
✓ Abbas Mirza sent two persons to England to learn medicine and painting.1811
✓ Abbas Mirza sent five persons to England to learn mathematics, mining, and glass making.1816
✓ Abbas Mirza sent one person to Russia to learn mining.1817
✓ Haj Abbas Shirazy went to Paris to learn flower making.1819
✓ Abbas Mirza sent one person to Moscow to learn printing industry.1823
✓ Bahram khan went to Europe to learn medicine.1826
✓ Mirza Nabi Khan and Mirza Yaqub Khan Armany sent their sons Mirza Hossein Khan and Mirza Malkam Khan to Paris.1841
✓ Abol Hassan Naghash Bashi “Sanie ol Molk” was sent to Rome to learn painting.1844
✓ Mohammad Shah sent five persons to Europe for education.1845
✓ One person was sent to London to learn Medicine, and another one to Russia to learn glass making and sugar refinery industries.1847
✓ Amir Kabir sent five persons to Russia to learn various skills, and sent two persons to Istanbul in Turkey to learn textile industry.1849
✓ Accompanying Farrokh Khan Amin ol Molk Kashany, who was going to Europe as Ambassador, three persons were sent to France to learn medicine.1855
✓ Forty-two persons, mostly graduates of Darolfonoon, were sent to France.1858
✓ Forty-two apprentices were sent to Paris to learn telegraph technology and thirty others to Teflis for the same reason.1859
Some rich families and some government officials sent their children to Europe on their own expense. 1874

According to a law passed in the Constitutional House of Parliament thirty persons were sent to France. 1911

Iranian Government called all students back and only those who could study on their own expense remained abroad. 1916

Reza Khan sent sixty persons to learn warfare and military skills to France. 1922

According to the constitutional law, one hundred persons were sent to Europe. According to the same law every year up to 1933, one hundred persons were also sent to Europe. 1928

One hundred persons were also sent abroad by Railroad, Post, Telegraph, and Army. 1931

Government had orders to help the self-financed students, so the number of them multiplied. 1931

Government started sending students to the USA. 1932

From this year on, government sent only top students of universities abroad. 1934

Self-financed students increased drastically during these years; regarding their destination, also Germany, England, and America replaced France gradually. 1947

According to the law, some special facilities were provided for self-financed students. 1954

From this year, sending students abroad was limited to those with high school diploma and above. 1957

During these years the proportion of self-financed students soared, more than 15000 self-financed students in the total number of 16000 students abroad. 1959
The USA had the highest share of Iranian students than other countries.1963

According to the statistics, for the first time it was officially mentioned that 96 Iranian students were studying in Israel.1967

Some developing countries such as India, Philippines, Turkey, etc. accepted Iranian students of lower income class of society.1971

120000 students abroad asked for Foreign exchanges under governmental price “cheaper”.1980

The first Bylaw of Islamic Republic of Iran regarding the regulations of giving foreign exchange to the students abroad was passed in this year.1981

The first examination for sending students abroad was held in August of 1982 in the Islamic Republic of Iran.

Ministry of Culture was allowed to give scholarships to 500 high school graduates to study abroad.1982

Ministries of Culture, and Guidance each were allowed to give 50 scholarships for studying abroad.1983

The first law regarding sending students abroad was passed in April.1985