

**STUDENT MIGRATION FOR INTERNATIONAL
HIGHER EDUCATION:
A STUDY IN HYDERABAD**

*A Dissertation Submitted to the University of Hyderabad in Partial Fulfilment
of the Requirements for the Award of*

**DOCTOR OF PHILOSOPHY
IN
SOCIOLOGY**

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This is to certify that, I, **Bugga Rajender** (Reg. No. 15SSPH09), have carried out the research work embodied in present dissertation titled **Student Migration for International Higher Education: A Study in Hyderabad** under the supervision of **Prof. Nagaraju Gundemeda** in partial fulfillment of the requirements for the award of Doctor of Philosophy in Sociology.

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This dissertation is an independent work and does not constitute part of any material submitted for any research degree here or elsewhere.

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CERTIFICATE

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(2021). 'Ethnic Identity in Indian Diaspora: The Sikh Community in Canada' in *Migration and Diasporas: An Interdisciplinary Journal*, 4(1): 86-116: ISSN 2581-9437.

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Abbreviations

IIE:	Institute of international education
HEI:	Higher Education Institutions
NAFSA:	National Association of Foreign Student Advisers
UGC:	University Grants Commission
LPG:	Liberalization Privatization Globalization
GATS:	General Agreement on Trade and services
IICT:	Indian Institute of Chemical Technology
CCMB:	Centre for Cellular & Molecular Biology
NGRI:	National Geographic Research Institute
ISB:	Indian School of Business
ICRISAT:	International Crops Research Institute for the Semi-Arid Tropics
MIT:	Massachusetts Institute of Technology
GRE:	Graduate Record Exam
IELTS:	International English Language Testing Services
GMAT:	Graduate management admission test
SAT:	Scholastic Assessment Test
STEM:	Science, technology, engineering, and mathematics
HE:	Higher Education
FDI:	Foreign Direct Investment
MBA:	Masters of Business Administration
MCA:	Masters of Computer Application
BBA:	Bachelor of Business Administration
BCA:	Bachelor of Computer Application
BPL:	Below Poverty Line
D.Pharma:	Diploma in Pharmacy
B.Tech:	Bachelor of Technology
M.Tech:	Master of Technology

IIT:	Indian Institute of Technology
NIT:	National Institute of Technology
OBC:	Other Backward Communities
SC:	Schedule Caste
ST:	Scheduled Tribe
SES:	Socio-Economic Status

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CHAPTER-I

INTRODUCTION

Background of the study

“International student migration has historical significance in the context of Indian society. India was an early pioneer in the history of international education” (Amartya Sen, 2011). But, due to colonial rule and the rise of the West as the global epicentre, the west became an international academic destination. Due to various reasons, many of the European countries became accessible to students from different countries in the middle of the 20th century. Germany and England became significant destinations for International education up to the 20th century. But, with the effect of globalization, higher education evolved as a worldwide phenomenon. As a result, a new shift has been taking place in North America. The United States has become a critical destination for international education in the 21st century. According to the institute of international education (IIE, 2014) China, India, and South Korea account for the highest proportion of student migration to the United States compared to other countries.

International higher education is not a new reality in the Indian context. It existed centuries ago. There is a new in the experience of studying abroad today as compared with a similar experience a hundred or a thousand years ago. The primary difference is that the opportunities are perhaps more diverse and numerous and certainly more highly systematized than in past centuries. India was an early pioneer in the history of international higher education. The Taxila University, was built around 600 BC. It offered courses in Persian and Greek languages. It attracted many scholars from outside India. The university was influenced by the benefits of international experience that graduates had to travel abroad. Founded in northern India around 450 AD, Nalanda University was famous that it attracted scholars from far-flung China during its existence.

The University at Vikramasila, founded in the eighth century and the University of Jagaddala from about 1100 exerted significant influence in Tibet and other Asian

countries. Moreover, the first two universities in Europe, founded in the 11th century, supported the University of Bologna, Italy in 1088. The University of Paris was established in 1099 AD. Other countries finally followed. The UK established Oxford University and Cambridge University in 1167AD and 1209AD, respectively (Boggs, 2010). In Spain, the University of Salamanca was established in 1218 AD.

International Student Migration Research Studies

“International Student migration is a vital component of the knowledge economy. Over the last three decades, there has been a considerable increase in the volume of international students worldwide. Their numbers have been rising almost four times faster than total international migration” (IOM¹, 2008: 105). Despite the large-scale students’ migration to various countries around the world, they remained less studied in migration diaspora studies and sociology of education (Findlay, 2011). International students are classified as transitory immigrants, often eventually immigrating to various countries. In spite of the vast quantity of student migration, it is important to know their intentions and decisions for overseas studies. Hence, it would be interesting to map out the multiple motivational factors for students' migration to overseas countries.

The mobility of international students is a historical phenomenon (Altbach 1998, Guruz, 2011; Haskins, 1957). Traditionally, universities have developed as global organizations in certain countries (Altbach, 1998). Which has already led to the migration of medieval students (Haskins, 1957). Due to its reputation, the institutions of Bologna and Paris had an international appeal alongside the "real university" founded in Germany (Haskins, 1957). Students migrated from various regions to attend medieval educational institutions, including Bologna and Paris in the 12th century (Altbach, 1998, Guruz, 2011, Haskins, 1957). Towards the end of the 12th century, many students across Europe moved to Bologna (Haskins, 1957). (Guruz. K 2011) concludes....

¹ International organization for Migration

“A look at the nations in the two oldest universities, Bologna and Paris, clearly shows the international character of the medieval university and the degree of international mobility that existed centuries ago.”

This tendency was not limited to Bologna or Paris. With the establishment of universities in medieval Europe, mobility of the students was increased from different parts to these learning centers.

Student Migration to Modern Europe:

Historically, students quest for better educational opportunities in developed countries rather than their native lands. As Hegarty (2014) points out, international students feel that they will have a better overseas education after returning home, distinguishing them from peers at home. The universities are interested in providing educational prospects for international students, especially those who meet admission and learning necessities and other norms. Regarding the pursuit of foreign education by international students, universities in developed countries are recognized as valuable institutions where they can receive the education and training they desire (Altbach, 1998; Guruz, 2011; Haskins, 1957, cited in Garcia & Villarreal, 2014).

International institutions and global universities tend to provide opportunities to students from different countries. These global universities' promotes the mobility of students in their quest of knowledge and research. As Lucas's (2007) observation that

“whenever a center of scholarship and learning arose in ancient times, the gathering of scholars it drew invariably included ‘foreigners’ - that is, students not native to the immediate local area.”

Therefore, the old universities have accepted and the opportunities have been provided to the international students for their learning and advancement. Then, they considered it an important facet of higher education. Many European countries have given great importance to international education.

Large number of international students immigrated to German universities to study and research in the mid-19th century. (Altbach, 1998; Veysey, 1965). Veysey (1965) points out that predominantly two reasons have attracted students to German universities. Initially, it was considered prestigious to study at a German university. Royce states,

“England was passed by. It was understood not to be scholarly enough. France, too, was then neglected. German scholarship was our master and our guide” (Veysey, 1965). “Students valued the capability to conduct innovative research where their research took them. As an outcome of this academic preparation, many of those who were educated in German universities obtained faculty positions in major American research institutions” (Altbach, 1998; Rudolph, 1961; Thelin, 2001; Veysey, 1965).

Finally, American universities followed German universities in order to gain the reputation of serious scholarships (Rudolph, 1961; Thelin, 2001; Veysey, 1965). Second, research funding in Germany was one-third that of Johns Hopkins and other research universities in the United States (Rudolph, 1961).

Germany witnessed the highest number of international student migrations in the 19th century. German universities opened their doors to overcrowded student groups seeking scholarships and research (Altbach, 1998). Therefore, with the high quality of German university higher education, it was clear that international students had emigrated for advanced education in Germany. Garcia and Villarreal (2014) characterize the significance of a German degree. They said that a doctorate from Berlin is much esteemed even though the fee of obtaining a Ph.D. was lesser than that of US institutions.

Moreover, many Indian students’ primary study destinations were European countries. After the downfall of the Soviet Union, many Indian elites migrated to other parts of the European countries such as England, Germany, and France. Many Indian national leaders like Jawaharlal Nehru, Mahatma Gandhi and Dr. B.R Ambedkar, etc. studied in Britain.

The above studies shows that the international flow of students to universities in Italy, France and Germany has continued for centuries. Currently, the mobility of international students is shifting, especially to the United States, United Kingdom,

Australia, New Zealand and Canada. Given the existing situation in the United States and its supremacy for receiving the highest number of international students.

International Students' Migration to the United States:

The international market for higher education is highly competitive, particularly in advanced countries, as many students go abroad to earn a degree (Hemsley et al., 2006). At this historical juncture, the United States continues to accept international students high in number compared to other countries (Chow, 2011). The Open Doors Report (2019) informs that 40% of international students study at US universities than 10 years ago. This is due to the steady growth of international students at US universities (IIE, 2013). “The American higher education system stands out throughout the world due to its collective diversity of institutions² that strive for equity, excellence, and a means of education for diverse populations” (Bowden, Kurzwel, Tobin, & Pichler, 2005). Thus, due to the diversity of graduate and graduate research courses and internationalization initiatives, US universities (HEI) remain to captivate multiple student populations, including students from diverse countries (Hayward). 2000; Healy, 2008; Johnson, 2011).

As international students are considered an economic resource and source of revenue generation to the host university, the global education program became part of state policy visualized within the political economy framework and soft state policy approach. Though, it evolved multiple strategies to attract as many students as possible. The higher education market is one of the integral elements of U.S economy (Straubhaar, 2000). Institute of International Education (2013) informs that “International students and spouses and children from 50 countries have contributed almost \$ 24 billion to the US economy for tuition, housing and other expenses”. “Several students are interested in paying high tuition fees because they considered education as an investment in the future, given better job prospects and other opportunities” (Han, 2010). NAFSA (2013) report states that international students are viewed to the economy, build networks with remaining nations, and carry a universal

² public and private institutions, larger urban universities, two-year community colleges, small rural campuses.

perspective to classrooms in the United States. Once their studies are completed, many international students who return to their home countries have a better understanding of American culture and values, attain positions of influence at home, and maintain their networks in the U.S (Han, 2010). Several others continue their professions in the U.S. and help the American economy (Kaczmarek et al., 1994). International students who study abroad eventually affect both the host country and their home countries. (Throsby, 1999).

Garcia and Villarreal (2014) stated that American universities with significant resources attract eminent researchers from all the countries. American universities emerged as aspiring destinations of the world. Therefore, the number of students staying in the United States for higher studies has changed their perception they do not want to go to Europe. The United States higher education remained a core part of international students from all over the world. But they also inherit the complex problems and challenges that have shaped the experience of diverse students in the United Kingdom, Australia, and elsewhere in the world.

The studies focused on students as immigrants are usually limited by country of origin or discipline. Rao (1979) compares international student's migration with brain drain theory and argues that large scale migration of meritorious students from the third world countries in general and India in particular to Australia, the USA, the U.K, Canada, and France tends to maintain the global status quo. As the number of international students in the United States continues to grow, higher education institutions in the United States need to understand how to serve better and maintain these students and identify their value, talent, and impact on the global market. As this trend continues, international students are acknowledged as a driving force for American innovation and technological advancement because of their inputs and contributions to scientific research and the number of international students who stay in the U.S. to pursue their careers after graduation (Chellaraj, Maskus, & Mattoo, 2005; NAFSA, 2013).

In fact, the United States has diversified students across the world, and people come from different nations around the world, economically, culturally, and linguistically similar to each other and to Americans (Jackson, Ray & Bybell, 2013). But, some of the top sending countries are highly prominent in international students. In the academic

year 2012-2013, in contrast to the 2011-2012 academic year, 55,000 international students attended higher education institutions and most of the growth is driven by students from China and Saudi Arabia (IIE 2013). Table 1 presents the data that there has been an enormous fluctuation in student migration to the U.S.A. The table represents the enrollment growth of international and Indian students in the United States in one decade from 2007-2017.

Table1 Enrollment Growth of International and Indian students in the United States from 2007-2017.

SN	Year	World Total	India	% Change	Total (World and India)
1	2007-2008	623,805	94,563	15.16	718,368
2	2008-2009	671,616	103,260	15.37	774,876
3	2009-2010	690,923	104,897	16	795,820
4	2010-2011	723,277	103,895	14.36	827,172
5	2011-2012	764,495	100,270	13.12	864,765
6	2012-2013	819,644	96,754	12	916,398
7	2013-2014	886,052	102,673	11.59	988,725
8	2014-2015	974,926	132,888	13.63	1,107,814
9	2015-2016	1,043,839	165,918	16	1,209,757
10	2016-2017	1,078,822	186,267	17	1,265,089
Total		8,277,399	1,191,385	100	9,468,784

Source: IIE Reports. 2018, December, New York.

The United States has become an epicenter for higher learning institutions, attracting international students in general and Indian students in particular. Globalization and privatization have led to new policies and directions oriented towards Western countries. The migration policy has been changing its nature to attract human capital across the countries. Table: 1 demonstrates the patterns of student mobility and informs

that a large number of Indian students have been moving to the United States. Their number has been consistently increasing; however, there has been a slowdown in student migration with economic volatility. The data reveals a micro-level decline of the students in 2011-12 and 2013 in US educational institutions for a short period. But incidentally, the Indian government has constantly been offering fellowships.

Moreover, federal state governments have also been providing fellowships³ to students to pursue their higher studies, banks are offering a large number of student loans through which the number of students in India increased significantly between 2014 and 2017. Even global political uncertainties didn't stop Indian students' dreams to pursue higher studies. There was an increase of 20,349 students in 2017 compared to 2016. The increased percentage of the students is to a large extent, associated with global politics, financial fluctuations, and policy matters of the host countries. The migrating students show a keen interest in studying business management, Engineering Sciences, Life sciences, and Pharmacy courses.

India has the largest student population in the world. It has a network of over 700 universities, 35,000 colleges, and several technical and professional institutions with an annual enrolment of students exceeding 25 million (Tilak 2015). India has 1418 public and private universities, according to *University Grants Commission (UGC)* March 2022 statistics. The public and the private sector manage Indian education. Nevertheless, the proportion of private institutions is high in the higher education sector. The world is witnessing the twenty-first century's exceptional demand for higher education in general and professional courses in particular. Instead of meeting this demand for higher education and ensuring continuous growth of the country, the state in India has failed to prepare its institutions in higher education to meet the aspirations of the students and the expectations of the competitive educational markets.

The age-old educational governance tends to curtail any move towards innovative educational policy direction despite the recommendation made by several educational

³ National Overseas Fellowship, Indo-Shastri Canadian Institute Fellowship, Nehru Fulbright Fellowship.

commissions⁴. But, it is not implemented comprehensively to change the nature and direction of higher education in India. Due to these structural limitations, the Indian students prefer higher educational institutions based abroad, preferably in the United States. Earlier, very few students from one particular socio-economic background used to go overseas for higher studies. The effect of LPG and GATS has given a new outlook to the Indian students who want to continue their higher studies abroad. Many Indian universities have had ties with foreign universities, which enabled them to follow courses outside the country. Apart from this, many governmental and non-governmental organizations promote higher education abroad. Banks are also providing loans for students with low-interest levels, which enable them to pursue higher studies outside of their home country.

Theoretical Underpinnings of Study:

The present study has used ‘Cultural Reproductive Theory’ conceptualized by Pierre Bourdieu. He emphasized that social hierarchies have been reproducing through different agencies such as socio-economic and cultural capital. The cultural capital revitalizes the social capital in which economic capital reproduces inequalities in society. These inequalities have persisted for centuries. The forms of disparities exist in linguistic capacities and cultural knowledge systems. Moreover, it objectifies in books, paintings, and other forms. It also institutionalizes educational qualifications and contributes to three forms of capital.

Pierre Bourdieu's theory of cultural capital and cultural reproduction is one of the most important explanations in studying the social structure. It explains why inequalities in educational and socio-economic disparities persist across generations. “The theory outlines a multifaceted system in which parents transmit cultural capital to children. Children use their acquired cultural capital in the educational system. Consequently, families with cultural capital have an advantage that helps them reproduce their privileged socio-economic position” (Bourdieu 1977a, 1984; Bourdieu and Passeron

⁴ For details, please refer to the Yashpal committee titled Report of ‘The Committee to Advise on Renovation and Rejuvenation of Higher Education’ submitted to the Prime Minister in the year 2008. For more details, please refer to https://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/YPC-report_0.pdf. accessed on 22/12/2018.

1990).

“Although Bourdieu argued that parents transmit cultural capital to children throughout their childhood, Bourdieu does not explain how the transmission takes place. Similarly, how children convert cultural capital into educational achievements is underspecified. This may be because of limitations on resources (due to events such as unemployment or illness), outcomes of past investments in cultural capital (which may or may not have yielded a return), or investments in other child skills (e.g., cognitive or social skills)⁵.”

The theory of cultural reproduction explains the intergenerational reproduction of socio-economic position. Bourdieu argued that individuals and families retain resources in the form of different types of capitals such as economic, social, and cultural, which can be capitalized to generate more resources or transformed from one type of capital into another (Bourdieu 1977a, 1986; Bourdieu and Passeron 1990). The Economic capital refers to all forms of economic resources such as income, wealth, property, etc., while social capital refers to gainful social networks (Bourdieu 1986).

Although Bourdieu’s definition of cultural capital is far from clear (Lamont and Lareau 1988; Kingston 2001; van de Werfhorst 2010), at the most general level, it refers to being familiar with the dominant culture of society. Lamont and Lareau (1988) stated a clear meaning of cultural capital as widely shared, high-status cultural signals such as attitudes, preferences, formal knowledge, behaviors, goods and credentials used for social and cultural exclusion. Like economic and social capital, cultural capital is a means that can be invested to promote relative positions within the social hierarchy inhabited by individuals of different composition and capital levels.

Cultural capital exists in three states embodied (linguistic competence, mannerisms, cultural knowledge, etc.), objectified (cultural goods, paintings, books, etc.), and institutionalized (educational credentials; and it can contribute to social reproduction in all three states (Bourdieu and Passeron 1990).

⁵ Bourdieu, Pierre. 1977a. “Cultural Reproduction and Social Reproduction.” Pp. 487–511 in *Power and Ideology in Education*, edited by Jerome Karabel and Albert H. Halsey. New York: Oxford University Press.

Bourdieu describes that cultural reproduction is an effective mechanism by which social reproduction occurs. Society is made up of different disciplines, sub systems of various types of capital with different weights (Bourdieu1986). Education is an important area where cultural capital is important. Bourdieu argues that the education system is designed to add value to cultural capital by assigning positive qualities to the individuals and families who own it. Edgerton and Roberts (2014) argue that the dominant elites convert their economic capital to ensure resources and invest cultural capital for their children, triggering their educational and professional success and accumulating economic capital. The diverse forms of capital are relevant for understanding the relationship between the socio-cultural backgrounds of the students who aspire for international higher education.

The cultural reproductive theory is significantly associated with the Indian social system. The system produces graded inequalities by practicing caste. Caste has been divided into four varnas such as Brahmin, Kshatriya, Vaishya, and Shudras. The varna system is based on the cultural settings of Hindu society. It reproduces social hierarchies, which ultimately leads to economic inequalities. It has persisted over the centuries in Indian culture. The majority of students who intend to study abroad possess rich cultural capital from their parents. When students attain education, their knowledge system is objectified through the degrees. It will be institutionalized through educational institutions.

The Rationale of the Study

After India's liberalization, international higher education has become a massive phenomenon in Indian society. A large number of overseas countries have been offering different kinds of courses according to the market requirement. Most of the students from developing countries are being attracted to western education. Also, a large number of 1, 65,918 Indian students joined the American Universities in 2016 (Open Doors Report 2016). In 2018, it was estimated that 24,813 had been increased to study in the United States. Consequently, the number of students who wish to study in the United States has been increased. Hence, the United States has become a significant destination for international higher education in the 21st century. There have been a few studies by Altbach, P.G. and Knight, J (2007) studied on internationalization of higher

education motivations and realities. Leask. B (2015), internationalising the curriculum has examined the international student migration to abroad in general and the United States in particular.

The present study focuses on the political economy of international higher education in general and international student migration in particular. It also focuses on the role of ascribed and achieved identity markers such as the socio-economic factors in motivating the students to prefer the host country for higher studies. The students undergo multiple experiences while applying to host country institutions through study abroad agencies based in Hyderabad city. Hyderabad has become the hub for engineering educational institutions and study abroad agencies. Hence, it is proposed to study the impact of the internationalisation of higher education from a sociological perspective in the Indian setting. The old method of curriculum, poor infrastructural facilities in the Indian education system and the innovative pedagogical, epistemological, and ontological practices of overseas countries are attracting Indian students to migrate for higher studies. The mainstream studies focused on the migration issues but neglected international student migration. Still, very few studies have been conducted on student migration, in which Indian students in general and Telugu (Andhra Pradesh, Telangana) students, in particular, have not been studied so far. However, the study explores the role of political economy in shaping international education with special reference to India and identifies the diverse socio-cultural background and motivational factors. The study worked with the following research objectives.

Objectives

- To study the social history of International Students' migration in India.
- To examine the students' socio-economic background who enrolled in International education coaching centres.
- To map out the motivational factors that captivate Indian (Telugu) students to migrate for overseas education.
- To examine the means and methods adopted by the students to study in the United States.
- To examine the role of study abroad agencies.

Methodology

In this study, both quantitative and qualitative methods were used to explain the determinants of international student mobility. The Hyderabad city was selected to conduct an empirical study. The study used survey and interview methods to fulfil the objectives. The study incorporated qualitative and quantitative research methodologies to critically understand and analyze the problem of students aspiring to study abroad. The coaching institutes (International Education Coaching Institutes) in Hyderabad city were selected. The study has identified 16 major coaching institutes that were famous for different subjective knowledge for aspiring students. The researcher has conducted a pilot study to understand how international students' migration is organized and explored the challenges of the study. Structured questionnaires were prepared to address the research problem critically. The prospective students have been identified as potential respondents preparing for the exams required for admission into foreign Universities.

Hyderabad is one of the biggest metropolitan cities in southern India. Muhammad Quli Qutab Shah built it in 1591. The city's historical and cultural background always attracts people across the world in general and other parts of India in particular. The Hyderabad culture which constantly celebrated for being tolerant and peace-loving. Hyderabad became the capital city from 1956 to 2014 of united Andhra Pradesh. The creation of the Telangana state, Hyderabad, has been continuing as the capital city of Telangana from 2014. The people of Hyderabad are known as Hyderabadi who predominantly speaks Telugu, Urdu and Hindi.

Moreover, other communities consist of Kannada, Marathi, Gujarati, Tamil, Bengali and Malayali. The fundamental doctrines of Hyderabadi culture which includes the linguistic plurality, multiculturalism, peaceful co-existence, religious tolerance and respect for knowledge and typical food traditions always attract people from different parts of the world in general and India in particular. These distinctive features made Hyderabad a global destination for research and innovation in diverse knowledge systems.

Moreover, post-Independence period, the Indian state has been given importance to Higher education. The state had adopted a green revolution policy as a nation comprehensive program to increase agrarian production. The coastal Andhra farmers who possess fertile land, irrigation facilities and credit giving societies helped them to produce more productivity in food grains. The dominant caste groups with social capital enabled them to have economic capital. The socio-economic capital facilitated these caste groups to a large extent in the political dominance of the state. With the accomplishment of the “green revolution”, “the peasant caste groups (Dominant Caste groups) from coastal Andhra used their agricultural surplus to establish engineering and medical colleges with considerable support from the Indian state”. “Private engineering colleges were first established in coastal Andhra districts of East Godavari, Guntur and Krishna in the late 1960s and early 1970s” (Kamat et al., 2004; Upadhyaya, 1997). Over, the decades there has been a massive expansion of engineering and the medical sciences. The coastal Andhra dominant peasant caste groups have started engineering and medical colleges in Hyderabad with the help of their economic and political dominance. Hyderabad emerged as an educational hub over the last hundred years. The establishment of the Osmania University in 1918 gave a new beginning in the higher education history of Deccan era.

Moreover, 325 private engineering colleges are currently affiliated with Jawaharlal Nehru Technological University (JNTU) in Hyderabad. Education was considered a service sector in the public domain; it was accessible to socially and economically disadvantaged sections. But, when it was transformed into a private capital or private good, it became highly commodified and better quality of education became a matter of public concern.

Hyderabad also hosts many national and international research institutes, including IICT, CCMB, NGRI, ISB, ICRISAT, Pharma Industries, Law University, and various central universities. In the post-liberalization period (1990) state has broadly adopted proactive policies, which massively restructured and expanded the city of Hyderabad. The government had created a space and supported the development of the IT Industry. Many domestic and international companies have set up their IT headquarters in Hitech city in Hyderabad. The city has some of the biggest multinational companies and IT

parks. It is also acknowledged that Hyderabad is a Silicon Valley of India, after Bangalore.

Moreover, the growth of the Information technology industry sector has led to a large number of software professionals. A vast number of private engineering colleges have been established in the surroundings of Hyderabad. It has attracted many middle-class parents who wish to see their children as software professionals. Most of them are pursuing bachelor's and master's in technical education. Hyderabad has become a hub of technical education. Despite the socio-cultural and economic reasons, the lack of infrastructural facilities, low quality of curriculum and pedagogy, and not having collaborations with the IT industry have been forcing a large number of engineering students to go abroad. Despite having domestic and international research institutions, the state is ineffective in creating “world-class Universities” in Hyderabad. The present pandemic during which the city played a critical role as the global hub of science and medicine. The Bharat Biotech Pharma Company, located in Hyderabad, has produced Covaxin medicine for the covid-19 pandemic.

The structured questionnaire has provided sufficient scope to gather quantitative data from a large number of respondents. The questionnaire has been prepared into three major sections. The first section presents the socio-economic profile of the students, the second section deals with the motivational factors, and the third section emphasizes the experiences of the students and the role of the coaching institutes' while applying to the host country's educational institutions. The study has identified 220 respondents who are keen to study higher education in the United States of America. Formal and informal interviews were conducted with students. A detailed interview was conducted with 44 student respondents, equal to 20 percent of the sample. The primary focus of the interview was to understand the diverse forms of motivational factors and the strategies used by students to realize their goals. The questionnaire contains open-ended and closed-ended questions. Additionally, the researcher carried out the fieldwork diaries to record the data and information.

For data analysis, the study has employed simple statistical tools. Diagrammatic and graphical representations of data were also used depending on the appropriateness of this study. Statistical tools were used for analyzing the data, simple classification,

tabulation, and cross-tabulation techniques. Wherever necessary, specific statistical tools like averages and percentages have been calculated and used.

Research Ethics/ Self Reflexive note

The methodology is core in sociology. Different debates in sociology emphasized the significance of empirical explorations. Sociologists always go out into the social world to conduct field research to collect primary data. Sociologists step into new locations to observe, participate and experience the diverse empirical and epistemological experiences in those worlds. I have been familiar with Hyderabad for more than one decade. I thought that conducting fieldwork was not a challenging task. But, I had multiple experiences while collecting the data. The empirical world is a sight of dynamic practices and participation. Primarily, I began conducting the field data in Madhapur, Kukatpally, Panjagutta, Begumpet, Tarnaka, and Ameerpet, which are known for the presence of abroad higher education and IT coaching institutes in Hyderabad. Being a researcher, I had started adversities in collecting the data. The coaching institutes are situated in prime locations in the city. They advertise with huge signboards in different parts of the city. They conduct massive educational fairs in the star hotels to attract the students who are students studying the final year of STEM courses in general and other courses in particular spread across the city.

The office culture of coaching centres presents a corporate outlook. It was tough to enter into the coaching institute. Because it is a private organization, they only allow the students who take coaching for different competitive tests for admission into foreign universities. It was a fourfold security system. I had to convince the security guards, receptionist, head of the coaching institute, and students. It was easy to persuade the watchmen by showing my ID card, but it wasn't easy to convince the receptionist who handles all the class schedules of the coaching institute. By showing my Identification card, I introduce myself and the research area and my intentions for collecting the data. Later, I hand over the questionnaire to the receptionist for their better understanding. But, a few receptionists were convinced and told me that they would be informed to the institute's head the next day by giving the ID card and questionnaire. After a couple of days of the availability of the institute's director, I had a chance to meet the institute's head. It wasn't easy to convince him to collect the data from the students. He was a bit

apprehensive, but he got convinced and offered refreshments a few minutes later. He started asking about my educational journey, university education, and student movements on University campuses. When I was describing all those, he was happy to share his own experiences and encounters during his academic life and as a head of the institute.

Finally, they understood the intensity of the research objectives. I got a chance to interact with the students. It was a fascinating experience for me to witness the new culture of learning of the students. To attract the students, they are equipped with classy office spaces and centralized air-conditioned classrooms with the names of prestigious universities such as Harvard, Oxford and Cambridge, and MIT. The head of the institute introduced me to the students about my area of research and intentions. Later, I introduced myself to the students and explained my research work. Then, I hand over the questionnaire to the students to write about their social profile, Intentions, and expectations of international higher education in western society and the accommodative culture of coaching institutes. Few students were very much reluctant to write about their social profile, such as social category and economic profile like parental income and occupations and annual income of the family. I observed them and again reiterated that data would be used only for academic purposes, which few of them understood and gave their details. Furthermore, few students were apprehensive about sharing their details. Even the questionnaire was mainly open-ended.

There has been a difference between mainstream institutions and coaching institutions. The mainstream institutions include universities and colleges. The core objective of the coaching institute is to make a profit by using different advertisement mechanisms and propagation of the institute's success. Initially, they would propagate the GRE/IELTS/GMAT/SAT as the highest score that the students gained. Later, they will advertise the number of admissions to the foreign universities the students secured. I had a chance to interact with the head of the coaching institute in Kukatpally. He reiterated that coaching institutes aim to make a profit. Moreover, few institutes had a collaboration with foreign universities. It would be easy to accommodate the student by charging the application and processing fee; however, it differs from courses and countries.

Furthermore, he states that they have a visa consultant who clarifies the students' visa procedure and information. When a student gets admission to any foreign universities or college needs to attend a VISA interview. They train them to handle the visa interviewer effectively. The coaching institute could provide course details, fee structure, cost of living and cultural practices. After getting admission, they will not be having any contact with students. He reiterates that student mobility has increased to the USA, Australia, and European countries; consequently, student numbers have been significantly growing. But, few students are going to China, Russia, Ukraine and other East Asian countries for Medical education for lower tuition fees and cost of living.

Moreover, he describes the higher quality of western education, lifestyle and better employment opportunities motivate young students to attend American universities. They will be placed in reputed multinational companies. He adds that Inherent and inbuilt discipline visible in western societies could be one reason to move the students. Moreover, *“Indian state needs to introduce new educational changes in global competitive world. Additionally, the government shall bring policy changes and provide infrastructural facilities for higher education institutions can certainly stop the mobility of Indian students to foreign nations”*.

Chaptersation of the Thesis

This study is broadly organized into six chapters; Chapter one introduces the core theme of the study. It traces the background of the study, emphasizing the significance of international student mobility in various phases and pointing out the gap in sociological literature. It goes on to discuss the theoretical framework of the study. It points out the importance of the rationale of the study leading to the objectives of the present research. The methodology of research provides the details of techniques and tools of data collection and analysis followed by research ethics and experiences in the field.

Chapter two traces the conceptual framework that has been used for the study. It broadly introduces the patterns of students' migration to different parts of the world. It analyses the origin of the university in ancient, medieval and modern ages. It analyses how the socio, economic and political factors motivate the students to migrate for higher studies

in host countries. It predominantly discusses the impact of globalization on international students' mobility. It explores diverse motivational factors for students' migration. It analyzes the role of English and social networks in determining the choice of student study destinations. Finally, it analyses various educational commissions and its approaches. It also discussed about the National Educational Policy (NEP-2020).

Chapter three describes the field data. It explores the profile of students who goes for higher studies abroad? It discusses the socio-economic background of the students. It also explored the role of gender, religion, and social category. It examines the correlation between multiple societal characters and how it influences student study choices. It also studies the role of parents' educational, occupational and income levels, which ultimately triggers the idea of study destinations of students.

Chapter four analyses the significance of western education. It traces out diverse motivational factors which primarily responsible for students' migration to overseas countries. It discussed the role of globalization and higher education. The student narratives have been discussed on diverse motivational considerations. It brings out the broader outlook and the role of curriculum, institution reputation, international exposure, the influence of social networks, quality of education, and industrial tie-up make an impact on selecting abroad educational institutions.

Chapter five brings out the multiple experiences students undergo during the selection of institutions abroad through coaching institutes. It describes the role of coaching institutes. The student narratives have been discussed in the chapter. It gives a broader outlook of student consciousness about western education and cultural practices. Chapter six consists of the main findings of the research. It concludes the research by indicating directions for further research in this field.

Summary

International higher education is not a new phenomenon in the Indian context. The world's oldest universities have existed since ancient times in India. With the impact of colonial rule, the west becomes a global academic destination. Many European countries have opened their doors for international students. Studying in western countries was considered as prestigious. It differentiates from peer groups. Germany

and England were considered as major destinations until the 20th century.

Moreover, acquiring a degree in Britain and Germany was highly expensive than the American universities. Then the turn has been shifted to the US universities, which follows the best curricular and technological practices than the European universities. But, with the impact of globalization, new tendencies have been emerging in the field of international higher education. The United States had become a primary destination for international students. The American higher education system is known for its diversity of institutions that primarily stand for academic excellence; then the universities are attracting students worldwide. Indian students occupy the second-highest position after china in the United States. This study has used Pierre Bourdieu's forms of capital as a conceptual framework. The three forms of capital have played a significant role in students' academic achievements. The chapter highlighted the rationale behind the selection of the study. It has discussed broader objectives of the study followed by methodology. This study comprehensively analysed research ethics. Finally, it gives chapterisation of the research.

The following chapter provides the detailed and systematic debates on various historical, medieval and modern phases of international students' migration. The chapter will discuss the micro and macro level various motivational factors that are primarily responsible for students' migration.

CHAPTER-II

INTERNATIONAL STUDENTS' MIGRATION: CONCEPTUAL DEBATES AND SOCIOLOGICAL APPRAISAL

Introduction

This chapter outlines student migration patterns to different parts of the world. It primarily discusses the idea of University and its historical connection with the Indian subcontinent. It discusses the concept of the university and how university education is considered a centre for universal human learning. It discusses the historical phase of early migration patterns from the 12th to 19th centuries. It also deals with the systematic analysis of the European education system and how it evolved as a major educational hub from the beginning of the 20th century. The chapter contextualizes the paradigm shift from European education to the emergence of United States higher education models. The chapter analyses multiple debates on “globalization” and the “internationalization of higher education”.

The chapter discusses how the United States became a major educational epicentre for international students in the 20th century. The chapter illustrates the diverse sociological debates of motivational factors that primarily shape the student's choice of educational destinations to get a comprehensive understanding. The chapter aims to identify the micro and macro level debates to understand the trajectories of international higher education during different phases across the world. It explores how international higher education positively and negatively impact Indian society. The chapter will analyse how time and space shaped the idea of a university, primarily in western countries.

The Idea of University

International higher educational institutions are viewed and considered as universal centres of learning. The emergence of university education has historical roots in the Indian subcontinent. India was an epicentre of higher learning institutions in ancient times. But the idea of a university always transforms and incorporates new knowledge systems according to historical demands. University education can generate new thoughts and ideas that can balance human society. University is a space where an

ordinary student can become intelligent with the circulation of everyday discussions and reflections.

Newman (1908), in the *Idea of a university*, highlighted the goals and objectives of the university. According to him, university education should reflect the centre for universal learning. The idea of a university signifies a group of students and faculty from different parts of the world come together to enrich understanding. It symbolizes the variety in sharing knowledge and philosophies. One of the most important features of a university is to provide a mechanism for the circulation of thought in everyday intellectual life. A university provides the space for cultivating knowledge, perception, and critical thinking, which helps the learner lead a balanced social life.

Beteille (2005) argues that the idea of university reveals the clash of epistemological traditions on the lines of universal versus specialized learning, excellence versus equity, university for knowledge versus the market and social versus personal good. However, liberalization, privatization, and globalization have changed the idea of the university by introducing private education and employment opportunities accessible to a particular section of society. Thus more consideration has been given to university education. These factors arose across the developing and developed countries.

Beteille (2005) and Viswanathan (2000) have argued that diverse sociological and epistemological parameters always distinguish the main difference between pre-modern and modern universities: acquiring and distributing knowledge, quality, and equity accountability and independence. During the pre-modern era, the so-called sacred texts controlled the knowledge systems and university education. In contrast, the non-spiritual and several branches of knowledge dominate the modern era. Newman (1908) and Beteille (2005) have argued and emphasized that religion played a vital role in shaping knowledge systems across university education globally. For instance, during the ancient times in India, Buddhism changed and dominated the learning practices of Nalanda University, while pre-modern Europe was controlled by the moral and material philosophy of Christian learning.

Viswanathan (2000) believes that university education and learning is a particular entity in modern society and a symbol of modernity. This study highlights that the intellectual enlightenment period was confined to Europe and reflected in the post-colonial era, which produced several social reforms in India. Viswanathan emphasizes that university education must adopt the ideas of liberty, equality and fraternity; along with these three values, Viswanathan added intellectual freedom and social accountability. Beteille also highlighted the importance of universities in society in the following lines.

“Universities are not only centres of learning, however, badly or well. They play their part in the transmission and creation of knowledge. They are also social institutions that provide the setting for a very distinctive kind of interaction among young men and women, and between the generations.” (Beteille 2005:1)

These learning institutions offer the opportunity for intellectual exchange and the social interaction between the young and old people belonging to different social, economic, and political backgrounds. Those are “caste, class, religion, region, gender, age and language”, etc. Beteille (2005) also argues that universities should work according to society's socio-economic and citizenship requirements.

At this juncture, how can one understand the public universities in India? Do we think Indian Universities are working according to the global academic standards? Why do many students migrate to different parts of the world for higher studies if at all true? Guha (2007) argues that in the globalization era, the ideal university should equip with diverse branches of knowledge, including technological or professional education, which enables the student to get better employment. He points out that India represents multiple levels of pluralities; therefore, an ideal university must fulfil six characteristics of pluralism. They are, “pluralism in the student body, teaching faculty, disciplines, approaches within a discipline, multiple funding sources, and student ideologies”.

The core understanding of Beteille (2005), Viswanathan (2000) and Guha (2007), these three scholars highlighted that at the outset, the ideal university promotes the global values of equality, liberty and fraternity to promote modern society. Strictly saying, universities across the ages highlight that they were standing for learning and exchanging critical ideas in the intellectual arena. However, higher education in general, university education, made a tremendous change in making modern state,

economy, and society.

Thus, the idea of the ideal university is shaped by time and space across countries and cultures. However, by the 19th century, modern universities as centres of learning emerged from Western countries. The rest of the world started looking at the West for the best quality education.

Historical Context of International Student Migration:

According to Altbach (1998), international student mobility is not new. Historically universities considered international organizations within a particular country led to the migration of students in the middle ages. (Haskins, 1957). Students migrated from different regions to medieval educational institutions such as Bologna and Paris in the 12th century (Altbach, 1998). In the 12th century, hundreds of students from all over Europe came to Bologna. (Haskins, 1957). Guruz (2011) concludes that:

“A look at the nations in the two oldest universities, Bologna and Paris, clearly shows the international character of the medieval university and the degree of international mobility that existed centuries ago”.

This trend was not constrained to Bologna or Paris. With the formation of universities in medieval Europe, student migration was increased from different regions to new learning centers.

Rise of Global knowledge centres and Student Migration to Modern Europe

Historical archives from the 12th to 19th centuries demonstrate the first migration patterns for students looking for higher education abroad. The reputed institutions in Bologna (Italy) and Paris (France), along with these institutions, “true universities” started in Germany, held international appeal (Hasking, 1957). However, as Lee, Maldonado-Maldonado, and Rhoades (2006) briefly stated, “despite that long history of international student mobility, there remains limited research on this topic”. But, a vast volume of work has led to the migration of students in the 12th and 19th centuries, revealing the internal and external forces that are still the subject of guidance today. Instead of students going to European countries such as Italy, France and Germany, the United States has become the most popular destination.

Altbach (1998) views that in the mid-19th century, many international students migrated to German universities to conduct serious scholarship and research. Veysey (1965) gives two justifications why do students prefer to study in Germany. Primarily, studying at the German research university was treated renowned. Royce states, “England was passed by. It was understood not to be scholarly enough. France, too, was neglected. German scholarship was our master and guide” (Ibid). “Students appreciated the capacity to conduct cutting-edge research wherever their research took them. As a result of this academic training, students who were educated in Germany attained faculty positions in leading American research institutions” (Altbach, 1998, Thelin, 2001). Finally, American Universities wanted to compete with German universities to achieve the reputation of serious scholarships (Thelin, 2001). “Second, the cost of studying in Germany was one-third the expenditure of Johns Hopkins and other peer research universities institutions in the United States” (Rudolph, 1961).

However, contact with international students in the United States did not commence till the late 19th century. The American Immigration Act didn’t allow U.S institutions to select the destination for international students. Bevis & Lucas, 2007 claims that the growing concern about the number of immigrants entering the country resulted in a handful of individual states passing restrictive immigration laws. The United States did not experience a significant increase in the international student population in the early stages of higher education in the United States. To make the scenario even more complicated, Bevis and Lucas (2007) observed that the “Chinese Exclusion Act of 1882” “prevented any Chinese without family already in the U.S from entering the country, thus effectively halting almost all new immigration from China.” Similarly, Bevis and Lucas (2007) argued that the “Scott Act of 1888” It has banned almost all Chinese immigrants, including those who have returned to China for a visit and are planning to return. Subsequently, the loss of international students was one of many effects of the new restrictions (ibid).

The mentioned rules have influenced the United States' choice of higher education for international students. This inevitably unlocked an enormous global student market to other advanced nations where immigration law is less stringent. However, the current US immigration policy aims to make immigration and visa procedures more accessible and transparent. (Becker&Kolster, 2012). Traditionally, students

wanted to study in countries other than their own to get advanced education capable of making them unique from their peers. Hearty's (2014) observed that studying in other countries "for the simple reason that they feel they can get a better education abroad which will differentiate them from their peers upon returning home". Given this observation, Universities are mainly concerned with providing educational chances for students who have met admission and learning necessities for centuries. In terms of international students' search for foreign education, advanced country universities are regarded as valuable international institutions where students can receive the education and training they desire. For example, the unique search for higher education led to student migration in the early middle ages. Students from different regions emigrated in the 12th century to attend medieval institutions such as Bologna and Paris (Altbach, 1998).

Since ancient times, as international centres of learning, universities were open to students from different parts of the world. The existence of a university raises student mobility in search of knowledge and education. As Bevis and Lucas' (2007) says, Whenever the centre of scholarship and learning emerged in ancient times, the meeting of scholars always attracted "foreigners," that is, students who did not live in neighbouring areas. Therefore, the old universities accepted international students to give them chances for education and development. International students have become an integral part of modern higher education.

Moreover, Germany recorded the most significant number of international student mobility in the 19th century. German universities have unlocked the door to many students looking for scholarships and research (Altbach, 1998; Veysey, 1965). Given the better standards of German higher education in the 19th century, it was common for international students to immigrate to Germany for better education. As Garcia and Villarreal (2014) argue that "characterized the value of a degree from Germany. They argued that a doctorate from Berlin was considered prestigious even though the cost of completion was lower than at U.S. institutions".

The above literature provides information on the influx of international students into universities in Bologna (Italy), Paris and Germany, and how this tendency has been sustained for centuries. Currently, the flow of international students is shifting,

particularly to the United States, United Kingdom, Australia and Canada. The current situation in the United States as the country with the highest number of international students deserves critical attention in this study.

International Students in the United States

America's global status in research and innovation in the 1950s was the foundation for the inflow of international students into American universities. Garcia and Villarreal (2014) claim that significant funding and the capability to attract distinguished scholars from across the world are one of the essential characteristics of American universities. They became the world's envy; consequently, the number of students staying in the United States for higher education has increased because they no longer want to go to Europe. The United States higher education continues to be the core of international students from around the world. But, universities in the United States attract scholars from globally. However, some challenges characterize the experience of international students in the United Kingdom, Australia, and elsewhere in the world.

Bijwaard (2010) argues that the increasing impact of international student mobility has comparatively few studies on student migration. Student migration is often considered an integral part of a migration or the migration of skilled workers. However, students are a specific immigrant group. They are (very) young, mostly single, and much more mobile than regular immigrants. After graduation, many return to their country of origin(ibid).

Even though the interest in highly skilled migration, which has grown since the 1990s, and the studies on these forms of migration remain “inadequate” (Iredale, 2001), in particular, many studies disregard immigrants from high-income countries such as Canada, the United Kingdom, Germany, or Japan. Still, these countries are the primary source of professional immigrants to the United States (Cheng and Yang, 1998). Winkler, (1984) argues that “extensive research emphasizes on immigrants who are eligible to enter the United States on H1B⁶ or other work visas, rather than immigrants who adjust their status from F1 student visas”. As Li et al. (1996) stated, there is a

⁶ H1B visa is non- immigrant and issued to temporary workers for employment purpose.

lack of interest in students' migration research. Much of the information is discussed primarily about how international students manage to adopt the host country's new education system. Ghosh and Wang (2003) state that instead of a migration pattern. Some studies focused on immigrant students are generally controlled by the country of origin or subject. Butcher (2004) demonstrates that only few studies on the migration of international students from various countries were edited by Rao's (1979) but is now dated.

Oplatka, (2006) argues that the international education market is highly expensive, particularly in developed countries, as many students go abroad to earn a university degree. Wildavsky, (2010) claims that International students are having a major impact on globalization around the world, and more than 3 million students are currently studying abroad. Presently, the United States continues to accept the largest number of international students compared to other countries (Chow, 2011; et al.).

According to the Open Doors Report (2013), 40% more international students are studying at US universities today than they were 10 years ago. The number of international students enrolling at US universities has increased significantly for the seventh consecutive year. Bowden, (2005) argues the American higher education system stands out worldwide. The diversity of institutions that try for equity, excellence, and the provision of a means of education for different peoples. Thus, because of their higher education system and the diverse degree, US Universities continue to attract diverse student groups, including international students (Chow, 2011), with the success of their internationalization. (Johnson, 2011).

Ashby, (2006) reveals that "the number of international students in the United States continues to increase, higher education institutions in the United States need to understand how to serve better to these students and identify their value, talent, and effect on the global market. A large number of students studying courses in science, technology, engineering, and mathematics (STEM) have been evident in the U.S. As this trend continues, "international students are seen as a driving force for American innovation and technological progress because of their contribution to scientific research and the number of international students want to stay in the United States for their careers after graduation" (Chellaraj, 2005); NAFSA, 2013).

Straubhaar (2000) claims that “International students are treated as an important source of funding as they bring income for the universities and the US economy”. “According to the U.S. Department of Commerce, international students, along with many of their dependents, including spouses and children across 50 states, have contributed approximately 45 billion dollars to the U.S. Economy in the form of tuition, housing costs, and other expenses” (IIE, 2018).

Han (2010) examines that many students are interested in paying high tuition fees. They consider education as a future investment because they are looking for a better career prospect. According to NAFSA (2013), international students boost the economy, work with other countries, and bring a global perspective to classrooms in the United States. Han, (2010) demonstrates that after completing their degree, “many international students who return to their home countries have a better understanding of American culture and values, have gained an important position in the country, and continue to build networks in the United States”. Many others remain in the United States to promote their careers and contribute to the US economy (Kaczmareck et al., 1994). International students who study abroad and eventually settle down affect their home and host nations (Throsby, 1999).

Jackson, (2013) claims that the students in the United States are diverse populations. They come from different countries around the world. Economically, culturally, and linguistically, they are similar to each other and their American analogue. Though, some of the top sending countries represent the population of the most prominent international students. According to the open door report 2019 “In 2018-2019, the largest number of international students in the United States, with more than 1 million international students for the fourth consecutive year.

According to the 2019 Open Door Report on International Education Exchange, the total number of international students was 1,095,299, an increase of 0.05% from the previous year. International students make up 5.5 percent of the total population of US universities”. The US Department of Commerce states that “international students” contributions to the US economy in 2018 were \$ 44.7 billion, an increase of 5.5% from last year. “China is the largest source of international students in the United States in

2018/19 for the 10th consecutive year, with 369,548 students in bachelor's, master's, graduate, non-degree, and optional internships increased (OPT), 1.7% from 2017/18. India (202,014, + 2.9%), South Korea (52,250, +4.2%), Saudi Arabia (37,080, +16.5%) and Canada (26,122, + 0.8%percent). Developing markets, especially Bangladesh (+ 10.0%), Brazil (+ 9.8%), Nigeria (+ 5.8%) and Pakistan (+ 5.6%) achieved the strongest growth year over year". (International Institute for Education, November 2018).

Critical significance has been given to the knowledge economy in the 21st century. New technological, economic and scientific tendencies are emerging in international higher education. The growth of students in US universities is primarily dominated by the global circumstances that are predominately affected by the globalization of international higher education. Globalization is a worldwide phenomenon; universities use English as a medium of language. It always dictates the language of research and scholarship worldwide in the general the U.S in particular.

Globalization and internationalization of Higher Education

Petruzzellis & Romanazzi (2010) analyses that globalization primarily increases the students' choice of study destinations, which ultimately leads to competition in the higher education sector abroad. The marketing activity has increased significantly in higher education. In other words, the marketing sector was nearly non-existent; currently, HE has transformed into a highly marketized field (Soutar & Turner, 2002).

Knight, (2008) informs that globalization is a continuing emphasis of scholarly interest, and important literature has developed on this phenomenon. "Its ubiquity as a term obscures the degree to which its meaning, function, beneficiaries, and consequences continue to be vigorously contested". "Globalization is described as a cross-border flow of people, wealth, data, policy, culture, knowledge, values, and ideas" (de Wit, 1997; Marginson, 2009). Its impact and possibility are universal and inconsistent (Tilly, 2004; Tsing, 2005) and both significantly differ from one place to another (Vidovich, 2001). However, all countries have gained from globalization (Johnson, 2002). The consistent results are the integration of resources, power and influence of countries that already have significant advantages in these areas. (Altbach & Knight, 2007).

Currie et al, (2003) claim that this global trend acts as a network for dominant societies to expand their influence on the aspirations, culture, economy, people and politics of other nations Yang and Vidovich (2001) stated that globalization divides the world into three parts: those who globalize, those who are globalized, and those who are excluded by globalization.

Knight (2008) identified five key elements of globalization. Information and communication technology in the knowledge society. Market economy; trade liberalization; change governance structure. Florida (2006) defines the emergence of a globalized high-skills, high-wage knowledge economy as a move “from an economy based on physical inputs –land, capital, and labor – to an economy based on intellectual inputs, or human creativity”. Mueller, (2007) reveals that success in the knowledge economy needs an environment that adopts the generation of new ideas that can ultimately be transformed into marketable goods and services. The global flow of capital, talent and ideas needs organizations and governments to compete across borders and borders to attract participants. Florida (2002) calls “the *creative class*” a fast-growing, well-educated, high-wage workforce segment that is increasingly dependent on corporate profits and economic growth.

By taking this innovative course, individuals’ acquire the skills and proficiency of the market needed to contest. Universities are projected to play a significant character in the knowledge-based economy as a Centre of attraction for talented creators and innovation centres (Duderstadt et al, 2002). Categorizing post-secondary education as the center of economic productivity shows how neoliberal forces are driving globalization. Yang & Vidovich, (2001) states that globalization has been described as unregulated and universalized capitalism aided by technological innovation and its domination has been characterized by trade alliances (Tsing, 2005). The burden on the public sector to pursue market-oriented methods and goals (Beck, 2009), and interest for privatization (Skolnik, 2005).

Scholars argue that globalization offers both opportunities and challenges for post-secondary education (Scott, 1998). Unprecedented amounts of private capital are invested in higher education (Altbach & Knight, 2007). Burnett, (2009) argues that they support research, programs and activities that encourage the workforce and economic

growth. On the other hand, the decline in public support puts pressure on educational institutions to increase entrepreneurship and strengthen the view that higher education is a commodity and a private interest, not a public good. This pressure is the foremost motivation for the university's institutional efforts to promote “internationalization”. Often confused with globalization (Altbach, 2004; Knight, 2012), “internationalization” is fluid (Gacel-Avila, 2005) and in many cases, the meaning varies from person to person. Knight (2008) has defined it as a process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of higher education. Many scholars argue that “internationalization” is highly diverse (Currie et al, 2003), and enables more democratic interactions (Altbach & Knight, 2007). It is also integrated, not openly operated by market ideology, and is collaborative (Trilokekar, 2009), claiming to be more unbiased or ethical than globalization have been interrogated (Beck, 2009; Brandenburg & de Wit, 2011).

Role of English in International Student's Migration

Globalization primarily leads to integrating the global intercultural dimensions in higher education and research English works as the primary means of communication. Moreover, it has played a significant role in dictating the international marketplace. Many of the reputed journals publish in the English language in the US, UK and other parts of the world. Most Anglophone countries consider English as a medium of interaction. English has become a global language in many parts of the world. It has been adopted as the primary lingua franca in many nations. Currently, English is an important means for the global sharing of knowledge, education in countries where English is not the language of higher education, and cross-border degrees and other programs. The superiority of English is not surprising. Just because education across the world of English, it is a factor of globalization that deserves analysis (Crystal 1997).

In the context of international higher education, many universities and institutions have adopted English as the primary lingua franca. The impact of curriculum and internationalization in higher educational institutions is going together with the medium of Englishization even though their native language is not English. Many of the universities are more inclusive from a linguacultural perspective. It assists the student in getting a better understanding of the diverse socio-cultural norms of host countries in general. It certainly provides better employment opportunities to the students once

they complete their studies.

Understanding international students' decision

Globalization and internationalization of higher education (HE) has incorporated economic theory into the framework of higher education. Chapman (1986) was the first to relate consumer behaviour theory to education by suggesting that students and their parents go through stages and ultimately select an institution or subject. These stages include pre-search behaviour, search behaviour, application stage, choice decision, and registration. The first stage, pre-search behaviour, is when students have early ideas about their future. Students choose possible study destinations, institutes, and courses in the search behavior phase. Then apply to the institution selected in the application stage. The select decisions are made when students accept offers, depending on the number of offers they receive. Finally, students consider the accurate decision to enroll in the course. It is wrong and may decline the offer (Chapman, 1986).

Due to the demand for higher education overseas and competition in the field of higher education, the priority of international students has become an interesting research theme. Therefore, it is crucial for education marketers to understand the dynamics that will influence future student purchasing objectives. Ivy (2010) summarizes earlier research into three types of student choice models such as economic, sociological, or information processing models. The fiscal model of student choice highlights the cost facets of studies, including the cost of choosing study rather than employment. The sociological model of choice for students includes family role, individual motivations, and skills remain impacts. The combine information processing models to create mutually economic and social models decisions about further study and institutional selection processes. (Ivy, 2010). Few scholars argue that classifying or conceptualizing student decision-making is a problem. Maringe (2006) says that selection is not a rational process, while Petruzzellis and Romanazzi (2010) outline that choice is a repetition and complex notion that includes three interrelated elements: context, key influencers, and decision-makers.

Mazzarol & Soutar, (2002) claims that educational choices focused on the stages of the decision-making process and the factors that influence decision-making. Cubillo (2006) emphasizes modifications in student selection behaviour, specifically the growing

commercialism in higher education, emphasizing higher education in training for upcoming careers. Maringe and Carter (2007), in summary, decision making can generally be theorized as a five-step procedure that involves identifying the difficulties that entail to be resolved. Searching for information and evaluating alternatives, deciding finally and making purchase decisions. Few studies say that there is a turn in the way students choose to study abroad in most cases.

Chen, (2007) analyses primarily identifying overseas rather than studying in the homeland. Then, the destination study country is selected. Finally, students choose a specific institution. Pimpa (2003) says that no order has been maintained among choices taken by “Thai students”. But, educational program selection is the primary criterion. Pimpa, (2003) argues that choosing a study destination, the Chinese, Indian, Indonesian, and Taiwanese students go through three stages that are affected by different stages of “push and pull factors.

“In the first stage, students choose to study abroad under the effect of the "push" factor in the home country. In stage two, students choose where they want to study and evaluate the more attractive "pull" aspects. Finally, in stage three, students choose an institution. Other "pull" factors, such as reputation, course scope, and staff expertise, make educational institutions more attractive than their competitors” (Mazzarol and Soutar 2002).

Factors that influence international students’ decision-making process

Mazzarol & Soutar, (2002) analyses that studies have shown that multiple factors influence international student choices when selecting a destination. In particular, the "push" and "pull" factors influence international students' decision to study abroad.

‘Push’ and ‘pull’ factors:

McMachon (1992) examined the expansion of international education by investigating the influx of students from 18 developing countries, especially the United States, classified as ‘push’ and ‘pull’ factors. The Push factors include 1) a lack of access to local HE, 2) perceptions of a better quality of overseas HE system, and 3) the availability of technology-based programs. Pull factors, instead, offer opportunities to improve language commonality and second languages (English), the geographical proximity of host countries, the reputation of educational institutions for quality, the variety of

programs/courses offered, promotion and marketing efforts, and staff qualifications and references.

The factors mentioned earlier have been changing with the effect of “globalization”, the “internationalization of higher education”, with the emergence and impact of new technological changes according to context across the world.

Knowledge and awareness of study destination

Mazzarol and Soutar (2002) also acknowledged ‘six factors that affect the host country's choice’. These are the knowledge and perception of the host country, personal preferences, cost problems, environment, geographic proximity and social ties. The above-stated influencing decisions have gained importance in a certain period. But, it has always been reshaping its nature and practice in global educational systems. Maringe (2006) emphasizes costs, including living expenditures and the accessibility of temporary work for future students. A part-time job is one possibility that makes it possible to study abroad at university (Mazzarol 2002). According to Cubillo et al. (2006), the images of countries, cities, or institutions influence international students' decisions. Some aspects relate to study destinations and safety, cultural activities, international experience, university environment, amenities, quality of life, visa application and immigration prospects (Bodycott, 2009).

According to Petruzzellis (2010), the value of a university is not in the income of institutions and students but in building relationships and servicing international students. Romanazzi (2010) emphasized student satisfaction as critical in choosing an academic destination and a specific institution. Engelke (2008) found a link between consideration for student needs and the attractiveness of educational institutions. It was important to consider the cultural needs and expectations of the students. When students graduated from college and served as ambassadors, student satisfaction with the institution was added to the college's reputation (Engelke, 2008).

Image of the institute on recognition of reputation and quality of education (Turner 2002). This continues to be the only and most important factor influencing destination. Mazzarol and Soutar (2002) point out that international students are more affected by the following factors when choosing an institution or its reputation for excellence with

other educational institutions familiar to students, excellent staff, alumni base, number of students registered in the institution, and students qualifications being recognized. Maringe and Carter (2007) emphasize that the international recognition of higher education in the UK influences international students' decisions to study in the UK. Furthermore, Bodycott (2009) argues that students consider the accessibility of services, housing and scholarships during the decision-making process.

Availability of course/program

Price et al., (2003). When selecting a university, students must have access to the desired course. However, the critical aspect is the learning cost when selecting various universities offering related courses (ibid). Maringe (2006) argues that the three main reasons for choosing courses and subjects for international students are no longer related to the essential motivation of love and interest in analytical subjects. “Students are no longer passive customers as they are changing and focusing on HE as a career investment” (Maringe, 2006). Money is a major aspect of students in selecting to study abroad. (Chen’s (2007) analysis shows that student motivation and characteristics are the utmost essential aspects influencing further higher education abroad, mainly to accomplish personal gratification for future careers. Ekwulugo (2003) advocates that these students "buy" the benefits that a degree can offer in terms of work, status, and lifestyle.

Influences from students’ social network

Carter, (2007) claims that “inspiration and recommendations from family, relatives, friends and professors also play a vital role in the “student decision-making process” for higher education. Mazzarol (2002) proposed that the Personal references and reviews from graduates were the main influences. Many students decide to study abroad on their own. However, by providing information and suggestions, they greatly impact family, relatives, and friends (Ibid). Pimpa (2003) indicated family influence on Thai students depends on the level of education they want to study. A popular study examined family impacts in two kinds: referrals and financial support. Pimpa (2003) analysed these five categories: finance, information, expectations, competition, and persuasion. The financial impact and expectations were strongest among the students. In addition, Mazzarol and Soutar (2002) emphasise the strong impact of parents on

undergraduates in deciding on study destinations, particularly among Indonesian and Taiwanese students.

Students' motivation for Higher Education abroad

Ivy (2010) points out that students' willingness to attend an institution differs from an ethnic group. For example, Asian Pakistani and African students when choosing higher education abroad. Moreover, the motivation of African Caribbean students is more closely related to their careers, and Asian Indian students are closely related to social facets (Ibid). Ivy (2010) several personal factors influence student decisions, such as academic performance, ethnicity, gender, parental involvement, and financial limitations. Bodycott, (2009) demonstrates that China's one-child policy and Confucian heritage" can significantly impact children's decision-making abroad for higher education. Chinese parents did their best to send at least one child abroad and ensured that it would bring long-term social and economic benefits (Ibid). Lee and Morrish (2011) propose that higher education marketers need to deal with Chinese students and parents differently. For example, higher education institutions emphasize the institution's ability to offer the best to children. At the same time, educational institutions emphasize Chinese parents' ability to help Chinese students obtain a degree that reflects their family's best children.

Marketing international education online

Engelke, (2008) argues that globalization and internationalization are changing the way education marketers are competing to meet the needs of the global economy. Ekwulugo (2003) describe that the primary publicizing source is that all advertising activities must be consumer-centric to achieve customer gratification. Oplatka, (2006) claims that marketing theories and beliefs that were valid in the business world are steadily being recognized by academic marketing researchers. The current literature on marketing is inconsistent. The conceptual model does not replicate the specific perspective of higher education and the way of its facilities. The potential of higher education marketing is an international context. (Ibid). Technological innovations and improvements have a significant impact on education marketing (Ekwulugo, 2003). Use of Information Communication Technology in Higher Education (Lasanowski 2007) education marketers can highlight marketing communications (Gutman & Miaoulis, 2003). The

Internet plays a significant role in the higher education sector in these information-intensive industries.

Lee, (2009) argues that marketers need to customize their information to diverse cultures, including linguistic and non-linguistic content. Mazzarol et al., (2003) analyses that Australian educational institutions made progress in education by including technologies such as the Internet into their international marketing strategies to attract students from overseas. Information Communication Technology is becoming an educational marketer's choice as it is considered a less cost-effective strategy and is seen as a risk to new markets. However, not only it as expensive as other forms of delivery, but it can also limit its choice to the global market. Website and email communications provide institutions with the opportunity to market itself. (Murphy, 2003) argues that interacting with prospective students across the world not meeting in person.

The students also use similar technology in the process of decision making. (Gomes & Murphy, 2003). To accomplish it, education marketers require a deep understanding of the necessities of the student market. Therefore, affiliation marketing is essential to the success of the university. Cheung et al., 2011 argues that to promote higher education across the world the countries like Australia, the United Kingdom and Singapore consider the website to be a significant tool. Several education traders have an institution to help and promote higher education (Pimpa, 2003; Maringe & Carter, 2007). These institutions such as Australian Education International, the British Council and the Singapore Tourism Board (Cheung et al., 2011). They use different methods to attract students.

Cheung et al., (2011) argues that higher education institutions establish relations with other governments on educational issues, conduct market research, promote events through websites, events and exhibitions, and protect tuition for international students. More recently, the development of social media such as “Facebook and Twitter” has given educational traders yet another way to market and connect with future students. Wankel, (2009) identified the use of social media to support pedagogical learning in higher education. Today, students are called digital natives familiar with computer-

aided collaboration because they worked with computers and online virtual worlds at a young age (Wankel, 2009). However, Aghaee (2010) specifies, that most of the students use “social media” frequently, but “social media” is used less often for academic activities. Social media gives education marketers the flexibility to enable discussion at a low cost, regardless of time or place (Aghaee, 2010).

The attractiveness of Higher Education abroad from a cultural perspective

The cultural perspective is to comprehend the aspects that affect the way universities market their students. Counsel (2011) found that the desire to improve quality education and foreign language skills encouraged Chinese students to study abroad, preferably choosing the UK as their destination. The reason is that UK degrees have a better career value than Chinese degrees, and living and working experience abroad will help them in their future careers.

Chen and Zimitat (2006) identified the beliefs of individuals (attitudes or insights) of Taiwanese students at a university or study destination influence their research intentions. Therefore family and peers influence Taiwanese students' intentions being influenced by family and peers to study in the US. The main reasons they chose to study in Australia and the United States are to improve their English proficiency and skills, improve their knowledge of Western culture, improve their English proficiency and skills, and understand Western culture. It will ultimately lead to getting better employment opportunities (Chen & Zimitat, 2006). New Zealand has appealed to Chinese students for a low level of corruption and a high level of honesty and fairness (Chung et al., 2009). Chung et al., (2009) also points out that the ability to balance and live in harmony with the community is another factor that influences Chinese students' choices to study abroad.

Impact of Liberalization Privatization and Globalization (LPG) on Indian Higher Education

The initiation of structural adjustment policies has tremendously transformed the Indian Education system in general and higher education in particular. Higher education is a critical component of countries' consistent development. Higher education in India is the ‘second-largest’ system in the world after the United States. The structural adjustment policies (SAP) aimed to create more employment opportunities through

economic development. It has brought immense changes in Indian society in general and the education system in particular. Indian economy in particular and Indian society, in general, went through a major change in its approaches and directions with the introduction of liberalization, privatization and globalization popularly known as the LPG model in the year 1991. Indian union government opened its economy to the world economy to boost the economy and the country. However, it changes society, cultural practices, and the education sector significantly. With the relaxation of policies and laws, many world-class corporate companies have set up their subsidiary institutes in India. The inflow of FDI, world. In India, there is a growing trend toward the privatization of higher education. Due to the impact of privatization, “the quality and content of education” is industry-oriented. Many academic research studies conducted by educationists and sociologists found that the Women's literacy ratio has increased in the last three decades due to various higher educational institutes.

Privatization of higher education has taken various forms in India over the last decade. Privatization within the state is done through introducing self financed courses like MBA, MCA, BBA, BCA within government higher educational institutions. The impact of the LPG model has both positive and negative consequences for the Indian economy in general and the Indian higher education sector in particular. Though it induces a drastic change and shift in the way and approaches to higher education, it poses significant challenges to a country like India and its large population. The significant positive impact includes people could get easy access to higher education due to the impact of the flow of a large number of private institutions. It certainly restricts the flow of Indian student migration to other parts of the world.

Quality education, encouraging financial grants or aids to students. The increase in perks and incentives by the private institutes attracts the rich and middle-class students towards them thereby; some good faculties are pushed towards these institutes. With the relaxations of laws, many institutes were set up in various emerging cities there by chance to stop the internal migration of the students to different big cities. Girls' students get an opportunity to study them. This was particularly boon for the middle-class girls to enroll in them to check in international students' migrations. Another important contribution to this model is that it reduces the state burdens on the spending on education and utilizes more on the other social welfare activities making the poor's

and marginalized sections beneficial.

Another critical positive consequence seen in the “Indian higher education system” is the internationalization of the curriculum, which demands global jobs and corporate backing. Earlier, the “Indian higher education system” is very much confined to national and regional needs. However, it failed to acquire the skills and techniques required for the International community and society. This trend in a way boosts the Indians in the job opportunity in the global markets.

However, these positive impact comes with various challenges for a poor and developing country like India. As the major portions of the population fall below the poverty line (BPL), groups’ further increase the educational access, quality and equity in the education section in general and the higher education sector in particular. It created a knowledge and education gap or education divided between castes, class, and regional and gender groups. It further pushes the marginalized sections to the periphery. The reduction of state funding and growth of the private sector makes the students more vulnerable in developing countries, though there was a gap and fewer students enrolled for higher education, the percentage increased across caste, class, and gender. The high capitation fees and lack of transparency in the private sector motivate Indian states towards private educational institutions.

National Educational Policy on ISM:

Access to the education system in the pre-colonial era was very much restricted to a few communities of Indian society. The Indian elite got the opportunities to educate in home and host countries. After gaining independence, the Indian government initiated various policy-level changes in the “country’s education system”. The Kothari Commission of 1966 states that the primary accountability of the education system is to bring together diverse socio-economic and cultural groups to promote an egalitarian, integrated or cohesive society. It introduced a common education system. Currently, all the country's states have been accepted and fallowing. It has given priority to the national curricular framework to inculcate the history of the national freedom movement and national identity. It intended to create equality through the lens of the curriculum was core.

The Government of India introduced the new educational policy in 1986. It prioritized strengthening education programs, eradicating poverty, national integration, cultural unity, environmental protection, and women's equality. It gives priority to higher education to set up a large number of autonomous colleges under the university system. It emphasized more on the specialization of linguistic diversities, and technical and management education. It is advised to provide better facilities for institutions to accomplish greater standards. The national knowledge commission was established in 2005 to promote the quality of higher education, science and technology to meet the 21st-century global knowledge challenges. It aimed to expand the higher education system in the country to a large number of students. It is advised to create more number of universities with a greater level of funding sources. It suggested following better curricular practices and maintaining academic standards in all research fields with innovative programs and a global outlook. It recommended that affirmative action be implemented to ensure higher education access for socio-economically and historically marginalized students. However, the educational progress was abysmal in India. In the post-independence era, various efforts were made to spread education to the masses.

However, the outcome was not satisfactory, particularly from the perspective of marginalized social communities. But, the liberalization policies in the 1990s have brought tremendous changes in society. It has expanded and given the scope to get education for the masses. Moreover, the effect of the LPG on the educational system becomes further access to all sections of society. Moreover, Technological innovations in the world have had a tremendous impact on the Indian curriculum, pedagogy, epistemic culture and ontological practices even though the rise of migration to foreign countries has been persistently growing in number every year, the patterns of migration in general and students' migration in particular.

At this juncture, the Government of India announced New Educational Policy 2020. It primarily emphasized on access, equity, quality, affordability and accountability. It aims to give equal significance to all the subjects. But, it is important to review the higher education policy in India with special reference to international higher education. How far have these educational policies in post-independent India attempted to reclaim the position of viswarguru in global higher education is a key challenge to

the Indian education system.

National Educational Policy (NEP- 2020)

National Educational Policy 2020 permits foreign universities to come to India to initiate academic activities. It would undoubtedly impact local institutions to accomplish the quality of education offered by the foreign Universities. The government is allowing to inaugurate the foreign university campuses in India. India is one of the most significant higher education systems in the world. According to the University grants commission as on 18-06-2021, “India has 988 universities in which 54 central universities, 429 state universities, 125 deemed universities and 380 private universities”.

Moreover, the expansion of Indian higher education institutions (Gross Enrollment Ratio) GER is 26.3% which is very much lower than the BRICS countries like Brazil (51%), China (51.6%) and Russia (61.5%). India needs to attain substantial growth in global higher education. It would be possible by getting only knowledge capital. The Indian government plans to establish higher educational institutions by the year 2030. The Indian state needs to glorify and revisit the status of Vishwa guru on global platforms. As ‘UNESCO’ (“United Nations Educational, Scientific and Cultural Organization”) stated in 2019, around 10.9 lakh students have enrolled in abroad Universities for higher education.

Moreover, revisiting the past will result in establishing foreign universities in India. It will facilitate world-class educational standards with affordable costs; it certainly decreases the migration of skilled people, in other words, “human capital” to foreign nations for education and employment prospects. Encouraging abroad institutions to set up their campuses will bring profit to the economy. It creates an international level consciousness to understand diverse cultural traditions and competitiveness emerging in the educational sectors. The MoU with foreign universities will help collaborate the research and student exchange programs. It also enables local institutions to prepare curriculum, pedagogy and epistemic culture with International standards.

Summary

The chapter traces the conceptual framework of international higher education in general student migration in particular. This chapter introduces the concepts; the study attempts to understand various debates through conceptual analysis of its various components. The multiple debates outline the significance of the idea of a university. It traces historical phases and the migration flow of international students to European countries. It argues that modern Europe attracted global scholars with its academic training. It was considered a highly prestigious degree in the world. But, student flow had been reduced due to the higher cost of studying.

As the cost of studying was less than the German universities, the student influx has been increased to the United States. Moreover, the United States government has changed visa regulations for many foreign nationals in general students. The United States has become a Centre of higher learning institutions. America's research and innovation have attracted highly skilled migrants and students migrants in particular. Globalization and privatization have led to multiple technological discoveries. The highest revenue has been invested in technological innovations and higher education. Globalization led to "internationalization of higher education". Thus, English has become a medium of communication.

The demand for higher education abroad has been increased. Most of the American universities are attracting "international students in general and Asian students in particular". The diverse pull and push factors have been attracting students' educational destinations. It includes knowledge about study destinations, social networks, marketing strategies and the attractiveness of abroad education are making educational choices of students and determining the study destinations. The study observed that global networks expand the student aspirations and provide consciousness on the diverse cultures, economies and politics of the different countries. Even though the chapter has analyzed key components of knowledge societies that primarily shape a country's policies, issues are ultimately responsible for attracting the international flow of migrants in general and students in particular.

It explicitly discussed students' choices based on economic, sociological and information processes followed by different stages of selection of universities or

institutions. Even it discussed the difficulty in conceptualizing the student decision-making process. Moreover, the study analysed diverse debates on knowledge and awareness about study destination, which is primarily considered one of the significant criteria for moving abroad for higher education. It also analysed the role of globalization and internationalization and how it accommodates all the cultures and how pluralistic it is in nature facilitates egalitarian interactions or exchanges in society. It analysed the influences and impact of structural adjustment policies from the Indian perspective. Moreover, it discussed the positive and negative consequences of the internationalization of higher education in Indian society. An overview of these themes informs that International student mobility is a multidimensional phenomenon. Moreover, Indian students' migration is associated with caste, class and gender, and gender. Critical exploring of field data of Indian student's migration standpoint demonstrates multiple reasons for large scale "immigration of Indian students to the United States".

The following chapter is based on fieldwork. It predominantly discusses the socio-economic and occupational background of the students. The impact of societal characters will be elaborately analyzed. Moreover, how it is responsible for students' destination choices abroad. The chapter discusses about data collected during the fieldwork.

CHAPTER-III

WHO ASPIRE FOR INTERNATIONAL HIGHER EDUCATION?

THE SOCIO-ECONOMIC PROFILE OF THE RESPONDENTS

Introduction:

This chapter critically evaluates the socio-economic background of the students. The chapter is based on the field data and describes the role of multiple social characteristics such as caste, gender, age, region, religion, education of respondents and educational qualifications, occupational levels and income levels of parents. These characteristics have significance in Indian society. Moreover, these salient features of Indian society primarily determine the choice of study destinations of Telugu students. The field data analyses the gender composition of respondents, social category, religion, region and parental educational qualifications, occupation and income levels. Higher education itself can create and rationale and culture of equality in society. But, the above-mentioned features predominantly make an impact on international higher education. It is fascinating to manifest these features have a more significant bearing on global higher education. The following pages describe the role and implications of gender in higher education. It also signifies the field data.

Significance of Gender

In this chapter, an attempt has been made to examine students' socioeconomic and cultural characteristics who are preparing for study abroad. Women's participation has been increasing in International higher education. But, gender binaries determine women's involvement in higher education. Gender is a construction of social and biological identity; it differs between men and women and social norms in all societies. Gender prejudices are widespread in education even though societies have achieved tremendous advancement in the field of education. But, the range of gender inequalities would not leave its roots until and unless the logical patterns of gender socialization. It is an issue between men and women determined by power relations in multi-cultural societies like India. It acknowledges social concerns, including diversities and dissimilarities. This is the most regional form of discrimination functioning in all

cultures and communities.

Gender is seen as a systemic phenomenon that is present in the processes, practices, images, and ideologies, and distributions of power in the various sectors of social life (Acker, 1992: 167) and is a crucial basis for inequality regimes (Acker, 2006). Gender does not simply differentiate between individuals; it is socially constructed and multi-level (Risman and Davies, 2013; Wharton, 2011). Amartya Sen (2004), Nobel laureate in Economics, said that women's education plays

"A crucial role...in facilitating radical social and economic changes that are so badly needed in our problem-ridden world".

Analyzing the current perspective on gender discourse, the main apprehension is how gender operates as an aspect of knowledge construction. Education can instigate social change and bridge the gaps in the framework of gender dichotomy. Therefore, the Government of India has proposed diverse policies. Nevertheless, gender inequalities have evolved into a new form of hierarchy.

“Women’s enrolment in higher education, which was less than 10% of the total enrolment on the eve of Independence, has risen to 48.6% in 2018-19. The total enrolment in higher education has grown considerably to 37.4 million, with 19.2 million males and 18.2 million females. Females per 100 male students have also increased significantly in central universities, deemed universities, and government-aided institutions”. (Ramesh Pokhriyal, Human Resource Development Minister, Government of India. March 2020.)

Moreover, the advancement of global technological innovations in International higher education has changed gender binaries. The enrollment ratio of women in Higher Education is almost equivalent to men in developed nations. However, the proportion of women and men in engineering sciences is almost equal in developing countries, but it doesn’t mean that gender inequalities have substantially decreased in society. Thus, it is important to understand the present gender ratio of students aspiring to higher studies overseas.

Table 3.1 analyses the gender-wise distribution of students who intended to move abroad for higher studies.

Table No-3.1: Gender Profile

SL No	Gender	Respondents	Percentage
1	Female	70	32
2	Male	150	68
Total		220	100

Source: Computed data from the field.

Table 3.1 provides the respondents' sample consisting of 220 of which 150 male students and 70 female. The percentage of male students is 68 and female students' percentage is 32. It indicates that male students (68) were considerably higher than female students (32). The women's enrollment has grown equivalent to men's rate in western nations. But, the above data informs that International higher education is not an exception in the gendered gap in higher education studies in the post-modern era in traditional developing countries like India. Patriarchy or hegemonic masculinity in Higher Education remains strong, persisted and experienced despite women's and feminist involvements in academia over the decades.

The age profile of Respondents

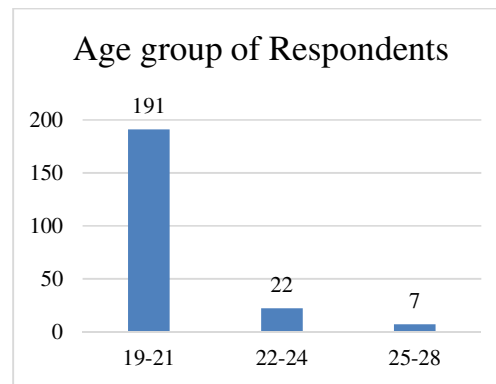
The age group plays an important role in selecting higher education studies in general and international higher educational studies in particular. The traditional form of education was predominantly dominated by sacred text than secular text for many centuries. The traditional form of education has adopted age-old methodological procedures through which all levels of the education system are gradually losing their nature in practice. Due to the changes in the new curriculum and pedagogical practices in higher education. An overwhelming growth of technological applications is bringing recent paradigm shifts in international higher education. As a result, to attain global academic standards, most western countries for that matter, universities are coming up with new educational policies to attract international students in general and Indian

students in particular. Primarily students who are proposed to study abroad come under the age group of 19-24. Therefore, youngsters are aiming high to achieve their academic goals. Table 3.2 provides a brief description of the age groups of students aspiring to study overseas.

Table 3.2: Age group of the Respondents

SL No	Age	Respondents	Percentage
1	19-21	191	87
2	22-24	22	10
3	25-28	7	4
Total		220	100

Source: Computed data from the field.



Source: Computed data from the field.

Table 3.2 illustrates the age group of the respondents. The sample of the study consists of 220 students, of which 191 belong to 87% and 22 respondents are 10% and 7 respondents are 4%. The table analyses that most of the respondents comprised of 19-21 age groups. It is a distinct phenomenon in international higher education; they are very young, easily mobile, and aiming high to enhance their skills in their respective field of study. This study examines the emerging facets of IHE. The majority of the respondents' age group is coming under 19-24. The study has brought distinctiveness among the age group of the students. During the pre-liberalisation era, many students intended to aspire for graduate programs in abroad universities. But, the rise of technological advancement facilitates the young age group of students to pursue higher

studies abroad. It indicates that international higher education is a youth phenomenon in the Indian context.

The Significance of Religion and Education

Religion plays a significant role in the individual, group of people, and societies. The primary concern of religion is to provide different levels of satisfaction. In recent years, there has been new attention on the role of religion in universities. Newspaper and magazine articles that reflect the opinions of several faculty and bureaucrats opines that “probably more active students' religious life than 100 years” and that students are becoming more and more concerned in religion (Finder 2007). Several research studies around the world have found a strong correlation between the subject of education and religion. Religious teachings and learning are predominately used in the ancient and medieval period until the rise of secular education, the enlightenment period and the scientific revolution in Western Europe.

There has been a paradigm shift in nature and the content of the curriculum and the pedagogic transaction in the educational domain across the various parts of the globe. However, the recent rise of ultra-nationalism and conservative forces in several parts of the world has changed the nature and the contours of the aims and objectives of education in society.

Religious Profile

India predominantly follows the Hindu religion. Thus, the majority of the respondents come from the Hindu religion, followed by Muslims and Christians. However, with the effect of globalization across all religions are slowly adapting to new cultural patterns and started to re-examine the role of religion in higher education systems. The Muslims are not a homogenous community and religion plays a significant role as ideological apparatus. The sociological significance of Muslims in India are regarded as a minority community based on their numerical strength. But, not consider them as a social construction of a minority of the social and political history of the Indian state. Even though their forefathers were rulers of the country. The Muslim communities are more backward than the Hindus and Christians in terms of educational achievement in India. Religious belief plays a vital role in the Muslim community. The Muslim communities largely follow theological education rather than modern education, which is considered

as scientific, professional and technologically advanced. The following table 3.3 provides the religious background of the respondents.

Table 3.3: Religion of the Respondents

SL No	Religion	Respondents	Percentage
1	Hindu	208	94.5
2	Muslim	9	4.1
3	Christian	3	1.4
Total		220	100

Source: Computed data from the field.

Table 3.3 presents a sample of the study. It consists of 220 respondents, of which 208 respondents belong to the Hindu religious category and 9 respondents are from the Muslim religious category and 3 belong to the Christian religious group. The number of respondents consists of 94.5% Hindus and Muslims are 4.1% and the Christians consist of only 1.4%. The above table shows that the majority of the international education aspiring students predominantly hail from the Hindu religious category. However, even though the Muslim community represents almost 43.4% of the city of Hyderabad. Because religious education provides knowledge about spirituality or sacredness, lack of education and absence of knowledge on western educational opportunities, the proportion of the Muslim community is lower than the Hindu respondents.

The Indian state and Muslim leadership has failed to address the historical backwardness of the community. Even though discrimination continues based on religious grounds in India, the perception of discrimination is not a single explanation for their educational backwardness. The Christians didn't have any religious reluctance to follow western education primarily offered by missionaries. The Christians were able to get the economic advantages of opportunities in modern India. It says that the Muslim minorities should come out of religious orthodoxy and false consciousness largely imposed by religious texts. It's indeed transforming the socio-economic status of Muslim communities in India.

The Significance of Social Category:

Caste is the defining feature of Indian Society. Based on the superstructure of the Varna system, people are segregated into four major groups. Such as Brahmins, Kshatriyas, Vaishyas, and Shudras. Caste status is based on ascribed identity. The virtue of birth determines it and it is a self-enclosed group. It is hard not to think about caste in India and it is the primary symbol of social stratification in Indian society. It is hegemonic in nature and hierarchy legitimizes the domination of dominant castes. The caste system contributes to certain social characteristics to a few caste groups through which they have gained command over social, cultural and economic capitals. As a result, three major caste groups have had achieved tremendous development in various public and private fields.

The education was restrained to a few caste groups such as Brahmins, Kshatriyas and Vaishyas but affirmative action⁷ policy in education enabled the lower sections of the society towards inclusive in higher education. Table 3.4 represents the proportion of respondents of all social categories, but most respondents belong to General Category. It becomes an actuality in the trends of higher education studies because of the social order they persist in. The percentage of other social categories is lower than the general category. Table 3.4 made the categorization grounded on the respondent's social rank to understand the idea of their caste's position and their caste's position in the social hierarchy. The study followed the classification of the caste groups approved by the state government.

In Sociological terms, social inequality describes the unequal distribution of valued resources and positions in society. Wherein social stratification institutionalized a system of social inequality. For instance, Caste, class, and gender. The caste system is a closed stratification system where upper caste people practice the hegemonic system that performs the caste rituals. The caste system applies to people born into their social standing and continues in it their whole life. It is based on fixed or rigid status distinctions people were assigned roles under the caste system regardless of their

⁷ Affirmative action is policy which provides the opportunities for advancement of underprivileged section of the society in education and other workplaces.

capacities, interests, or potential.

Bailey (1957), Beteille (1965), and Berreman (1972) argue that a “caste is an extreme form of social stratification, as well as other forms of inequality based on social class, wealth, and political power. This approach emphasizes that the caste system is organized by power focused on specific groups, such as the landowners and the dominant caste. It has resounding consensus among the caste Hindus”.

Deshpande (2011) said that the downfall of the caste grading would break the traditional connection between caste and profession.

“It is true that over time, the occupational structure itself has undergone a profound change, while caste division has been relatively static. Besides, the post-independence Constitution of India guarantees to each individual the freedom of choice of occupation. Thus, without fear of contradiction, one can uphold this statement for several castes. For example, members of the erstwhile warrior castes will not necessarily choose the military as a career in the present. Conversely, the military is no longer the preserve of certain castes, to the exclusion of others. It is also true that any kind of skill acquisition (for example, admission to a management or a computer course or to a dental school) is not contingent upon one’s caste status. Indeed, none of the modern occupations are determined by birth, and most are not caste-based”.

A strong caste identity can always convey a sense of belonging, self-esteem, and solidarity, depending on some caste norms and rituals. This practice mainly persists among the upper caste people. Ghurye (1950) provides a complete description of caste. He distinguishes “the six main features of the caste system in India. They are A) Segmental Division of Society, B) Hierarchy of Groups, C) Restriction of feeding and Social Intercourse, D) Allied and religious disabilities and Privileges of the different sections, E) lack of unrestricted choice of occupation and F) Restriction on marriage”. Ghurye argued that in the “the year 1932, there were attacks on a hierarchy that started with the rise of non-brahmin movements in the southern provinces in India”. That mobilization consolidated the caste solidarity among all sections of the society. Indeed, it reflects contemporary Indian politics, regional movements, and ethnic identity movements.

M.N. Srinivas (1962), a social anthropologist focused explicitly on the possible consequences of modern technology, which colonial rulers led in India. He argued that “far from disappearing with modernization, caste was experiencing a 'horizontal consolidation’”. He also described the influence of modern technology on the restoration of the caste system. Moreover,

“The coming in of printing, a regular postal service, vernacular newspapers and books, telegraph, railway and bus, enabled the representatives of a caste living in different areas to meet and discuss their common problems and interests. Western education gave new political values such as liberty and equality. The educated leaders started caste journals and held caste conferences. Funds were collected to organize the caste and to help the poorer members. Caste hostels, hospitals, cooperative societies, etc., became a common feature of urban social life. In general, it may be confidently said that the last hundred years have been a great increase in caste solidarity and the concomitant decrease of a sense of interdependence between different castes living in a region.”

French sociologist Pierre Bourdieu (1976) explains parallel to economic capital and cultural capital helps people to identify. Upper-class and middle-class people in India have acquired more significant cultural wealth than lower-class people. It is passed from one generation to another generation. He argues that "it is difficult to explain the structure and function of the social world without reintroducing capital in all its forms, not just as accepted in economic theory”.

Caste and Higher Education

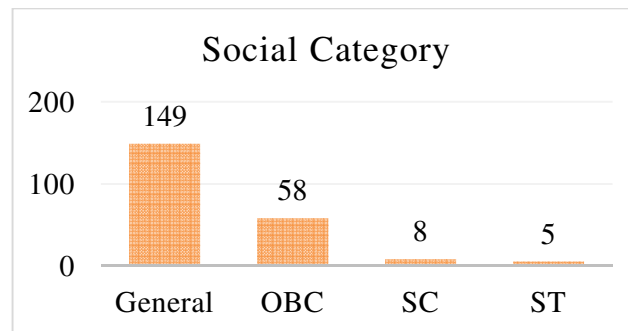
The education system can be analyzed through the social structure of Indian society predominantly divided on caste lines. The colonial rulers had initiated modern education in India. It has been expanding since independence. The urban elite who enjoys the socioeconomic status by their ascribed identity initially benefited from higher education. The Illiteracy and lower educational levels in society have created disparities among rural and urban areas. The elitist education system has miserably failed in creating an egalitarian effect on the social structure of the society. It certainly created social apprehension among the lower caste people in society. Later, the Indian state has come up with various affirmative action policies to neutralize education and the higher education system. Moreover, the education system fails to assist society in acquiring equal opportunities for citizens of the country. But, it is indeed to get a significant change through education in the community.

Table 3.4: Social Background of the Respondents

SL No	Social category	Respondents	Percentage
1	General	149	68
2	OBC	58	26
3	SC	8	4
4	ST	5	2
Total		220	100

Source: Computed data from the field.

Diagram3.4: Social Category of the respondents



The respondents from the study belong to different caste groups. Table 3.4 analyses the social category of the respondents. The study consists of 220 respondents. The highest number of respondents consists of 68% from the general category and 26% are from OBCs and 4% stand for SC's and 2% from ST's category. The general category shares the highest number of 68% compared to all the categories of the respondents. It distinguishes the majority of the respondents are from the general category it becomes a reality because of their social consciousness, access to resources, and aiming high made them accomplish their dreams. Moreover, it is fascinating to study that Indian society consists of a general category belong to 20% and other backward communities represent 58% Scheduled caste 18% and Scheduled Tribes 8%. The data represent the opposite phenomenon in international higher education.

Educational Qualifications of Respondents

The emergence of new technological innovations led to new changes in the political economy of various countries. Some of the countries which the West and Asia adopt new educational policies and provide a space for STEM (Science, Technology, Engineering, and Mathematics) courses in which engineering students enroll in a large number compared to other courses. With the rise of technology and gigantic chances for getting employment opportunities, the majority of the Indian youth prefers technical education in India in general and overseas education in particular. To experience and achieve better academic exposure, many Indian students are choosing to study abroad after completing undergraduate courses. For example, the United States has the most STEM courses, with 76% of international students joining in STEM courses. The UK has the second-largest number of international students enrolled in engineering and technology (52,635).

Meanwhile, in 2017-18, 4, 94,244 students studied STEM courses in Canada. Table 3.5 presents the number of aspiring students who wish to study overseas. The majority of the students come under the bachelor of technical education category, followed by other courses like pharmacy and business administration in undergraduate and postgraduate courses.

Education and International Importance

Education is a social institution in all societies. Education gives basic knowledge, learning skills, and culture. Every country is equipped with different educational system forms but varies from society to society. Countries like India- do not have basic educational amenities in government institutions. Poor maintenance and lack of technology in education, etc. Thus educational inequalities have emerged. Moreover, socio-economic circumstances always keep many citizens away from educational achievements. Higher Education was primarily available to the upper classes in India. They had access to scholarly resources and leisure time that could be utilized for learning. But, educational resources are not available to marginalized communities in India.

The rise of globalization and liberalization-its accompanying social changes made education more significant to developing countries. “There are two types of education,

formal education and informal education. Formal education corresponds to a systematic, organized education model, structured and administered according to a given set of laws and norms, presenting a relatively rigid curriculum regarding objectives, content, and methodology. Informal education explains learning about cultural values, standards, and expected behaviour through participation in society” (Sharma, P., & Choudhary, A. 2015).

It is difficult to access international education and opportunities for specific marginalized communities due to the absence of resources, caste, class, and gender prejudices. The developing countries cannot meet the growing and expanding demand for higher education. The state shall come up with more number of universities to overcome the demand for higher education. Table 3.5 describes the educational qualifications of the respondents.

Table 3.5: Educational Qualifications of Respondents

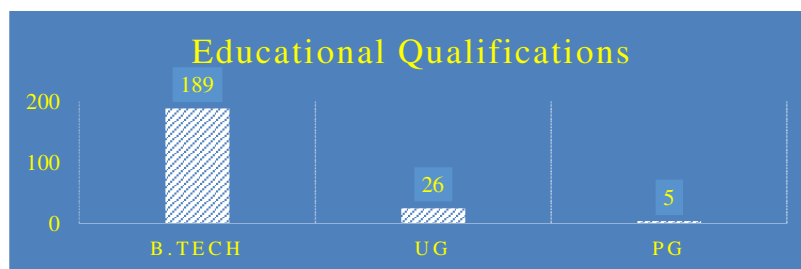
SL No	Educational qualification	Respondents	Percentage
1	B.Tech	189	86
2	UG	26	12
3	PG	5	2
Total		220	100

Source Computed data from the field.

Table 3.5 describes the Educational qualification of respondents. The table consists of 220 respondents, of which 189 respondents belong to Bachelor of Technical Education, 26 respondents are from undergraduate courses, and five respondents from the postgraduate courses. The 189 respondents consist of 86% and 12% stand for undergraduate studies and 2% are from postgraduate courses. The majority of the respondents consist of 86% from a technical education background. The growth of the Information and technology sector led to the establishment of multinational companies. It required a large scale of IT professionals. It attracted a large number of students to pursue technical education. With the impact of ICT, more private engineering colleges have been established in Hyderabad. It clearly emphasizes that International higher education widens the scope for technological education. The rise of globalization and

privatization has led to innovations in technology. It creates enormous opportunities for technocrats.

Diagram 3.5: Educational qualifications of Respondents



Source Computed data from the field.

College of study

Table 3.6 provides information about the college profile of the respondents. The private and government educational institutes influence students' opportunities to a greater extent. Hyderabad is not exceptional in providing better educational chances to the students. The private colleges' always promote their infrastructural facilities and quality of education and also gives post-study opportunities. Government/institutions/colleges suffer due to a lack of quality education and infrastructural facilities led a lack of quality education leading students' to private colleges. Table 3.6 table analyses government and private college settings.

Table: 3.6: College of Study

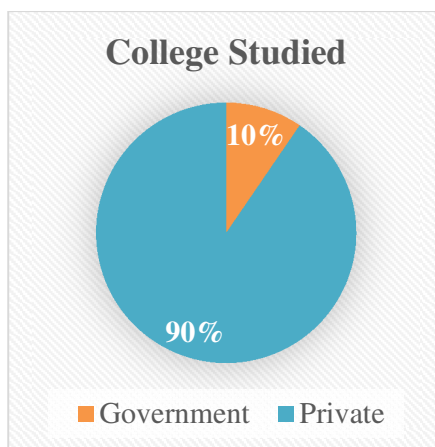
SL No	Studied college	Respondents	Percentage
1	Government	21	9
2	Private	199	91
Total		220	100

Source Computed data from the field.

Table 3.6 indicates the college profile of the respondents. It consists of 220 respondents, of which 199 students are from private colleges, and 21 students are from government colleges. A similar trend has been observed in the social category, where the highest number of students comes from the general category. A correlation exists between social category and the college in which they studied. The highest number of respondents consists of 91% enrolled in private colleges. The 9% of respondents belong

to government colleges. It's a unique phenomenon among students who wish to study abroad.

Diagram 3.6: College studied



Source Computed data from the field.

Parental Educational qualifications:

Table 3.7 analyse the father's educational qualifications of respondents. The parent's education plays a predominant character in shaping the children's educational careers. Table 3.7 is intended to map out the educational qualification of the fathers. The urban living settings could provide better educational opportunities through which low-paid workers could think about their children's International education. But, the parents residing in the villages with good income levels may not send their children to study abroad due to a lack of orientation or awareness on higher educational opportunities. Thus, the fathers' educational background plays an influential role in shaping children's academic planning and achievement.

Table 3.7: Fathers' Educational Qualification

SL No	Father's Education qualification	Respondents	Percentage
1	UG	163	74
2	PG	55	25
3	PhD	2	1
Total		220	100

Source Computed data from the field.

Table 3.7 demonstrates the father's educational qualifications of the respondents. The sample consists of 220 respondents, of which 163 respondents are from the undergraduate category, 55 respondents belong to the postgraduate category, and 2 are from PhDs. The large proportionate consist of 74% and 25% are from PG and 1% with Ph.D. It examines 163 respondents, consists of 74.1%. It's one-third of the percentage among other respondents. The majority of the fathers have come from undergraduate educational levels. It is interesting to observe that not a single respondent's father is illiterate.

Moreover, the higher levels of the father's educational background facilitated the students to attain access to higher education. The data illustrates that many of the students' fathers earned undergraduate and postgraduate degrees. Based on the data, the study argues that the father's educational qualifications could significantly influence students' choices to get international higher education. The students whose fathers had undergraduate and post-graduate qualifications represent 99 percent of the study sample. It exemplifies that only educated fathers could send their children to international higher education.

Father's occupation

Individual occupation plays a vital role in children's education. One of the major hypotheses is that the father's occupation is a crucial variable. It determines the student's choice of study overseas. This study classified the father's occupation into three types: private, government employee, and businesses. The private employees include pharmacists, managers in multinational companies, etc. Government employees such as lecturers, doctors, librarians, teachers and railways, etc. Business employees include contractors, builders, executive managers, etc. The below-mentioned occupations are based in semi-urban and urban areas. Thus, fathers' occupation provides a space for increasing income levels through which students aim high.

Table: 3.8 Father's Occupation

SL No	Fathers occupation	Respondents	Percentage
1	Private Employee	37	17
2	Government Employee	52	24
3	Business	131	59
Total		220	100

Source Computed data from the field.

Table 3.8 analyses the occupation levels. Those occupations are private employment, includes construction engineers, marketing developers, executive managers, etc. Government employees include Teachers, lecturers, Engineers and Doctors, and Professors. Finally, the business comprises of construction builders, executive directors of companies, various shop owners, etc. The data shows that significant proportions of the respondent's fathers are engaged in business. Better financial conditions could enable them to send their children to esteemed institutions worldwide. Even though the economic and educational status could influence the government and private employees to send their children abroad. Table 3.9 consists of 220 respondents among 37 respondents belonging to the private sector, 52 respondents are engaged in the government sector and remain 131 involved in business activities. The private employee consists of 17% and 24% of employees are from the government and 60% is meant for business. The data reveals that 60% of the respondents' fathers are engaging in the field of business. As discussed in table 3.7 majority of the respondents' fathers did higher education. It emphasizes that the educational status and occupational positions are very much allied to each other.

Father's Income:

Income is another significant indicator of one's class status, apart from education, occupation, and social capital. The transmission of intergenerational capital is closely linked to the parent's investment in children's human capital and is reflected in their academic background and position in society. Table 3.9 analyzes the respondents' father's income levels.

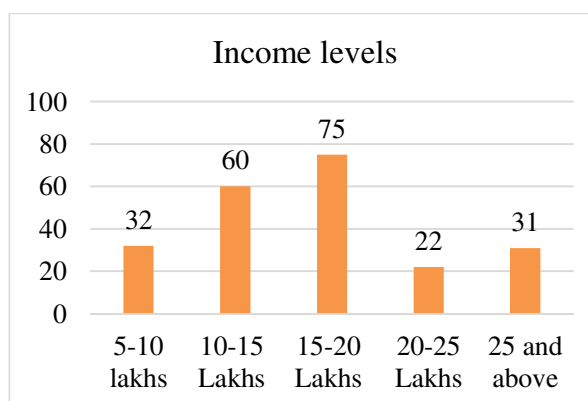
Table: 3.9 Father's Annual Income

SL No	Income Levels (lakhs)	Respondents	Percentage
1	5-10	32	15
2	10-15	60	27
3	15-20	75	35
4	20-25	22	10
5	25 and above	31	15
Total		220	100

Source Computed data from the field.

Table.9 shows the income levels. The study shows that 75 respondents' fathers' income is between 15 and 20 lakhs. The second majority of the respondents' fathers hold 10-15 lakhs. There are 31 respondents whose father's income is 25 lakhs and above and 32 respondents' father's income is between 5-10 lakhs. The least number of respondents who are 22 comes under the 20-25 lakhs father's income. The 32 respondents consist of 15% and 60 respondents are 27% and 75 respondents mean 35% and 22 respondents consist of 10% and 31 respondents consist of 15%. In contrast, the 75 respondents comprised 35% is the highest percentage compared to all the respondents. Interestingly, more than 75% of the respondent fathers are getting more than 1-lakh income monthly. As discussed in table 3.8 the 41% of the fathers are government employees remain 59% of fathers are engaged in business activities. It is interesting to observe that occupation and income levels are correlated with each other.

Diagram 3.9: Father's Annual Income



Source Computed data from the field

The data highlights that most of the fathers are associated with government /private sector and business activities. These families would have better chances to afford the educational expenses of their children in abroad institutions.

Significance of Mother's Education:

Dr. B.R Ambedkar calls upon women's education as *“I measure the progress of a community by the degree of progress which women have achieved”*. Education is a significant element of human development. Educated women have been given top priority in society. But historically, women have been suppressed, excluded, and attached to a stigma through which women are subjected to different kinds of oppression. However, the state has initiated multiple forms of developmental programs for the development of women. Beginning from the 20th century, new initiatives have been adopted to empower women. When men are educated, it helps them; when women are educated it benefits society. Mother Education plays a key role in the Indian context. It elevates the family's position and the “structure of social institutions” in India. It is having the capacity to build children's careers in their families. Educated mothers would provide better educational opportunities to their children. International higher education is not exceptional in this regard. Table 3.10 demonstrates the educational particularities of respondents' mothers.

Table 3.10 Mother's Education qualification

SL NO	Educational Qualification	Respondents	Percentage
1	UG	116	58
2	PG	102	46
3	PhD	2	1
Total		220	100

Source: Computed data from the field.

Table 3.10 examines the educational qualifications of respondents' mothers. The sample comprises 220 respondents, of which 116 belong to the undergraduate category, 102 are postgraduate, and 2 are from PhD. The 116 respondents represent 58% and 102 respondents exemplify 46% and remain 2 mean for 1%. It specifies that 58% of

respondents' mothers' educational qualifications represent the highest number. It is interesting to note that not a single mother is uneducated and the majority of the mothers are highly educated. The study argues that educated mothers tend to encourage their children to pursue higher education abroad. International higher education is a phenomenon of mostly educated parents.

Significance of Mothers Occupation:

The occupations are socially constructed in Indian society. The sacred text imposed different kinds of restrictions on women in general and women's occupations in particular. Due to the decline of imposed customary laws on women, paradigm shifts has opened a space to work in different occupations. The occupations are very much attached to diverse forms of value systems. For instance, the government employees have been given a special consideration having respect in the society. Government jobs are socially accepted compared to other occupations. These occupations determine exposure and understanding about international higher education. Wherein private employees receive the least priority in society. Even women are restricted to economically lucrative fields like engineers in both civil and mechanical. They typically pursue lower-paying occupations. However, women's participation in every sector has become limited. Apart from all the obstacles, women are achieving tremendous growth in the globalized world. Therefore, the respondents' mothers' occupation plays a crucial role in providing space/support to aspire for higher studies overseas. The following table 3.11 shows the respondents' mothers' occupations.

Table 3.11 Mother's Occupation

SL NO	Mother Occupation	Respondents	Percentage
1	Homemaker	58	26
2	Lecturer	25	12
3	Private Employee	80	36
4	Government Employee	57	26
Total		220	100

Computed data from the field.

Table 3.11 explores the Mother's occupational levels. The study sample consists of 220 respondents, of which 58 are homemakers 25 are lecturers, 80 are private employees and 57 are government employees. The 58 respondents comprised 26%, 25 respondents are 12% and 80 respondents are 36% and remain 57 government employees consist of 26%. It clearly describes private employees are the highest number consist of 36% are engaging in the private field. Since Hyderabad is, a metropolitan city has provided decent employment for women in the private sector followed by public employment. Remain 12 percent of respondents mothers were lecturers and inspired their children's or higher studies. However, 26 percent of respondents' mothers have remained as homemakers. Table 3.11 explains the impact of respondents' mothers' income on higher studies.

Impact of Mother's Income:

Income is an important socio-economic indicator. The mother's income plays a vital role in determining family position and children's carrier. Thus, it is a crucial variable to achieve educational attainment. Because of the gender limitations, woman's income levels are lower than men. Job opportunities have been offering decent income levels, particularly for women in streams like the software and banking sectors. The majority of the women's income levels are minimal. The respondent's mothers are engaged in the lowest income levels. Women's income levels have been increasing due to the rise of globalization and software industries. The mothers' income levels predominantly decide the children's educational choices. It is also one of the primary concerns of the students who intend to study overseas. Table 3.12 analyses mothers' annual income.

Table: 3.12 Mothers' Annual Income

SL No	Income levels (lakhs)	Respondents	Percentage
1	1-2	88	40
2	2- 2.5	49	22
3	2.5 and above	20	9
4	NA	63	28.7

Computed data from the field.

Table 3.12 discusses the mother's income levels. The sample of the respondents is 157 of which 88 respondents consist of 40% and 49 respondents represent 22% and 20 respondents are 9%. Almost 40% demonstrates the highest number of respondents. It advocates that 88 respondents are getting 1-2 lakhs. However, 20 respondents, consisting of 9%, are earning above 2.5 lakhs. Nevertheless, 63 respondents have not mentioned their mother's income levels. It consists of 28.7%. However, the respondents were not interested in disclosing their mother's income level even though the study says that the mother's income levels are taking a position to encourage the children's aspirations to study abroad.

Significance of Educational Qualifications of Siblings.

Siblings' education plays an essential part in achieving the educational attainments of young children in the family. Hauser and Wong (1989) stated that the "interrelationship between the level of education of siblings achievements impact older people on younger siblings". Boyle et al. (2007) examined the connection between social and family impacts on siblings' education levels. "Other studies have shown that siblings have direct and indirect consequences with each other, It leads to success or failure in future" (McHale, & Crouter, 2007). Siblings as role models provide insights about the courses and potential university spaces for better prospects. (Bankstone, 1998). So far, scholars have attempted to find the siblings as agents or mediators of successful education.

The behaviors and conditions associated with the siblings' education may affect the ambitions and choices relating to overseas education. However, it is a little challenging to understand that all elder siblings' decisions influence the educational choices of younger siblings. Because the older siblings act as a distinct source for the younger siblings. Older siblings act as mediators, role models, and supporters, and provide support, and guidance to younger siblings when required (Brody et al., 2003).

In addition, younger siblings respect and learn from older siblings in search of guidance. Younger siblings show affection for older siblings. This relationship helps them learn social skills and deal with constructive conflicts in a stable and safe relationship (Brody, 2004). Thus, the educational qualifications of elder siblings would act as an important component in characterizing the educational intentions and ambitions of younger

siblings in the families. Table 3.13 will analyze the educational qualifications of siblings.

Table 3.13 Educational levels of siblings

S.N	Educational Qualifications	No. of respondents	Percentage
1	UG	126	57
2	PG	85	39
3	PhD	7	3
4	Others	2	1
Total		220	100

Source: Computed data from the field.

Table 3.13 demonstrates the educational levels of siblings. The sample of the respondents is 220, of which 126 respondents consist of 57% and 85 respondents represent 39% and 7 respondents come under the 3% remain 2 respondents are almost 1%. It advocates that the 126 respondents represent the highest number of 57 percent. Followed by 85 respondents having 39 percent and the other 9 respondents come under 4 percent, which proposes the aspiring students have the elder and younger siblings in their families. It is essential to understand that the students who intend to study abroad get better guidance from their elder siblings. The elder siblings are considered as role models representing intellectual ability and educational attainment. It would also influence the educational ambitions of the younger siblings by the source of being the role model in their carrier. Moreover, all could lead to elder siblings' cognitive abilities/ideas will predominantly contribute to the maturity in decision-making and competence. Hence, it would affect younger siblings' lives in the advancement of their educational carrier.

Significance of Sibling's Occupation

The family's socio-economic status has always been influenced by the occupational status of the siblings. Sibling occupation is a core component of the family. It also guides and could give hope to the family in several aspects. It would also inspire the younger siblings and indeed, it could fulfill their financial necessities. The siblings' occupational position would reflect in multidimensional ways how family background and more youthful sibling's educational outcomes also get influenced. Siblings'

occupational levels might change the family structure through the socioeconomic capital. Thus, it would also affect the younger siblings' choices in attaining educational advancement. Table 3.14 demonstrates the various levels of occupational status of siblings.

Table 3.14 Occupation levels of Siblings

S.N	Occupation	No. of respondents	Percentage
1	Business	80	36
2	Government employee	28	13
3	Private Employee	97	44
4	Others	15	7
Total		220	100

Source: Computed data from the field.

Table 3.14 illustrates the occupational levels of siblings. The sample of the respondents is 220 of which 97 respondents consist of 44% and 80 respondents come under 36% and 28 respondents denote 13% remain 15 respondents belong to other category having 6.9%. The highest number of respondents comes under the private employment category. Private and business occupations represent the highest numbers. A large number of elder siblings are engaging in various kinds of occupational levels. Finally, the siblings' occupational status tends to considerably influence the educational accomplishment and attainment of younger siblings in the family. One of the interesting findings of the study is evident in the shift from the public to the private sector. Only 13% of brothers and sisters are engaged in the government sector compared to 44% in the private sector. The impact of globalisation and the rise of technology has created a scope for more private employment opportunities than government jobs. It is interesting to manifest that it is an inter-generational shift compared to the father's and mother's occupation.

Significance of Sibling's income

Economic conditions are necessary in determining individuals' or families' socio-economic status. Sibling income is one of the major components of a family. The siblings' income certainly gives financial assistance to the younger siblings more likely to choose college and university education. Sibling education could also characterize

the family status in general and younger siblings' educational achievement. The siblings are more likely to be getting higher income than the other family members. It would lead to having higher material assets.

Table 3.15 Siblings Annual Income

S.N	Income (Lakhs)	No. of respondents	Percentage
1	1-5	140	63
2	5-10	48	22
3	10-15	17	8
4	15-20	8	4
5	20-25	5	2
6	25 and above	2	1
Total		220	100

Computed data from the field.

Table 3.15 illustrates the siblings' income levels. The sample of the respondents is 220 of which 140 respondents consist of 63% and 48 respondents having 22% and 17 respondents come under 8% and 8 respondents representing 4% remain 5 respondents are possessed 2% finally, 2 respondents almost have 1%. It advocates that 140 respondents have 1-5 lakhs of income; 48 are getting 5-10 lakhs of income in a year. The 17 respondents possess 10-15 lakhs per year. The 8 respondents are earning 15-20 lakhs annually. The five respondents are annually attaining 20-25 lakhs and finally, two respondents are highly getting their income levels consists of 25 lakhs and above. It advocates that the siblings' income levels also have a crucial role in selecting younger siblings' college and university education.

Significance of Language

Language acts as a mode of communication between people, communities, groups, etc. The English language is spreading globally in an unprecedented manner.

“As the impact of globalization widens and deepens, higher education worldwide has been actively responding with the internationalization of related institutions. Among the many initiatives undertaken in internationalizing higher education, there has been a movement toward the use of English as a medium of instruction at various levels and scales” (Altbach, 2016).

The incorporation of English in higher education also offers prospects for global mobility of individuals, both fascinating international students. It is a profitable market and being able to send domestic students abroad, thus enhancing an international presence. English has become a significant knowledge production of non-native English-speaking countries. The colonialization has imposed English as a primary language. It denotes that the impetus of globalization propelled the use of English, expanding its use further in postcolonial states and other largely monolingual countries in the East (Cenoz & Jessner, 2000). English has become a general theme in many of the non-native English-speaking countries in the world. The English language has been considered a symbol of internationalization in third-world countries. Many institutions and universities are adopting English as a primary instruction and expanding their market in a globalized world. Table 3.16 demonstrates languages known to the respondents.

Table 3.16 Languages known

S.N	Languages known	Frequency	Percentage
1	English	207	95
2	English/French	7	3
3	English/German	1	0.5
4	English/Malayalam	1	0.5
5	English/Urdu	3	1.3
6	English/Tamil	1	0.5
Total		220	100

Source: Computed data from the field.

Table 3.16 illustrates the languages known. The sample of the respondents is 220 of which 207 respondents consist of 95% and 7 respondents represent 3.1% and 3 respondents have 1.3%. Finally, the remaining respondents 3, possessing 1.5%. All the students are known the English language. However, few students are fluent in other international and regional languages. The table advocates that all the students who intend to study overseas consider English as a primary communication source. It makes them understand the host country's cultural practices in general and better education

and employment opportunities in particular. Globalization has led to the internationalization of education. It relies on the expansion of educational institutions. Thus, the English language is growing substantially in a globalized world every day.

Summary:

This study illustrates various socio-economic and cultural aspects of the students who wish to study overseas. Primarily students' age group is 21 to 28, which demonstrates that the young age group is trying to move for overseas higher studies. The socio-economic position has become a significant component of all the students. The study has found that gender prejudices significantly affects the Indian education system. Even though the female student enrollment ratio has increased in higher education studies. But, In the context of India's international higher education, female students belong to dominant social backgrounds, which states that global higher education in the Indian context does not only have a gender dimension but, is also largely a dominant peasant caste phenomenon.

The Hindu religious students' proportions is higher than other religious communities as far as religion is concerned. The respondents are based in Hyderabad city. Hyderabad constitutes almost 43% of Muslim population. But, they are only 4.1% which exemplifies that the sacred religious system is very much connected with education in general and international higher education in particular. The social category is a fundamental perception of Indian society. The consciousness of social capital could enhance every individual's capacity and transform into two other capitals such as cultural and economic capital. The advancement of social status might encourage every individual to engage in diverse forms of activities to lead their future endeavors in those the education could be one such aspect.

The highest number of students who intend to study overseas belong to the upper strata and upper class such as Kamma, Reddy, Kapu, and Velama. Many of them are belong to peasant caste communities. Moreover, they constitute significantly less proportionate than other social categories of society. It demonstrates that ascribed identities have been playing a significant role in attaining their status in society. Moreover, the identities are dependent variables of socio, economic, and cultural capitals. It is a shift from Brahmin

dominance in higher education to peasant caste domination. The social category is very much associated with the educational qualifications of the students. The social category very much conditions the economic position. Thus, educational qualification and social category are interconnected with each other. The family is a significant element of socialization. Parents' education, occupation and income levels also play a vital part in characterizing the choice of study destinations. Still, it is different from rural and urban settings. It varies from socially advanced and economically disadvantaged communities to financially well settled and culturally backward communities. The student's parents are engaging in all different kinds of occupations.

The occupations are classified into two categories the most prestigious occupations and lower-ranking occupations. The occupational status comprehends both income and educational attainment of the family. All together lead to giving better educational standards for the children in the family. Even though a large number of student respondents primarily belong to one particular dominant social category, it is highly linked with their status, which historically comes from the ascribed identity. These forms of identities have been led to acquire and possess the socio-economic and cultural capitals. Finally, international higher education is associated with various socio-economic and cultural capitals in an Indian setting. Global higher education is massively expanding in the Indian context, but it is an upper-caste and upper-class phenomenon in general and peasant caste phenomenon in particular.

The following chapter will discuss diverse motivational factors that primarily shape the idea of studying abroad. It will also establish the significance of international higher education. The chapter will debate with personal narratives of the students. The chapter will highlight the academic and non-academic dynamics that primarily play an important role in selecting students' study destination choices. The chapter will discuss the lapses in Indian academia in general and STEM education in particular.

CHAPTER-IV

MOTIVATIONAL FACTORS FOR STUDYING ABROAD:

INTRODUCTION

The chapter explores diverse motivational factors which primarily responsible for international student migration. The literature indicates that international students' decisions may be influenced by the various factors associated with the host country's socio-economic, political, and cultural issues. Moreover, globalization has created a space for expanding international higher education. Most western countries have changed their foreign policies to attract students from developing countries. A large number of private companies are coming up with new educational branch campuses in western countries. American higher education stands out for its excellency and global recognition. In many developing countries, students are attracted by foreign educational institutions.

This chapter goes on to describe motivational choices. It includes the international exposure, Institution reputation, reputation as a safe country, permanent residency choices in general, and the international curriculum, quality of education, industrial tie-up, and host country technology-based programs. Moreover, online marketing, social media networks and Information and communication technology encourage students to study in foreign universities. The study based on empirical research presents motivational factors for the ISM. It identified some of the critical factors which determine the Indian student's decision-making procedure. The study observed that the academic and socio-cultural factors drive international student migration. A cursory reading of the literature on educational factors highlights the fundamental differences in curriculum and pedagogy in western and non-western countries.

According to Ivy (2010) three popular models guide educational decisions of students'. First economic, second sociological and third information processing. The economic model of student choice emphasizes the cost aspects of their research, including choosing to study rather than work. The sociological model chosen by the student includes family influences, individual motivations and abilities, and other influences. Student information processing models combine economic and sociological models to

make further research and institutional selection processes. Maringe and Carter (2007) summarize that decision-making is generally theorized as a five-stage task involve finding difficulties requiring a solution. Looking for alternative information and ratings that make a purchase decision ultimately. Other studies suggest an order in which students elect to study in host countries in several circumstances. According to Cubillo et al. (2006), the image of a country, city, or educational institution determines transnational students' decisions. Some facets of studying and living in the city include safety, cultural activities, international experience, university environment, infrastructure, the better quality of life, and visa application and immigration prospects (Bodycott, 2009). Observations from the field inform that students in India have a higher respect for American university degrees. It is interesting to note that most of the parents given a chance prefer to send their children to study in any of the universities in the western countries in general and American universities in particular.

In the era of globalization, international higher education has increased significantly. Altbach & Knight, (2007) emphasizes that globalization correlates with the ability of trans local entities to interact with each other. Globalization and internationalization are the primary sources. Through, internationalization many public and private university have been opening their campuses in first-world nations. Many private companies have come forward to open their branches in many parts of the world through which many of the developing countries' students are being attracted by these new developments. The different motivational factors have played a significant role in selecting a particular university or institution in a host country. So, higher educational motivation has been acknowledged in two ways internal and external factors motivate. On the one hand, social, cultural support, direct and indirect motivation from family members, relatives, and friends play a significant role in students aspiring for higher studies overseas.

The students' decisions and choices are determined by the role of social networks which friends and relatives are influencing. But, few students have better chances in these networks than the other students. As a result, new migrating networks have been emerging for International students. Wells, A. (2014) demonstrates the role of social networks as follows...

“There is overwhelming evidence that the decisions and choices of students concerning exchange and degree mobility are grounded in their social networks and are primarily influenced by recommendations from friends who have had relevant experience. But some students have wider access to these networks than others. This is why the creation of new migrating student networks; support groups, and ‘buddy programs’ should be a priority for the local branches of international student organizations such as the European Student Union who seek to facilitate mobility”.

External factors of the aspirants of under-graduate higher education students are primarily concerned with the high level of skill prices and better employment opportunities overseas. In contrast, all the factors are lacking in the origin countries tend to favor the emigration of students for higher studies. Moreover, Wells, A. (2014) describes various mobility approaches.

“The mobility is moving from one place to another. The relocation from one place to another is geographical mobility and can be divided into intra- and international mobility. Intra-national mobility takes place within a country whilst international mobility crosses national borders and is also known as transnational. It focuses only on the mobility of students, which is a part of academic mobility, and not on the overall geographical mobility of individuals. International academic mobility of students can be virtual (computer-mediated, long-distance) or physical (also called spatial or geographical). From the point of view of socio-politics, ISM can be inward (into a country) or outward (out of a country). All these types of mobilities are educational processes, of course, but they often entail different experiences, like virtual and physical academic mobility, and result in different outcomes.”

Student mobility is happening inside and outside of the country for academic mobility. It can be seen as transnational mobility of the student migration. These types of mobilities are known for better educational opportunities. The women are more apprehensive about the specific factors related to studying overseas than their male counterparts. “The women have presented a greater preparation for studying abroad than the men. Since science education concern with financial support from families, it is tough to attain their overseas”.

Globalization and Higher education:

Globalization of higher education has created diverse practices such as international mobility, changes in the curriculum and pedagogy and new technological innovations. But it has changed the cultural representation of university education. University education was confined to the elite. But, it has allowed access to a large number of people across the states. It has become a reality with the implementation of neoliberal policies. Over a period, the access levels have been increased for technical education. It has led to a demand for the best universities with good academic rankings.

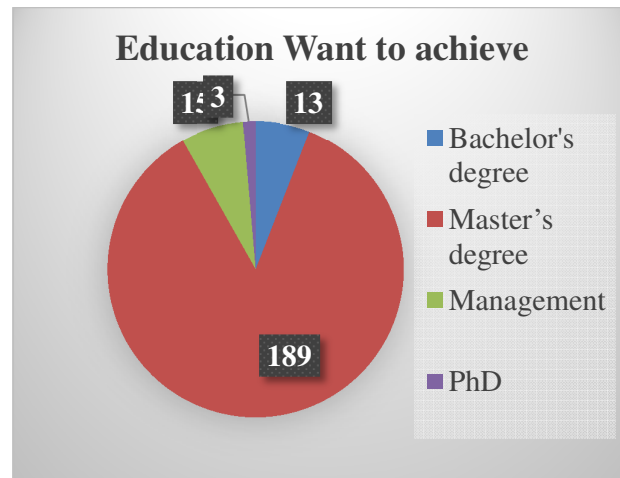
Table 4.1 Highest level of Education: (Respondents goal of studying)

S.N	Education	No. of Respondents	Percentage
1	Bachelor's degree	13	6
2	Master's degree	189	86
3	Management	15	7
4	PhD	3	1
Total		220	100

Source: Computed data from the field.

American higher education is the centre for higher learning institutions. The United States has been renowned for the creation of a knowledge hub. The United States has become the world's most significant destination for higher education, offering number of courses in bachelor's, master's, management, and other graduate programs. Students considered studying in the United States as prestigious. Thus, a large number of Indian students are moving to study in the United States. The above table 4.1 illustrates that 13 students have opted for Bachelor's and 189 students have chosen to study Master's Degree and 15 students for Management courses. Finally, 3 students are interested in pursuing a course in the graduate program out of the total number of 220 respondents. The highest number of students represents 86% for the Master's degree programs in the United States. It is manifested that the students who intended to study abroad predominantly choose a Master's degree as a priority. The foremost reasons for selecting a master's degree in the USA might be the prestigious degree, famous for a comprehensive approach for a master's degree and other degree programs.

Diagram: 4.1 highest level of Education they want to achieve



Source: Computed data from the field.

The idea of studying abroad was raised by:

The idea of studying abroad is a lifetime goal for most international students. It can be a life-spinning experience. It could also enhance the global network and experience the multi-cultural ways of living standards. It would significantly lead to education and educational carriers of prospective students' life. The idea of studying abroad is a multifaceted process. As Maringe & Carter (2007) says, decision-making is a multi-step, complex procedure that is consciously and sometimes unknowingly adopted by students seeking a degree. The problem of studying and choosing a destination to study has been resolved. "Influence and recommendations from family, relatives, friends and professors also play an important role in the student decision-making process for higher education" (Maringe & Carter, 2007).

Mazzarol and Soutar's (2002) advocated that the main impact was personal references from graduates and word-of-mouth. Even if most students decide to study abroad on their own. But their families, relatives and friends have an immense impact on them by giving them information and suggestions (Ibid). Further, Mazzarol and Soutar's (2002) emphasized the strong influence of parents on study abroad, particularly among Indonesian and Taiwanese students.

Previous studies reveal the critical role played by the family in India. A cursory reading of sociological and anthropological studies on Indian family highlights the inseparable relationship between the children and parents. The parent's influences in shaping the children's personal and professional decisions even in the 21st century in India.

An in-depth analysis of the data on the role of the family in determining the choice of academic destinations in America reveals that Indian parents from upper and middle-class backgrounds attach the utmost critical significance to higher education in the U.K in the past and the USA in contemporary times. It is interesting to see their parents actively supported more than 58% of the respondents. Table 4.2 discusses the idea of studying abroad initially given by multiple groups.

Table: 4.2. The idea of studying in abroad raised by

S.N	The idea of studying abroad raised by	No. of Respondents	Percentage
1	Family Members	127	58
2	Teachers	36	16
3	Relatives	27	12
4	Friends	20	10
5	Seniors	10	4
Total		220	100

Source: Computed data from the field.

The table 4.2 demonstrates that the sample of the respondents consists of 220, in which family members have influenced 127 respondents consists of 58%, followed by 36 respondents who have got the idea from teachers, including 16% of the 27 respondents motivated by relatives having 12% remaining 20 respondents have got the idea from friends, which represents 10%. Finally, 10 respondents have received advice from seniors, including 4%. The data shows that the idea of studying abroad primarily comes from family members, followed by teachers' relatives, etc. The family is a social institution that plays a vital role in traditional countries like India; it has been a core foundation for students who intended to study abroad for the advancement of their carrier.

Students who left their families to attend college were more likely to be aware of their support from their families (parents) but had a higher level of loneliness and social anxiety. This may specify that as students move to college or university, they feel a greater wish for security from parents. Therefore, they achieve greater gratitude for their support. Moreover, the study found that student perceptions of safety in parental relationships predicted other positive changes in student expectations for assistance in a move to college. Safe parental ties and family support will help students to evaluate other sources of support better. Table 4.3 analyses the preparation time of the respondents.

Table: 4.3. The Preparation duration of Respondents

S.N	Duration	No. of Respondents	Percentage
1	0-2 weeks	25	11
2	2-4 weeks	60	27
3	1-2 months	58	27
4	2-4 Months	50	23
5	4 Month and above	27	12
Total		220	100

Source: Computed data from the field.

Table 4.3 consists of 220 respondents, of which 60 respondents representing 27% have started preparation for two to four weeks. 58 respondents includes 27%, 50 respondents' shares 23%, 27 respondents having 12% 25 respondents are comes under 11%. It demonstrates that the highest number of respondents have started preparation from 2-4 weeks and 27 respondents have started preparing for study abroad from 4 months and above. Finally, only 25 respondents began only two weeks. It illustrates that students take time to prepare and write the exams like GRE, IELTS, and TOFEL from two to four months and above.

Major considerations for study in abroad.

Powar (2014) demonstrates that the increase in wealth in developing countries has assisted make the number of families finding higher education abroad much more affordable than earlier. Education abroad is not the hegemony of the elite class but many students belong to the middle class. In a joint study by the Federation of Indian Chambers of Commerce (ASSOCHAM) and the Tata Institute of Social Sciences (TISS), “Indians spend about \$6–7 billion every year in sending their children abroad for higher education. It is not just the elite who spend generously on good education and credentials; middle-class families also spend their lifetime savings on educating their children abroad” (The Economic Times, 2015).

International higher education is not a new phenomenon but international students have been massively attracted by western countries due to globalization and internationalization of higher education. Many of the developed countries have to change their policies to attract international students from developing countries. Moreover, students are attracted by the following factors: institutions' reputation, tuition fee, foreign exposure, cost of living, and university environment conditions.

Institutional Reputation:

The American higher education system is considered one of the best models of education. Its aggregate “diversity of institutions (i.e., public and private institutions, more prominent city universities, community colleges, small rural campuses) strive for equity, fairness, excellence and education for diverse people” (Bowden, Kurzwell, Tobin, & Pichler, 2005). The number of international students in the United States is constantly increasing; higher education institutions in the United States realize how to guide better and recollect these students and identify their worth, ability, and influence on the global market. For example, Ashby, (2006) informs that “large number of international students are studying in science, technology, engineering, and mathematics (STEM) courses”. As this trend continues, many international students remain in the United States to pursue graduate research for advanced careers, and international students are seen as a driving force for American innovation and technological progress.(Chellaraj, Maskus, & Mattoo, 2005; NAFSA, 2013).

Findlay et al (2011) demonstrates that “students can choose their study destination in terms of the educational status and eminence of the institution. The location of a university in a particular county can also be significant, especially when it comes to state immigration and citizenship policies”. It could help to settle after graduation. Moreover, US universities (HEI) continue to attract diverse students, including international students, with their extensive higher education system and various “degree programs offered”. (Forster, 2004), along with their “internationalization initiatives”. Johnson, (2011) claims that institutional reputation is one of the crucial factors that drive students in selecting an overseas university. The course's completion is completed, and many of the students intend to get better employment opportunities in the host country.

Tuition Fee:

The large number of students are interested to pay “high tuition fees because they consider education as an investment in the future when look for better work opportunities” (Han, 2010). Connecting family “investment” in their children's higher education for children to earn cultural capital (Waters, 2006). Such practices by middle-class families are considered "exclusive." This means that the benefits of working-class children will be replicated all the generations (Bourdieu et al 1996). The developed nations are attracting international students for various reasons. First, they considered international students as a source of revenue for universities. They pay higher fees than domestic students. The second international student's migration is concerned with skilled and highly skilled forms compared to other migration patterns, like low skilled and forced migration. The impact of globalization brain drain phenomenon has become a worldwide program. The students planning to study overseas view another important element as tuition fees. They are fascinated to join the best universities in the United States. However, tuition fees are very high in American institutions even though they considered tuition fees are a major concern.

Foreign Exposure:

Bennett, (1993) analyses International higher education programs provide broad exposure to overseas environments within the academic environment, as study abroad programs contribute to personal and professional development and are synchronized

with the sociological concepts of ethnic relations. The international exposure would give the inter-cultural understanding of various aspects. The student would encounter different kinds of cultural pluralities that could enhance, allowing him to experience and understand the global perspectives from a different cultural context. Moreover, when students are exposed to international higher education, they acquire knowledge about the global market. All of these would lead to understand, create, and practice the new knowledge system in the future.

Cost of living:

Li, M., Bray, M. (2007) argues that native countries may also have an important pull factor in retaining some students. Like, Language and cultural security, social and family relations, reduction of living expenses, etc. Moreover, students who are considering or have already studied abroad are very likely to be experienced by several push factors during their stay in the host country. However, the response to these impacts depends on a highly personalized and challenging set of characteristics.

University environment condition:

Gloria, Hird & Navarro (2001), a student's perception of the university atmosphere, including cultural similarity, or how well the student is aware of the culture that is welcomed, characterized, and supported by the university, is important for the student to adapt life in the university. Belcheir (2003) says that the campus atmosphere gives features of the university, including academic goals. Participation in non-academic activities, building social networks, interacting with culturally or ethnically diverse students, and attending university-sponsored events significantly impact students, particularly ethnic minority students' process of adjustment to university culture.

The Social networks of Respondents

Table 4.4 discusses the social networks of the respondents. Asian Indian students are more strongly connected to the societal aspects (Ivy, 2010).

Table: 4.4. The family members and relatives have stayed/studied abroad.

S.N	Response	Number of Respondents	Percentage
1	Yes	157	71%
2	No	63	29%
Total		220	100

Source: Computed data from the field.

The study consists of 220 respondents, of which 157 respondents represent 71% and 63 respondents have 29%. It is observed that the highest number of respondents have family members and relatives abroad. It could become an important element in selecting the host country and institution. It would make them too easy to access and get information about study destinations and university information. It is argued that, indeed, the idea of studying abroad comes from relatives who have lived overseas for several years. The respondents would be instructed by the several ways they needed appropriate information about the host country and institution. Thus, social networks could have played a significant role in studying abroad. Table 4.5 analyses the information about respondents' family members who have resident status in the host country.

Table 4.5 The family members and relatives have permanent resident status.

S.N	Response	Number of Respondents	Percentage
1	Yes	145	66%
2	No	75	34%
Total		220	100

Source: Computed data from the field.

Table 4.5 examines the permanent resident status of respondents' relatives. The table consists of 220 respondents, of which 145 respondents represent 66% of relatives who have permanent resident status and 75 respondents comprised of 34% have stated that are not having a permanent position. The family members' and relatives' citizenship would play an essential role in selecting the university and its academic standards. It could provide psychological support and methodological inquiry about the institutions

in country. The following case study represents the personal narrative of the student studying in an engineering college based in Hyderabad intended to study overseas.

Mr Abhishek, aged 21, belongs to the OBC community, one of the largest communities in Telangana State. He was born and brought up in Hyderabad. The family profile of Abhishek reveals that his father did a PhD working as a professor. Moreover, His mother also holds a PhD in Library studies. His sister is studying Masters. His parents' educational journey has inspired him to study higher education abroad. The educational journey of Abhishek shows that he completed his schooling in one of the private schools with the medium of instruction in English. He did intermediate (10+2) with Mathematics, Physics and Chemistry (MPC) in one of the corporate colleges based in Hyderabad. He has a Bachelor's degree in Engineering from a private college based in Hyderabad. He studied in all the private educational institutions in Hyderabad. He belongs to nuclear family background, given his parent's economic position as they did not get any financial hurdles supporting his education. While pursuing his B.Tech final semester, he enrolled in a private coaching centre for GRE preparation for 3 months. The coaching will help him to secure a better score in the exam through which he will get admission to a well-reputed college in the United States. He strongly felt that acquiring a foreign degree would enable him to find a better job in a competitive global market. He has been planning to apply for MS in any of the American institutions.

He says that American institutions are known for their quality of teaching and better employment prospects globally. He says that his parents are always encouraging. Their dream for him is to study overseas, which will help him move to the U.S for higher studies. His cousin's brother is working as a software professional in a Multinational Company as a branch head having a Permanent Residency. He always encourages him to apply for any of the American universities. Moreover, he shares information about

American colleges, the education system and offered fellowships for international students. His relatives who possess permanent residency would help him to accommodate easily once he gets the visa in early phase of his entry into the United States.

Moreover, he enjoys educational, economic, and moral support throughout his entire academic journey from his family. His parents always insisted to pursue higher studies in the United States. Since his relatives are enjoying permanent residency in the United States, they constantly encourage him to apply for higher studies in the US.

Ms. Chetana Paruchuri, aged 20 years, practices the Hindu Religion, belongs to Kamma Community, and was born and brought up in Hyderabad. She did her schooling at Bharatiya Vidya Bhavan (BVB), one of the well-known corporate schools in jubilee hills based in Hyderabad. She did (10+2) from a private college. She is studying Bachelor of Technology in a private college based on the outskirts of Hyderabad. Ms. Chetana reveals that her father did civil engineering working as an engineer in a private company. Her mother did Civil engineering working as an engineer in the central government. Her brother is studying D.Pharm in a private college based in Hyderabad. Ms. Chetana recalls her childhood, and when she was five years old, her father missed the opportunity to work in the United States as a civil engineer. She reiterates that her family constantly encourages her to study abroad. She didn't face any financial problems during her educational journey so far.

Moreover, most of her relatives are based in the United States for the last 15 years. They hold the top positions in Multinational companies as business analysts. Ms. Chetana reveals that her kin always insists on her pursuing a bachelor's in Business management. But, she opted for (ECE) Electronics and Communications and Engineering in B.Tech. Whenever they visit Hyderabad, they share the value of an American degree, particularly in Technical Education. Her family and relatives are encouraging Ms. Chetana to apply for higher studies in the United States.

The foregoing account reveals that Ms. Chetana got all kinds of support from her family and relatives while studying Bachelor's degree in technical education. But, her father missed the opportunity to work as a civil engineer in the US. Moreover, her relatives who have been having permanent residency are the primary source of selecting higher studies abroad.

The permanent resident status could work positively for the student because they would experience or encounter the cultural shock in host countries in the initial days of entry. Thus, the relatives' permanent residency status will become an essential aspect for the new international students. Table 4.6 analyses the students' prior communication with the aspiring (prospective) university before admission.

Table: 4.6 The communication with the aspiring university before admission?

S.N	Response	Number of Respondents	Percentage
1	Yes	196	89%
2	No	24	11%
Total		220	100

Source: Computed data from the field.

Table 4.6 encompasses 220 respondents, of which 196 respondents consist of 89%, have stated that they have been in touch with the university before admission. The remaining 24 respondents covering 11% have mentioned that they have not been in touch with the university they intended to study. The study demonstrates that the highest number of respondents have already been in contact with the institution. So, they would come to know about academic requirements like courses, tuition fees, cost of living, weather conditions etc., All these would give them informal access to getting overseas education.

The previous observations highlight the cultural economy of international higher education for young Indian students. They prefer foreign education to meet the global expectations of host countries and cultural expectations in the home country. Thus the meanings of students' migration for Indian students vary from other migrations. The

theory of cultural reproduction describes it. It says that students with a privileged background reproduce the "advantages" for students with a disadvantaged experience by utilizing various forms of capital in addition to economic capital. (Berggren, 2006; Bourdieu, 1992). In relation to Bourdieu (1973) talks about "cultural capital." This includes academic qualifications, language skills, book purchase/reading, and theatre/museum/concert participation. Not only the access shaped by the social class to which it belongs but access to cultural capital is replicated in all the generations within different social classes.

International Exposure:

Guruz, (2011) demonstrates that International exposure is one of the key components in selecting an overseas higher education. It would influence international students' choice of program and country. For several reasons, the United States is the most popular destination for international students. Guruz, (2011) claims that first, "international students have the advantage of returning to their home country with an American degree and experience" Therefore, Lee, Maldonado- Maldonado, & Rhoades, (2006) argues that "qualifications and experience" are extremely respected by the government and the private sector. For instance, many existing and past presidents and prime ministers of countries across the world are studied in the United States' in elite higher education institutions (Ibid). "Indeed, an Indian student may decide that attending a lower-ranked institution in the United States is a better long-term investment than attending a highly ranked institution in India due to their exposure to the United States and the subsequent benefits".

The below case study has been conducted with aspiring students pursuing engineering studies based in Hyderabad.

International Exposure:

Ms. Rachana Reddy, aged 22 hails from Nizamabad district, Northern part of Telangana state, known for agricultural advancement and economic development. Her family possesses fertile land in the village. She belongs to one of the dominant castes in the Telangana State. Ms. Rachana reveals that her father worked

in a postal department in Hyderabad and her mother did MCA engaging in her own business activities. The educational trajectory of Ms. Rachana says that she had completed primary and secondary education in presidency high school Nizamabad. Her father transferred to the Hyderabad branch. Their family moved to Hyderabad. She also completed (10+2) intermediate in one of the corporate colleges in Hyderabad. She has opted to study B.Tech in a private college in Hyderabad. She didn't face any financial obstacles in the educational journey. Ms. Rachana, in the process of applying to the best American Universities for M.S, she said that the best practices of the American education system should enhance the students to get an overall exposure to American education is known for its international outlook. The American degree is considered a prestigious degree. Ms. Rachana reiterates that intercultural knowledge and exposure enable us to work with global standards and expand the international network. It will facilitate understanding the customs and cultural practices of different people. Critical thinking will entitle them to be independent and strengthen their worldview on the global education system. Her parents keep on encouraging her to join the best institutions in the United States.

Mr Sai Phaninder Reddy, a young student aged 19, is pursuing a Bachelor of Technology (B.Tech) and belongs to the dominant caste in Telangana. He lives in Hyderabad. Phaninder's father is a lecturer in Mathematics working in a government college. His mother did B.Tech. She is a housewife. His elder brother did M.Tech working as a software engineer in the United States. Mr. Phaninder reveals that he completed schooling at a corporate school in Kukatpally. He did (10+2) from Sri Chaitanya College, which is famous for preparing students for EMCET (A standard entrance test for Engineering and Medical students). He completed schooling and college (10 +2) in English medium background. His parents and brother are pillars in pursuit of higher studies with global exposure. He joined a private coaching centre reputed for GRE coaching in Kukatpally near to his

home. His brother always encourages him to apply for a Master's in the best American Universities. He says that foreign exposure will enhance market and multilingual skills and pull out from the coziness zone. The international exposure will challenge him to make more efforts to socialize and be independent in his career. He says that his elder brother working as a software professional, settled in the United States. Moreover, he aims to settle as an IT professional in the US.

The foregoing analysis reflects the personal narratives of the students who are planning to apply for higher studies in the United States. Global exposure would enhance the capabilities and expands the networks to understand and expose the new challenges in the global competitive market. It will take their career to new heights.

Institutions reputation:

Mazzarol and Soutar (2002) point out that “international students are highly influenced by following aspects such as choosing an institution: a reputation for the quality of institution: Relationships or partnerships with other educational institutions familiar to students, excellent staff, graduate bases, and a number of students joined in the institution”.

The following case study will demonstrate the institution's reputation and better academic opportunities for science graduates in host country institutions.

Institutions reputation:

Ms. Vishnu Priya, aged 20, belongs to Kamma (Chowdary) community and is a Hindu by religion, born and brought up in Hyderabad. The family's educational history reveals that her father did ECE in engineering, working as a Deputy General Manager, whereas her mother studied Intermediate. She is a homemaker. Her elder brother did MBBS. She said that her relatives have been working as software professionals and Doctors both in India and the US. The Educational Journey of Ms. Vishnu Priya reveals that she enrolled in a private school for primary and secondary education with English as instruction. She completed Intermediate (10+2) from corporate college in Hyderabad. She opted to study B.Tech in

biomedical engineering. She states that good colleges are less in number and significantly fewer opportunities in biomedical engineering in India. These Institutions are not research-oriented.

Moreover, they do not have any reputation. She came to know about the Master's in Biomedical engineering courses and institutions in the United States through her relatives and friends. They are highly competitive in terms of research, competitiveness and employability and have the global rankings in biomedical engineering sciences. The institution's reputation certainly will enable them to get subjective knowledge. Moreover, it would help them to get better employment opportunities. She says that the institution's reputation always plays a key role in choosing higher studies abroad. It includes best curriculum practices, research and innovation, global overview and knowledge sharing. Ms. Vishnu Priya is planning to apply for the spring session for higher studies in North American universities and opines that fewer academic opportunities in the home country for the biomedical science graduates push to pursue higher studies in reputed institutions abroad.

The account of Ms. Vishnu Priya reveals that she finds it extremely difficult to pursue biomedical engineering in India. She said that biomedical science Institutions are not research-oriented and less in number. The critical analysis of the case study reveals that the rapid expansion of engineering colleges has given access and equity to the majority of the sections. But, it has not maintained the quality in terms of engineering education. Moreover, institutions have not attributed themselves to getting a reputation in engineering sciences. Finally, it leads to a massive flow of Indian students in general and Telugu students to move for higher studies abroad.

Mr. Rajesh, aged 23, is Hindu and belongs to the Scheduled Caste-Mala (ex-untouchable) community from Nalgonda district, the southern part of Telangana. He was born and brought up in a village. The educational history of the Rajesh family reveals that his father studied up to degree, whereas his mother completed her 12th. His elder brother did PhD in Physics at one of the best Universities in the

country. His sister studied up to master's and is now settled as a homemaker. His family engages in agricultural activities. He says that he is from a middle-class background. He studied in a government school with a Telugu medium background.

Moreover, he studied Intermediate (10+2) in a private college in Nalgonda town. He moved to Hyderabad to pursue engineering in a private college with the help of his elder brother. He joined Princeton Review Institute Madhapur, Hyderabad, for coaching in GRE. He reiterates that having zero backlogs, he completed his Bachelor's in engineering. His brother constantly supports him in pursuing higher studies in any of the American Universities. Mr. Rajesh says that he would give priority to institutional reputation. The United States also has so many forged universities. He opines that the institution's reputation includes more research-centric, better teaching mechanisms, good students' employment ratio, and international exposure. These all would help to get better job prospects. Moreover, he wishes to settle as an IT professional in the United States rather than in India. He is planning to apply for a Master in American Universities.

The preceding narrative of Mr. Rajesh reveals his socio-economic background. He finds it problematic to complete a school education. Moreover, his parents and his brother encouraged him to pursue higher studies. The study unfolds the low educational backgrounds of the parents. Moreover, His elder brother constantly supported him morally and financially to complete his bachelor's in technical education. The rationale behind considering institutional reputation as primary criteria for better employment opportunities in the United States.

Reputation as a safe country:

International students will get assistance from their respective centers (e.g. student Unions). With its committed professional staff, the center provides a safe and friendly environment that helps and encourages international students to interact with domestic students. Mr. Francisco Sanchez of the U.S. Department of Commerce (2012) said that

higher education is one of the country's top 10 service exports, between environmental services and security.

Reputation as a safe country:

Ms. Mounika, aged 20, belongs to the Hindu Upper caste Kapu (Landed), one of the dominant castes in coastal Andhra Pradesh. She was born and brought up in Hyderabad. The family profile of the Mounika reveals that her father studied Post-graduation and her mother studied up to a degree. Her father is engaged in business and her mother is a homemaker. Her elder brother is working as an IT professional in Infosys. Whereas the younger sister is studying (10+2) intermediate. She reiterates that safety is the primary concern of her family members. She also gives core concern towards her safety and security. It will be thousands of kilometers away from home. In new and unknown land with a different environment.

Moreover, she adds a few countries that follow “Live and Let Live”. She opts for the US. The United States is the most popular study destination for international students, having the highest number of students from all over the world. She is planning to apply for a master’ in American University. Even though few incidents have happened, she considered the United States a multicultural country it would provide safety and security for international students.

Mr. V.S Yaswanth Kumar Reddy, aged 21, belongs to the Hindu upper caste. One of the dominant castes in Andhra Pradesh. But, he was born and brought up in Chennai, Tamil Nadu. The family profile of Yashwant reveals that his father is working as a general manager. His mother is a homemaker who studied up to a degree. His elder sister did MBA and married to IT professional. His father got a job in Tamil Nadu before his birth. Yaswanth's family shifted to Chennai from Andhra Pradesh. He completed schooling in a private school with a medium of English and Tamil. He did B.Tech from SRM institute of science and technology. He is taking coaching for GRE in

Hyderabad. His relatives are working as IT professionals in the United States. Yaswanth reiterates that safety and security are the core concerns of any student who wishes to study abroad. It is different from one country to another. He says that the economic downfall and social and political instability disrupt countries' social-educational atmosphere. The security concerns play a major role in selecting the country for higher studies. Many American Universities have been directly and indirectly affected by the noteworthy incidents in the United States. A safe country will facilitate educational opportunities. His parents and relatives always instruct him to apply to a country that follows safety measures. He is planning to apply for a Masters' in any of the American universities. He considered the United States as the land of diverse opportunities. He firmly believes that the US is a multi-lingual and multi-cultural country. It would facilitate safety and security for international students.

The forgoing account reveals that international students primarily expect safety and security abroad. Few instances have happened in the United States, which triggers new ideas about International higher education. Parents insist them to choose a safe and secure country to continue higher education in foreign lands. Significant incidents have occurred in the United States. Moreover, many foreign nations have been assuring safety and security for international students. The students firmly believe those multi-cultural countries would provide safety and security for international students.

Better employment prospects:

Given the enhanced employment opportunities, students consider it a better option to continue their education at a second-tier institution abroad (Khadria, 2009). Students view education abroad as a chance for migration. Today, Gribble, (2008) informs that “many international students consider studying abroad as a stepping stone to permanent residence in a country with a high standard of living and high employment and research prospects”. Binsardi & Ekwulugo, (2003) analyses that “students do not buy a degree. They buy the benefits that a degree can offer in terms of work, status and lifestyle between peers”.

The following case study has been conducted with a student studying engineering based in Hyderabad and the process to apply for higher education in the United States.

Better employment prospects:

Mr Rahul Kochar, aged 26, belongs to the upper caste. He was born and brought up in Delhi. The family profile Rahul reveals that his parents did post-graduation. Mother is a homemaker. His father engages in their business activities. He is a single child in the family. The educational journey of Rahul reveals that he completed his schooling in one of the private schools with English as a medium of study. He chose to study Mathematics in his 10+2 education in one of the private colleges based in Delhi. He did a Bachelor of Technical Education with the specialization of CSE computer science education in a private engineering college based in New Delhi.

Moreover, he completed M.Tech, Masters of technical education from Delhi based private college. He studied only in private educational institutions. He belongs to a nuclear family, and given his family background; he did not face any financial problems in supporting his education. He joined Dr Raju's institute, which is highly recognized for GRE and other competitive exams for admission abroad. His family encouraged him to pursue technical education. He said that technical education would provide immediate employment opportunities with a good salary. The rationale behind selecting to study in the US for higher education would provide an advantage in a competitive market. It will certainly enable him to get better employment prospects which are missing in the Indian context. Many American institutions always have ties with corporate companies, which ultimately benefits the graduate student to get employment.

Moreover, he reiterates that the United States is the centre of global opportunities and is also known for its software industries and technological innovations. Mr. Rahul said that the US gives better

possibilities in employment prospects for young technical graduates. He has greater expectations for the quality of US education. Moreover, it is oriented towards a pragmatic approach that certainly gives us better employment opportunities after completing the course. He is planning to apply again for Masters' in any of the American Colleges or universities.

Ms. Kaivalya Reddy, aged 20, belongs to the Hindu upper caste. Hail from Hyderabad. She was born and brought up in Hyderabad. The family profile of Kaivalya reveals that her father completed M.Com and her mother did Bachelor of Science and is a homemaker. Her elder brother did Bachelor in Technology working as a software engineer in a Multinational Company. The educational journey of Ms. Kaivalya reveals that she completed her schooling in one of the private schools. She chooses to study Mathematics in 10+2 in one of the corporate colleges in Hyderabad. She did B.Tech in a private college based in Hyderabad. She studied in a private educational institution with English as the medium of instruction. She was awarded the first class in academic performance.

Moreover, given her family background, she did not face financial problems in supporting her education. Ms. Kaivalya says that her relatives possess permanent residency and her friends are working in multinational companies in the United States. She strongly felt that acquiring an IT degree from abroad will help her to master IT knowledge in a professional career. It enables her to find a job in the IT competitive market in the United States. Foreign education will transform the students by improving their skills and knowledge, abilities and attitudes and it will undoubtedly make them critical in their area of study. She reiterates that globalisation has enriched the opportunities for technological innovations. The United States is the centre for its multiple employment prospects. She firmly believes that multinational companies will provide high salaries and comfortable life for software professionals. She is planning to apply for a Master's

in any of the best American universities.

The preceding case study unfolds the better educational background of the family members and the families' strong financial foundations to help them complete their studies. They have chosen to work in the United States, having better employment prospects than their home country. They strongly felt that the United States is the land of opportunities for IT professionals. It has the highest demand for software professionals. Moreover, their friends and relatives are working in Multinational companies holds better positions which primarily motivates them to study higher studies in the United States.

The prestige of the degree:

Academic reputation is a primary aspect of considering a post-secondary educational institution in the United States. The domestic and international students aim to apply for admission. As Lee, Maldonado-Maldonado, and Rhoades (2006) observed, the reputation of the institution attracts local and international students. Studying outside the home country provides even greater status and respect. In this case, the reputation of studying at a US educational institution can be financially attractive to many international students.

Ms. Sripooja, aged 21, belongs to the Hindu Upper caste (Velama), one of the dominant (landed) communities in Telangana. The family background of Ms. Sripooja reveals that her father was a graduate and works in the government sector. Her mother studied up to the 10th and is a homemaker. Her brother joined a bachelors' degree. Her educational trajectory reveals that during her entire schooling and college studied English as a medium of instruction. She got the first class in her school and intermediate college. She completed her Bachelor of Technical education with first-grade points. To get GRE coaching, Ms. Sripooja was admitted to the Princeton Review institute in Tarnaka, Secunderabad. Her senior friends are studying in the United States. Her relatives possess permanent residency in the United States. She came to know about the value of a US degree.

Other parts of the world have recognized mainly the United States' degree. It gives utmost priority to research and innovations in all fields. She reiterates that if she returns to India once her studies are completed, there is a better chance of acquiring a job in a prestigious multinational company with a high salary. Having a foreign degree will differentiate me from the peer groups in the homeland.

Moreover, the United States is the center of many reputed institutions, the highest number of branch campuses and colleges in the other countries. The prestigious degree will give a better employment opportunity, social status and a high salary. It will enable her to lead a comfortable life in the future. All these would help her to get better employment prospects across the world in general and India in particular. She is planning to apply for Master's in the best American colleges and Universities. She wants to settle as an IT professional in the USA.

Mr. Ananth Padmanabhan Krishnan Iyer, aged 20, belonged to an upper caste, Hindu by religion and was born and brought up in Hyderabad. The educational trajectory of his family reveals that his father did post-graduation in economics. Mother studied up to undergraduate. His elder brother pursuing PhD at IIT Madras. His father got transferred from Chennai to Hyderabad when he was 4 years old. The occupational profile of his family reveals that his father worked in a food corporation of India. His mother is a homemaker. The educational journey of Mr Ananth reveals that he completed his schooling in one of the best English medium schools in Hyderabad. He has chosen to study Mathematics Physics and Chemistry (MPC) in one of the corporate college Sri Chaitanya junior college in Kukatpally, Hyderabad. After completing his intermediate, he joined in JB institute of engineering and technology in Hyderabad. In his entire educational journey, he got a first-class percentage. His relatives are settled in the USA. His friends work as IT professionals in different multinational companies in the United States. He said that motivation for joining an IT course initially came from his parents

and relatives. He believes that the United States is a place of top higher learning institutions in the world. Acquiring a US degree is considered prestigious. The US institutions will continue to uphold academic excellence and global rankings. The US degree might enable him to get better employment opportunities in the United States in particular and other parts of the world in general. His goal is to work in an MNC and settle as an IT professional in the USA. Mr. Ananth plans to apply for one of the best Universities in the United States for the fall session.

The foregoing study reveals that parents with better educational and occupational backgrounds make a systematic effort to educate their children. Social networks also play a crucial role in selecting study destinations and institutions. They are encouraging them as per the demands of the competitive market economy. They are very particularistic about choosing the Universities. They believe that the renowned educational institutions in the United States will stand for better academic activities in terms of research and innovations. Moreover, the students believe that having a prestigious degree from the United States will make them different from other students. It will give them better employment opportunities with higher salaries. The prosperous families get privileges and enjoy the benefits of exposure to modernity.

Permanent residency/chance of getting citizenship:

Students in this section view education abroad as a chance for migration. “International students consider studying abroad as a stepping stone to permanent residence in a country with a high standard of living and high employment and research prospects” (Gribble, 2008).

Mr.K. Sai Shashidhar is 20 years old student who belongs to the upper caste community (Reddy) follows the Hindu religion. The educational trajectory reveals that his father did M.Sc. B.Ed. and his mother completed post-graduation. His brother is pursuing Ph.D (In chemistry) at the University of Iowa, United States. The occupational profile of his family reveals that his father works as a mathematics lecturer in a government college in Nalgonda. His mother works as a

teacher in a government secondary school in Nalgonda town. He completed primary and secondary schooling in one of the private schools with English as the medium of language in Nalgonda town. He studied (10+2) intermediate in a private college based in Hyderabad. After completing of Intermediate, he enrolled in Vardhaman College of engineering for B.Tech. Secured first-class percentage in school and college. He is taking coaching for GRE. Mr. Sai Shashidhar said that his parents and brother encouraged him throughout his educational journey.

Moreover, his brother is already pursuing his higher studies in the US. He guided the US higher education system, application procedure, and admission process. He learned about the American culture and lifestyle from his senior friends working as software engineers. He wants to settle as a software professional in the US with a permanent resident. He is very much fascinated by the employment opportunities and luxurious lifestyle than the home country. He is applying for Masters in Technology in some of the American Universities.

Ms. G. Jahnavi, aged 21, belongs to the Hindu upper-caste (Kamma), one of the landed communities and the ruling class in Andhra Pradesh. She was born and brought up in Hyderabad. The family history of Jahnavi reveals that her father studied up to graduation, whereas her mother completed 12th class. Her younger brother is studying 10th standard. Her father works in a private company. Her mother is a homemaker. She states that they belong to middle-class family background. The educational expenditure has become a significant problem for her parents. The educational history of Jahnavi shows that she completed her schooling and college education in Hyderabad with English as a medium of language. She was admitted for B.Tech in Vasavi College of engineering based in Hyderabad. She secured a first-class percentage in her schooling and collegiate education. She reiterates that her family faced financial

burdens during her educational journey. She wants to pursue higher studies in the US to get better educational opportunities that can undoubtedly bring out financial difficulties. Jahn timer says that her seniors are working in MNCs in the USA. She wants to become an IT professional in the USA. US citizenship will give employment, multiple benefits, social status, and a comfortable life than the home country. Ms. Jahn timer is planning to apply for MS in some of the American colleges for the fall session.

The previous personal narratives reveals that having social and educational capital in families motivates them to get better educational opportunities than in India. The economic and social networks play a major role in selecting the student destination choices. Getting the United States permanent residence or citizenship is a lifetime achievement for Indian students in general and Telugu students in particular. The Indian -class youth and students are fascinated by the American independent lifestyle and employment opportunities. Moreover, American citizenship gives comfortable life and social status.

The study abroad would facilitate getting recognition and reputation from another peer group. International higher education would provide a multi-cultural understanding of various issues. The students who completed foreign degrees have treated differently from the peer group. Thus, the study abroad would give reputation and recognition to home country students.

Table 4.7 Do you think that studying abroad helps you to get respect and recognition from others

S.N	Response	Number of Respondents	Percentage
1	Yes	197	89
2	No	23	11
Total		220	100

Source: Computed data from the field.

The international higher education gives special admiration from society in general relatives in particular. Once a student completes their studies, he/she would be accommodated in any esteemed institutions with new knowledge systems which he/her gained during their study. Table 4.7 demonstrates that the study abroad would give recognition and respect to others. The study sample consists of 220 respondents, of which 197 respondents comprised 89% and 23 respondents represent 11%. The highest number of respondents opined that the study abroad would give respect and recognition compared to others. The abroad education will facilitate in understanding the complex issues in the latest subjects. All of these would differentiate from the other peer groups. It could be the one reason that all ways inspire students to move for higher studies overseas.

The critical academic factor for the decision on overseas higher education:

International curriculum:

The internationalization of 'curriculum' includes intra-national, inter-cultural and global aspects into the curriculum's content. The content included in the curriculum across the national and cultural boundaries. The student would be engaging with diversity in the classroom and on campus. (Oxford Brookes University's internationalization strategy (2007).

“Internationalization of curriculum encompasses curriculum development, teaching strategies, and assessment processes and leads to understanding the intersections of local, national, and global perspectives and contrasting value systems. The university curriculum can contribute to an environment and ethos where cross-cultural capabilities and global perspectives are valued and respected. Its graduates are thus equipped to live and work in the global arena”.
(Clifford et al, 2009).

The internationalized curriculum will involve students with internationally knowledgeable research and cultural and linguistic diversity. It will deliberately improve international and cross-cultural perception as global professionals and citizens as stated by Leask (2009, cited in Beelen & Leask, 2011).

The following case study represents the personal narratives of the student studying in a private engineering college based in Hyderabad. It represents the mood of educated youth about the quality of higher education in India vis-à-vis North America. Data reveals that 85% of the 220 respondents have the attractiveness of the western curriculum. The lapses in Indian pedagogical and curriculum framing practices motivate them to migrate from their home country.

International curriculum

Mr Ganesh is 24 years old, belongs to the upper caste, was born in Chennai and brought up in Hyderabad. The educational trajectory of his family reveals that his father did PhD in Mechanical engineering. His mother studied up to masters. His brother is a BDS doctor. The occupational profile of the family reveals that his father engaged in their own business activities. His family moved to Hyderabad when he was a child. The educational history of Mr. Ganesh reveals that he completed his schooling in one of the best corporate schools in Hyderabad. He opted to study MPC in intermediate. After completing his inter, he enrolled in a B.Tech in a prestigious college called Chaitanya Bharathi Institute of Technology (CBIT) Gandipet, Hyderabad. He did not face any financial constraints during his education journey. He was a first-class student in his academic career. He wants to settle in the US as a software professional rather than in India. He is planning to apply for Masters in one of the prominent Universities. Moreover, he opines that there are pedagogical differences between the Indian and Western curriculum due to the Indian curriculum and its poor academic standards fail to meet the global markets' expectations.

Moreover, the Indian curriculum is very much allied with theoretical knowledge rather than practical exposure. The United States curriculum gives more practical knowledge than theoretical knowledge. There is a considerable difference between epistemological understanding and ontological practices of the Indian

curriculum. Consequently, the Indian curriculum and its poor academic standards fail to meet the prospects of the global competitive markets. The US curriculum will make him a better prospect of understanding new technological dimensions in his area of study.

Ms. Meghana Chowdary, aged 21, belongs to the Kamma caste, (dominant peasant) Hindu by religion. The educational history of the family reveals that her parents did under graduation. The occupational history of her family shows that her father is engaging in business. Mother is a homemaker. She is the single child in the family. The educational journey of Ms. Meghana reveals that she completed her schooling in one of the private schools with English as the medium of language. She did her Intermediate at Narayana junior corporate college in Hyderabad. She has chosen B.Tech for her Bachelor's degree. Her parents and relatives are constant support of her educational journey.

Moreover, her relatives works as software professionals and having permanent residency in the United States. Being a single girl, she did not face any financial difficulty. Sometimes she had support from her mother. Being a single girl she asked her to study and work in India. Ms. Meghana says that the Indian curriculum still follows age-old methodological practices that need to be changed.

Moreover, the quality of education comes from better curricular activities, which are primarily missing in the Indian context. The United States curriculum follows a more practical approach and encourages students to initiate new research and innovations. Ms. Meghana reiterates that the Indian curriculum cannot compete with the curriculum practiced in western countries. Moreover, the education policy needs to incorporate, implement, and practice the new changes in the global educational system to encourage new students to do research and innovations. *Finally, she says that the*

host country's epistemic culture helps to nurture the new dimensions and perspectives in the learning capabilities of the students.

The preceding case study traces the family's better socio-economic and educational background. It ultimately leads to getting the best education during their academic career. Moreover, the Indian curriculum does not facilitate them in acquiring advanced knowledge systems. Therefore, they expect to experience better pedagogical practices in the western curriculum. According to the competitive market's human capital requirement, the United States institutions always make changes in curricular activities, which is entirely missing in the Indian context. They expect the Indian state to imbibe the new curricular activities in the educational system. It will enhance the research activities in general students' skills in particular.

The “poor quality of higher education” and hopelessness in “higher education” in India motivate young minds to get higher education abroad. The Indian curriculum confines one level of understanding of the core theoretical pedagogies, but it is not associated with the practical knowledge of the subject. The student pursuing a bachelor's of technical education in India is very much akin to the mere subject knowledge. Still, it is different in the global north. Western educational institutions have always been cardinal in providing a further pedagogical understanding of the field and theory.

The reputation of the education system in a host country.

The American higher education system is acknowledged as the center of knowledge innovations. It is largely recognized as the best education system globally because of its nature and practice of the educational system and preparing the students according to the global competitive market. As the number of international students in the United States continues to increase, higher education institutions in the United States need to understand how to serve better and maintain these students and identify their value, talent and influence in the international market. A large number of international students are studying STEM (Science, Technology, Engineering and Mathematics) courses in the United States of America (Ashby, 2006).

As this tendency persists, international students are recognized as a driving force for innovation and technological progress in the United States due to their contribution to

scientific research and the number of international students who continue to stay in the United States for better employment prospects after graduation (Mattoo, 2005; NAFSA, 2013). As a destination for higher education, the United States is dominated by academic reputation. It is also documented that 7 of the world's top 10 institutions are from the United States (Times World University of Higher Education Rankings 2012-2013).

Better quality of education

The World Student Statement to the UNESCO World Congress on Higher Education (2009) emphasizes explicitly the relationship between access and excellence.

“Quality is a distinguishing characteristic that provides a guide for students and higher education institutions. High quality and accessibility should be two sides of the same coin. Accessible higher education that is not high quality is worthless and high-quality education that is not widely accessible is meaningless”.

The quality of higher education largely has a significant impact on the mobility of international students, especially in the context of India. Due to insufficient university infrastructure and poor quality degree programs, 600,000 Indian students are enrolled in top universities abroad (Mishra, 2012).

Better quality of education

Mr. Sandeep Reddy, aged 21, belongs to the Hindu upper caste. One of the dominant and ruling caste in Andhra Pradesh. He was born and brought up in Hyderabad. He claims that he hails from an upper-class background. His family owns land in his native place Nellore district. The family educational profile of Sandeep reveals that his father did BE and his mother completed Master's. His elder brother did MS in the US and working as a software engineer. His father works as a Civil Engineer in the government of India. His mother is a homemaker. The educational trajectory of Sandeep reveals that he completed his primary schooling in Obul reddy school, one of the corporate schools in Hyderabad. He has chosen MPC in Intermediate

and completed B.Tech in ECE from MLR Institute of Technology. He is an average student in schooling but he secured a first-class percentage in his collegiate education. He is planning to apply for MS in the US. Mr. Sandeep said that the quality of engineering education in India is not enough to get a job in top multinational companies. There are no technological equipment infrastructural facilities in the Indian scenario. The level of coursework designed in foreign institutions is far more different than what is offered in our home country. The depth of knowledge, practical applications and worldwide recognition are significant aspects of foreign universities.

Moreover, the faculty in the universities are more professional and friendly. He states that maintaining quality is a strategy for the internationalization of higher education. He reiterates that American education would provide a better quality of education in terms of curriculum, pedagogical methods, infrastructure, advanced lab equipment, etc. Thus, higher education in the United States is very much familiar with the quality of education in the world.

Ms. M.Varshini chowdary, aged 20, belongs to the Kamma caste, the ruling elite in Andhra Pradesh. She follows the Hindu religion. She was born and brought up in Hyderabad. The family profile of Varshini reveals that her father has studied B.Tech and doing a job in the private sector. At the same time, her mother completed her 10th class. Her brother completed Master's in Physics. She says that her relatives are working as IT professionals and other jobs in the United States. Ms. Varshini reveals that she did her schooling in one of the corporate schools in Hyderabad. She did her intermediate at Sri Chaitanya junior college. She completed her B.Tech from Vidya Jyothi Institute of Technology (VJIT) Hyderabad. She had to face minor financial difficulties during her school days. She joined GRE coaching at Princeton Review institute Kukatpally. Her family members and relatives are primary supports for her to apply for

admission to abroad Universities. She says that they have so many courses to pursue but they don't have appropriate infrastructure facilities. Ms. Varshini says that the curriculum and pedagogical practices are advanced. Western universities maintain international networks to transfer knowledge. They give more priority to practical education than theoretical understandings. They continue to have ties with the industries, which could enhance them to be more helpful in the competitive market. The impact of the internationalization of higher education makes them maintain a better quality of educational standards.

The preceding case study reveals that the socio-economic and financial capital primarily encourage students to get an education abroad. The low quality of educational standards and lack of better curriculum, pedagogical methods, and epistemological factors are forcing Indian students to study overseas. Practical knowledge is more motivating than theoretical knowledge in the Indian context. The best infrastructural facilities and ties with the Industries are fascinating to get better quality education abroad.

Industrial tie-up:

International higher education institutions are changing their curriculum according to human capital requirements in the global competitive market. Many institutions are very much associated with the industries, and the students are expected to learn both theory and practical methods while studying the courses. Ironically, such orientation is lacking in the educational institutions in India. The Indian higher learning institutions should imbibe; encourage multicultural understanding of the curriculum, which is being practised elsewhere. The institutions should develop a new academic vision to enhance intercultural networks among students and faculty to enable students to face competitiveness in the global market.

Industrial tie-up:

Ms Sneha Reddy, aged 22, belongs to the Hindu upper-caste; she was born and brought up in Hyderabad. The socio-educational background of her family reveals that her father completed a degree and is working as a general manager. Her mother also completed a degree and is a homemaker. Her sister did B.Tech and working as an FCI officer. Her relatives are working as software professionals in India and abroad. The educational history of Ms. Sneha reveals that she completed her primary and secondary schooling at St. Joseph high school with English as the medium of language. She chose to study for an MPC from Narayana junior college. She did Bachelor's in Technology from Malla Reddy institute of technology. Throughout her studies, she secured a first-class percentage. She belongs to a nuclear family and did not face any economic problems during her educational journey. Her family members are constant supporters of her education. Ms. Sneha says that Indian education is not having industry exposure and lacks international standards. The industrial tie-ups will help them expose more practical skills and employment opportunities in the global market. It would assist them in getting internships programs during their study. She states that many engineering colleges do not associate with industries in India. Engineering students have practical classes only in the last year of their course. But, it differs in western countries. Students will be exposed to practical courses from the beginning of the course. It will enable them to understand the emerging innovations coming in the global competitive market system.

Mr.G.H.S Narasimhan, aged 22, belongs to the upper caste, Hindu by religion, born and brought up in Hyderabad. The family profile of Narasimha reveals that his father studied up to post-graduation and his mother completed a degree. The occupational background of the family says that his father works in the government sector and his mother works as a teacher in a private school. His elder sister got married. The educational trajectory of Narasimhan reveals that he completed his primary and secondary schooling at Vidayanjali School. He completed intermediate education at Narayana junior college. He did B.Tech from St. Peters engineering college based in Hyderabad. He was a

first-class student in his school and college. He secured a first-class percentage in B.Tech. He joined coaching for GRE in Dr. Raju's institute. His senior friends are working as software professionals in the US. He is aiming to apply for master course in US University. Mr. Narasimhan says that the industrial tie-ups will improve the quality of teaching, enhancing the research capability and employment prospects. He reiterates that the industrial tie-up will lead to improving the curricular activities. The United States educational institutions have the highest number of collaborations with industries and are technologically strong and economically sophisticated.

The foregoing study reveals that the economic positions of the families determine the student study destinations abroad. India is witnessing a low quality of practical knowledge in the study of science and technology. Practical knowledge determines the prospects of the nature of a degree in getting better employment opportunities. The vast industrial relations will generate practical knowledge to compete in the global market. It enriches the skills and expertise towards upcoming innovations in technology. A wide range of gaps persists between curriculum and practical knowledge in India. They want to settle as IT professionals in the US rather than in India.

Study abroad gives more freedom and being more independent.

Several reasons excite Indian students to move abroad. India is a traditional country; it has witnessed a joint family system where all the family members live together, unlike the west. The peaceful and largest campuses with magnificent amenities attract many Indian students with outstanding lab facilities. Once the Indian student moves to study abroad, they would look after everything of professional and personal requirements but, due to family as a nonporous institution and also stringent temporal cultural beliefs it is a little different in the Indian context, many of them will be depending on their friends or family members.

The independent lifestyle shall lead them to build a professional carrier, which could help them to be differentiated from other peer groups. Many western societies are structurally systematized in their regular lifestyle. It could be one of the reasons why many of the Indians, for that matter, from third-world countries, try to move from their

homeland. Table 4.8 examines the role of freedom and independence in studying abroad.

Table 4.8 The role of freedom and independence in studying abroad

S.N	Response	Number of Responses	Percentage
1	Yes	191	87
2	No	29	13
Total		220	100

Source: Computed data from the field.

The sample of the respondents consists of 220, of which 191 respondents represent 87% and 29 respondents comprise 13%. The highest number of respondents have stated that the study abroad program shall give more freedom and might provide possibilities for being self-governing. The traditional families have been engaging in different cultures of living. The conventional cultural living approach has been shifting its nature in the Indian family system. Thus, table 4.8 informs that many Indian students are trying to lead their careers independently. Many international students have witnessed that they are not receiving better technological education in their home country. The reasons could be the lack of educational facilities, low-income levels of the states, political uncertainties, etc. Table 4.9 demonstrates the lack of higher education in the home country.

Table 4.9 Do you think there is a lack of access to higher education in the home country?

S.N	Response	Number of Responses	Percentage
1	Yes	70	32
2	No	150	68
Total		220	100

Source: Computed data from the field.

Table 4.9 illustrates the lack of access to higher education in the home country. The sample of the respondents consists of 220, of which 150 respondents' represent 68% and 70 respondents consist of 32%. The highest number of respondents have said that their home country did not have better chances of accessing higher education. Even a country like India has better educational institutions at an insignificant level. Moreover, the quality of education is not competing with global knowledge systems. Thus, respondents have felt that home country education is not accessible to the worldwide standard.

Table: 4.10 Host country education would give better technology-based programs?

S.N	Response	Number of Responses	Percentage
1	Yes	173	79
2	No	47	21
Total		220	100

Source: Computed data from the field.

Table 4.10 demonstrates that the sample of the respondents is 220, of which 173 respondents represent 79% and 47 respondents consist of 21 %. It firmly states that the highest number of respondents opined that host country education would give advanced technology-based programs. The in-depth interviews have been conducted with engineering students based in Hyderabad and planning to move for overseas education.

Mr. Bhargav K Reddy, age 22, belongs to the upper caste, Hindu by religion. He was born and brought up in Hyderabad. The socio-educational profile of his family reveals that his father completed B.A and engaged in private business. His mother completed her B.Sc. Mathematics working as a teacher in a private school. He belongs to a nuclear family. The educational trajectory of Mr. Bhargav reveals that he completed his primary and secondary schooling at Vignan Prabha High school with English as a medium of language. He chose to study for an MPC at Sri Chaitanya junior college. He did a

Bachelor of Technology in J.B institute of technology. He studied only in private English medium institutions. Throughout his educational career, he did not face any financial constraints given his family background. His relatives and friends are working in software and other fields in the United States. He is planning to apply for a master's in US University. Mr. Bhargav says that the US is possess world's prominent universities. The US universities have the world's best laboratories and research centres. It is ahead of technological progress. Access to technology could be a more incredible experience during higher studies. The United States has subject-specific laboratories. Making use of best research practices in the finest laboratories and research centres could give a sense of working in a highly technologically innovative space in the world. Mr. Bhargav asserts that we have so many courses to do in India. Still, the educational standards are not up to the mark in technological aspects similar to the western curriculum. He informs that the host country's epistemic culture nurture the new dimensions and perspectives in the learning capabilities of the students.

Ms.Hima Chandra, aged 21, belongs to the Kapu caste, Hindu by religion. She was born and brought up in Vijayawada. She claims that she hails from an upper-class background. Her family possesses land in Gudivada in Krishna district, Andhra Pradesh. Her relatives and neighbours are working as software professionals in the US. The educational history of her family reveals that her father did Post-graduation and her mother studied up to a degree. The occupational profile of her family shows that her father is engaging in business activities. Her mother works as a teacher in a private school. The educational journey of Ms. Hima Chandra reveals that she completed her primary schooling in St. Johns English medium school in Vijayawada. Her family shifted to Hyderabad and she completed her secondary education in Narayana concept school in Kukatpally,

Hyderabad. She did B.Tech from MLR institute of technology. She gained a first-class percentage throughout her educational journey. Her family has not faced financial problems in supporting her education. Her family is highly concerned about her study destination. She asserts, “My goal is to fulfil my parents' dreams. I will be applying for the fall session in US top universities for MS. The primary reason for choosing US universities is that they can make them exceptional in peer groups. The United States is known for its academic excellence in practices of the best curriculum, better lab facilities, advanced research and innovations. She believes that US education would give him a better opportunity of understanding new technological dimensions coming in his study.

The foregoing study reveals that the technology-based programs inspire students to pursue higher studies in the US. Moreover, the socio-economic capital plays a key role in choosing the best universities abroad. A better technological epistemic culture is mainly missing in the Indian context. The University curricular has been given a priority for technology-based programs. It has become an institutional culture as well. The US has the world’s preeminent labs in Universities. They always follow the culture of learning through technology-based programs. New prospects of technological dimensions are coming every day.

Table 4.11 Students perceptions on the academic range of programs in home country?

S.N	Response	Number of Responses	Percentage
1	Yes	110	50.0
2	No	110	50.0
Total		220	100

Source: Computed data from the field.

Table 4.11 illustrates that the total number of respondents consists of 220, of which 110 respondents represent 50% and another 110 respondents consist of 50%. They have unconditionally stated that the range of available academic programs is not in the home country, which led to a student migration to access higher education in foreign nations. The rise of technological innovations has been massively expanded and intensified in all countries across the world. Moreover, many of the developing countries have started new academic institutions and programs. Still, those institutions are not up to the level of expectations of the students. It could be one reason that most students are trying to get overseas education. A young engineering graduate opines that the wide range of programs are not available in the home country.

On the range of academic programs in your home country?

Mr. Sharath Nair a young student aged 20. Follows Hindu religion. He was born and brought up in the Pathanamthitta district located in the south part of Kerala. He belongs to one of the dominant castes in Kerala. The educational and occupational background of Mr. Sharath reveals that his father studied up to a degree working as a private employee. His mother did graduation working as a teacher in a private school in Hyderabad. The educational journey of Mr. Sharath reveals that he had completed primary and secondary education in Catholic higher secondary school in Pathanamthitta. His family moved to Hyderabad. He completed his Intermediate education at Sri Gayathri Junior college Kukatpally, Hyderabad. He has completed B.Tech from Vignan Jyoti College of Engineering Hyderabad. He belongs to a nuclear family. He did not face any financial hurdles supporting his educational career given his family background. His relative are working as IT professionals in California, US. Even his parents are encouraging him to study abroad. Mr. Sharath says that India has the highest number of colleges but not the best programs to pursue. The highest number of students pursue a course in India. We have so many courses to study but do not have global exposure to theoretical and practical understandings: the engineering courses in India to become an engineer, not a professional. But, only IIT is

known for a better quality of technical education with good research amenities.

Moreover, the combined degree programs offered for engineering and management from the first semester onwards. But, in India, there are common subjects that everyone has to get clear. The Indian state's inability to adopt the large curricular framework in engineering education leads to students' migration to the US. He plans to apply for an MS in electronics in any of the private universities in the US. Mr. Sharath stresses that we have had many courses to do, but the educational methods are not up to the mark in technological aspects analogous to the western Institutions. He apprises that the Indian engineering education is absent in terms of epistemic culture and ontological practices, which could cultivate the new dimensions and perceptions in the learning aptitudes of the students.

Ms. Jyoti Bhosle, aged 20, belongs to the upper caste, Hindu by religion. She was born in Bidar, Karnataka. The educational trajectory of the Jyoti family reveals that her father did B.E civil engineering, her mother studied up to Intermediate, and her elder sister did graduation in fashion design. The occupational history of the family says that her father works as a civil engineer. Her mother is a homemaker and her sister is working as a fashion designer. Educational journey of Ms Jyoti informs that she completed her primary and secondary education in Hyderabad with English as a medium of instruction. She has chosen MPC for Intermediate, and she did engineering at Vasavi institute of technology based in Hyderabad. She continued her education in all private institutions with English as a medium of language. She was a first class student throughout her educational journey. Given her family's financial background, she did not face financial problems during her studies. Ms. Jyoti said that there are no mutual connections between institutions and industries. She said that the lesser quality of

curricular and practical activities has impacted students' employment opportunities.

Moreover, Indian engineering colleges are witnessing a lack of better lab infrastructure and facilities. She reiterates that after the emergence of Globalisation, many universities have been established in India but they fail to maintain the global curricular programs with a new epistemic and pedagogic culture which primarily leads to incapable of making the engineering graduate compete in the global knowledge market. The students who studied in IITs and NITs are getting better employment prospects abroad in general and India in particular. Currently, she is taking GRE coaching Brooklyn institute in Kukatpally, Hyderabad. The Indian engineering institutions are not facilitating a better research centric curricular approach. She plans to apply for a master's degree at one of the universities in the United States.

The foregoing study accounts predominantly analyses the socio-economic conditions of the families that are primarily shaping the idea of study abroad. Moreover, the poorest technological facilities and lack of better teaching and research motivate the students to pursue higher studies outside their country. The Indian state and educational institutions' inability has made them exposed for better educational opportunities in foreign lands. Moreover, they reiterate that the age-old teaching method and infrastructural facilities need to be changed. It can undoubtedly create subjective knowledge, skills and employment opportunities for engineering graduates in India.

Geographical proximity will help you study abroad

Geographical proximity is one of the influential factors. It enables the students to expose new academic exposure and understands the new pedagogical learnings in their respective fields. It could help them exchange knowledge, ideas, and work style and learn the subjective understanding of existing knowledge systems. Moreover, Geographical proximity is one of the significant forcing phenomena to attract students from developing countries. Students can move or exchange their work with other

universities or colleges in host countries, which is not available in their home countries. Geographical proximity could create a space for sharing knowledge and thoughts through information and communication. This type of accessibility is associated with the phenomenon that is now spreading the increased mobility of people, news and goods. Indeed, the development of transportation (improved access, increased speed, reduced costs) and the technological revolution in telecommunications (enhanced forms of long-distant processing and transmission of information compared to the telephone era, reduced costs of information transfer) perhaps it helps them to share their understanding of pedagogies in the courses concerned.

Table 4.12 Geographical Proximity

S.N	Response	Number of Responses	Percentage
1	Yes	138	63
2	No	82	37
Total		220	100

Source: Computed data from the field.

Table 4.12 discusses geographical proximity. The sample of the respondents consists of 220, of which 138 respondents represent 62.7%, and 82 respondents stated that 37.3%. Most respondents have categorically revealed that geographical proximity would help them experience and accomplish the global culture and knowledge to compete with the global market system.

Role of Online Marketing and intensification of international education migration

Online marketing has become a primary income-generating source in capital-rich countries with the advancement of technological changes that redefined the notion of time and space and challenged the very idea of online and offline teaching and learning. “Globalization and internationalization are changing the way the education market competes and meets the needs of the global economy” (Engelke, 2008). Information and communication and technology applications in higher education (Mazzarol et al.,

2003) education marketers can prioritize marketing communications (Gutman & Miaoulis, 2003).

The Internet plays an essential role in the sphere of the higher education sector. It permits education markets to adapt the information to students across cultures (Usunier & Lee, 2009). Wider use of social media platforms such as “Facebook and Twitter” revolutionized the nature and direction of global higher education marketing. The government and private organizations have played a vital role by supporting student migration across classes and countries, thus leading to large-scale student migration. Critical reading of the data collected from the students preparing for international higher education reveals the role of the Internet, ICT, and social media in accessing diverse forms of information related to the universities. The respondents informed that just because of the technology, they can acquire information about the academic programs fee structure and other non-academic factors associated with student migration influenced by students’ social networks.

International Higher Education from Human capital Perspective:

Kehm and Teichler (2007) stated about human capital and its global spread. The impact of human capital theory on the migration of international students is supported by sufficient evidence, but it also poses some of its unique challenges in this area. It is believed that many students studying abroad choose to stay and work in the country of their education. Dreher (2012) highlighted that mobility of students are considered a highly-skilled immigrant and human capital career to the host countries. However, there are some difficulties with the idea of Human capital; it is not evident if overseas students have acquired high skills. The concept of Human capital built a hypothesis that human capital theory applies to overseas education as well as domestic education.

Bourdieu, 1973 argues that access to "cultural capital" includes not only economic capital but also social capital that includes networks of family and friends and connections with people with many forms of social, cultural and economic "capital". In this context, working-class students do not understand the functioning of higher education. Unlike middle-class students, they have not inherited sufficient dialectal ability to understand “academic language” (Passeron, 1994), nor have their friends in the family did not experience the necessary “cultural capital” (Hutchings, 2003).

Online Social Media Network

This section has been classified into online and offline media sources. Online social media networks include Google, Facebook, Twitter, and Instagram, whereas offline communication sources News Papers, Magazines, and Journals. It's noteworthy to add that today's world is functioning with online Social media networks for every purpose in every corner of the world.

The Role of Social Media:

Skiera, (2015) argues that social media is a tool of communication between students and teachers. The impact of information and communication technology (ICT) can be found in almost every part of human activity, from entertainment, information searching, decision-making processes, and obtaining to educational professional issues. Networking is considered as informal communication and information gathering. Informal learning can be an integral part of higher education (Kassens-Noor, 2012).

Studies show that the “most popular SM connects people to a network of friends who share mutual characters. For example, Facebook, Instagram, or LinkedIn” (Duggan et al., 2015). Thus, users can search for people who can provide detailed information, assist in searching, and share knowledge with others. “Facebook, in particular, is an easily accessible and easy-to-use resource for students to ask questions about studying and interactive learning” (Benson et al., 2015). Well known media such as “Twitter, YouTube, Instagram, and Pinterest allow Internet users to express themselves in the form of written words, verbal expressions, taking and collecting photos, recording videos, etc., use information placed by others” (Hamid et al., 2015).

Ahmed (2011) demonstrates that the popularity of various global SM is culturally different. Many SM are available in many countries. However, in some countries, the digital community uses local media. Local media is often the equivalent version of international media. This is the case in China. For example, “Youku will replace YouTube and Renren or Qzone Facebook” (Saw et al., 2013).

The accessibility of social media information and communication technologies has transformed the background of “individual and professional communication in society”. “Social media platforms are a virtually important part of most users' personal lives via smartphones and other electronic devices. The online social media network takes the form of an online stage that enables connections, communication and collaboration around the world” (Zincir, O. 2017).

The broad definition of a “social networking site that covers "people, technology, and processes" is an online service that allows users to create public or private profiles to connect, engage, and interact with social connections” (Boyd and Ellison 2007). “Online Social media network is not just used for casual social networking or attractive social capital, but also for developing customer relationships among the different people. Online Social media engagement and marketing such as sales and services in various sectors by various people across societies” Tess, P. (2013) Pempek, T (2009). Sharma, S.K.; Joshi (2016) have been discussed that students use Online Social networks primarily for socialization purposes, collaborative learning, exchanging views or ideas, and entertainment purposes. Social media network also has a time dimension as a step of responding to actual influences of prospective students’ expectations and decisions to apply to an institution. It made access to get into the particular university website to check the profile of the University and available facilities.

“The education sector has also joined the social media movement and embraced it globally. Social media can be used for content generation, sharing, interacting, and collaboratively socializing in higher education. Social media can be utilized to deliver teaching material, educational information, updates and facilitate communication and collaboration. Facebook’s social communication aspects benefit both educators and students by creating an online class group and increasing interactions between teacher-student and student-student.”

In other words, social media can help to share information; it can also assist in interacting with each other. It provides information on multiple engagements like education, economy and culture of various countries. Moreover, it can create consciousness about the host country's educational practices.

“The online Facebook network is currently the world’s most popular free social networking site with 1.71 billion active users” (Facebook 2016). Currently, 72 percent of adults are using Facebook for online connections (Duggan 2015). Most educated

people who can operate are using Facebook and other online social media network

“Language students can be skilful users of social media and Facebook enables them to be active users in remote places too. The study called for encouraging out-of-class language engagement vis-à-vis Facebook and designing learning activities centred on the use of social media. Through content analysis of Facebook posts, focus group interviews, and journal reflections, it was found that Facebook is preferred as a communication space by students because it is convenient, provides mobility and freedom of learning, promotes teamwork, and encourages shy students to partake freely in online discussions”.

It is also important to note that Facebook is also used to share emotions, especially among students across the world. Chen's (2015) research study demonstrates that Facebook is convenient for their learning, enhances collaboration between students, and promotes a sense of belonging irrespective of the culture they belong to. A similar study was also conducted while studying, Taiwanese students explored their experiences and attitudes towards mobile and Facebook and found an interface that was easy to use and helped them reflect, organize ideas, share hands-on experiences, and facilitate group learning. The usage of online social media networks continues to increase; social media usage in higher education is also constantly growing and developing with proponents pulling between its merits and demerits. “Facebook can be used to promote self-awareness, especially reflective practices in English teacher education” (Balcikanli 2015).

Social media network is a critical factor in the higher education system. Social media networking teams in any university make visitors engage with student services, institutional effectiveness, campus culture, campus experience, and Institutional employability are critical apprehensions to higher education scholars and practitioners.

The Role of Communication and Information Technology in Higher Education.

According to the United Nations Development Program, Information and Communication Technology (ICT) is an information processing tool, a variety of products, applications, and services used to generate, store, process, distribute, and exchange information. This includes both old and new tools, mainly radio, television

(TV), and old tools that are telephones. New tools include computer satellites, wireless technology, and the Internet. These various tools can work together to connect and form a connected world. Liberalization, Privatisation, and Globalisation coupled with the advancement in Information technology have unlocked up new demand for skilled human resources, specifically in the services sector. Knowledge is expected to become a tradable commodity in the growing world. ICT empowered education is purely delivered through ICT, a primary medium for the teaching-learning process in developed countries.

Facebook

Facebook is the most popular free online social media networking website. Registered users create login profiles and passwords, upload low and high-quality photos and videos and send messages and videos to friends and family. You can connect with and stay in touch with colleagues around the world. Each individual's profile has several important network components and private securities. High-quality photos and videos can be uploaded from your computer desktop or directly from your smartphone device. All interactions with friends and family can be published in a direct news feed. Facebook is now one of the most popular marketing channels in private colleges, universities, and later public universities worldwide. The open market feature of social media allows members to post, view and reply to classified ads. The Facebook feature event category will enable members to post events and invite friends and speakers to a specific discussion topic. Facebook pages will enable any member to create and promote public pages and lead discussions on specific topics.

Twitter

Twitter is another critical online social media networking and microblogging package, allowing a user to answer the question. Twitter is exceptionally useful in a hashtag preceding the topic of interest or discussion, for instance, #social media, #save nature, #save the environment. The small set-up of the tweet is a defining function of the service, permitting casual collaboration and short data sharing. Twittering is also one of the best-gated methods of communication among people: one can share information with others that he would not generally exchange email. It is an opening door for the individual circle of friends to an ever-growing community with the same interest of

people. Twitter has various procedures for both personal and business purposes. It is one of the best ways to communicate with friends and quickly broadcast information about 'where you are and 'what you are doing' 'status of work progresses.' For instance, for education purposes, Twitter is also used to broadcast a university's latest news and blog posts, the opening of academic years and schedule, interaction with new students, to enable easy internal collaboration with other universities to conduct the seminar or any different kind of scholarly activity and group communication.

LinkedIn

LinkedIn is another online social media that is being considered to build an individual professional identity online and stay in touch with professional employers, academics, colleagues and classmates to find career opportunities. It's a networking site. Basic membership on LinkedIn is free. The LinkedIn member's profile page contains education and employment history, and features a professional network news feed and a limited number of customizable modules. Network members are called "connections". With basic membership, an individual can only connect with others who are "online or offline" professionals. The best feature of LinkedIn is that members are not permitted to contact them through LinkedIn without an introduction.' It has a facility of premium subscriptions, which allows the members of LinkedIn with improved access to contacts in the database.

Instagram

The name Instagram originated from a mixture of "instant" and "telegram." Nowadays, Instagram has become the most usable online account to publish short videos and photos of its members. Instagram provides extraordinary privacy settings and face settings to provide a better quality of photos and videos. Instagram enables the sharing of images and photos online on various platforms and services. The setting in image filters transforms pictures into professional-looking snapshots. Besides, uploading a picture or video is made fast and well organized. On Instagram, an individual can follow some other user's photo streams as they post and other users can be followed by clicking the follow back. When it comes to the university aspect, the university can advertise the admission opening by using different kinds of photos and blogs, which attract the students to the information content. Table 4.13 explains the usage of social media in higher education studies.

Table4.13 Particularities of online Social Media Networks

S.N	Name of the Social media	Yes	%	No	%	Total	Total%
1	Google	212	96	8	4	220	100
2	Facebook	134	61	86	39	220	100
3	Twitter	67	30	153	70	220	100
4	LinkedIn	60	27	160	73	220	100
4	Instagram	20	9	200	91	220	100

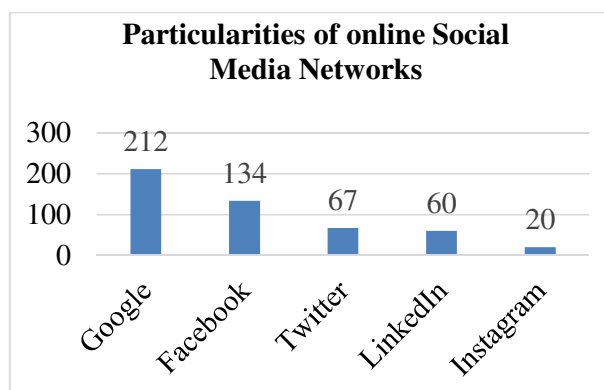
Source: Computed data from the field

Table 4.13 displays the utilization of Social media networks among the students aspiring to study overseas. The table also shows that all the respondents were using some or other form of Social media network. Around 96 percent (212 out of 220 respondents) of the respondents were using the google search engine for higher education information. The second highest 61 percent of the (134) respondents were using the Facebook Social media network for overseas education. Facebook has become a quick and resourceful social media network for sharing and receiving information from across the globe. Thirty percent of the respondents used Twitter as a social media network to access the International educational purpose.

Most of the time, celebrities used Twitter, even though its users were mainly from the elite community. Due to globalization, it is accessed by everyone in the world. 27 percent of the (60) respondents used LinkedIn professional business to get higher education information. Respondents were able to find the professors or academicians in the student's subject interest field. Around 9 percent of to receive using Instagram to receive information for overseas admission for higher studies. Above all, most of the respondents were using multiple online social media networks to obtain data for higher education abroad. The rise of technology brought massive changes in society. Social media has become a primary communication source for people. It attracted the younger generation to adopt quickly. It facilitates the students to get more information about

higher education institutions abroad.

Diagram 4.13: Digital Usage of Online Media Network



Source: Computed data from the field.

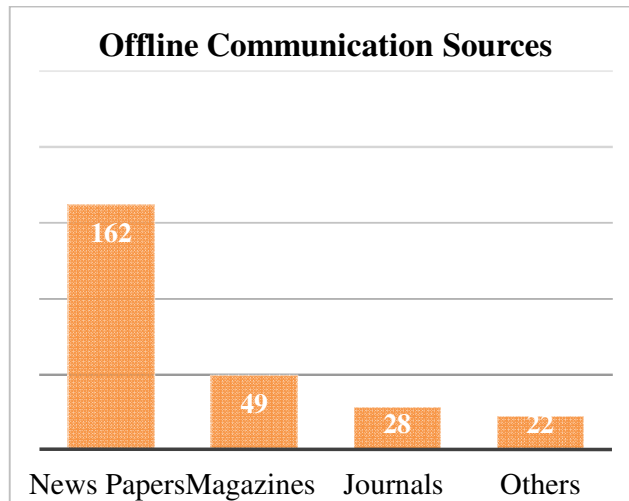
Table 4.14 Particularities of Offline Communication Sources

S.N	Name of the offline communication sources	Yes	%	No	%	Total	Total%
1	News Papers	162	74	58	26	220	85
2	Magazines	49	22	171	78	220	22.3
3	Journals	28	13	192	87	220	12.7
4	Others	22	10	198	90	220	10

Source: Computed data from the field

Table 4.14 explains the usages of offline communication sources for receiving information concerning overseas higher education opportunities. Around 74 percent (169) of the respondents used the Newspaper to obtain information on overseas higher education. Today, all the national and international newspapers are mostly available through various online and offline modes, they can be accessed through mobile, tab, etc. The second majority, 22 (49) percent of the respondents, used magazines as a source for accessing the information for their higher studies abroad. About 13 percent (28) of respondents used the journal's official advertisements to access higher education opportunities abroad. Most advertisements that appear in some of the publications are widely published across the globe. Among the offline sources, newspapers play a prime role in getting the information.

Diagram 4.14 Usage of Offline Communication Sources



Source: Computed data from the field.

Table 4.15 demonstrates the relation between variables of social category and Educational qualification of students interested study in overseas countries.

Table-4.15 Social Category and Educational Qualifications

S.N	Social Category	Educational Qualification									
		B.Tech	UG	BBA	BE	M. Pharmacy	M.Tech	MBA	D. Pharma	B. Pharmacy	Total
1	General	125	17	1	3	1	1	0	1	0	149
2	OBC	52	3	0	1	0	0	1	1	0	58
3	SC	7	0	0	0	0	0	0	0	1	8
4	ST	5	0	0	0	0	0	0	0	0	5
Total		189	20	1	4	1	1	1	2	1	1

Computed data from the field

Table 4.15 illustrates the link between the social category and the educational qualifications of the respondents. The sample of the respondents consists of 220 of which respondents belong to diverse social categories. The students who belong to the general category are engaging in multiple courses. The highest number of students are from the general category. They are studying different technical and undergraduate courses. The other backward class (OBC) are 58 respondents, of which 52 of them are studying technical courses.

Moreover, Schedule Caste (SC) respondents are 8, and Schedule tribe respondents are 5. This study makes a distinction between social categories and their educational qualifications. General category students are high in number compared to others. The reasons could be socio-economic status attached to these communities has always promoted access or achievement of educational qualifications. Such as parental education, occupation, and income levels.

These three social, economic and cultural capital in general and parental education, occupation and income levels have had a tremendous influence on children's educational choices. The other backward caste groups are a little below than general categories of respondents. The reasons could be lack of awareness, and lack of educational access, lack of educational mobility among these caste groups. Moreover, Schedule caste& tribes are concerned. They represent the least in number compared to others. The reasons could be a social stigma attached to these caste groups, social inequality, extreme poverty conditions, lack of education, lack of awareness, and poor infrastructural facilities.

Table 4.16 who first raised the idea of studying abroad

S.L	Social category	Family members	Friends	Relatives	Seniors	Total
1	General	93	8	27	21	149
2	OBC	26	15	9	8	58
3	SC	4	1	2	1	8
4	ST	4	0	1	0	5
Total		127	24	39	30	220

Computed data from the field

Table 4.16 examines the relationship between social category and study abroad idea primarily initiated by? The sample of the respondents consists of 220 of which the highest number of respondents belongs to the general category primarily getting study abroad idea from family members as we have discussed in motivational factors. The relatives, seniors, and friends are suggesting they study abroad. The other backward caste groups are being encouraged by family members. Scheduled caste and tribes are getting an idea of studying abroad mostly from family members and relatives. It

exemplifies that general category students' family members are well educated and engaged in various kinds of occupations, such as government jobs and private jobs. Many of them are involved in private jobs. Many of them are engaging in business activities, and we have discussed the student's socio-economic profile in the third chapter.

Moreover, many of the general category students have friends and relatives abroad (discussed in motivational factors). The OBC students are getting inspired by family members, friends, relatives, and seniors, but this category is lesser than the general category. SC & ST categories represent significantly less in number. It could be argued that social category has impacted these two caste groups. Moreover, the hierarchical structure and hegemonic nature of the caste system had a tremendous influence on schedule caste and tribes, even, though it is stagnant and exists in Indian society. The social category predominantly inculcates the idea of studying abroad. The study establishes the general category (social category) playing an important role in materializing students' dreams.

Table 4.17 Social category and gender

S.N	Social category	Gender		Total
		Female	Male	
1	General	55	94	149
2	OBC	13	45	58
3	SC	1	7	8
4	ST	1	4	5
Total		70	150	220

Computed data from the field

Table 4.17 illustrates the relationship between social category and gender. The social category is a key aspect of the Indian context. The social categories are hierarchical and hegemonic in practice. The sample of the respondents consists of 220, of which males are 150, and the female is 70. OBCs comprise 45 males and 13 females, and the SC category consists of 7 males and 1 female, ST signifies 4 males and females 1. But, the highest number of females and males represents the general category.

Moreover, the female number is lesser in all social categories. It clearly emphasizes that gender inequalities exist in Indian society. Furthermore, the respondents who belong to the general category are higher than the other social categories. Moreover, the lower section women face multiple forms of discrimination than the general category women based on caste and gender. The lower-class women are triply oppressed based on Caste, Gender and Class. The social category signifies gender inequalities among social groups. The gender prejudices persist in Indian society, but they are patriarchal in general casteist in particular.

Diagram 4.17: Caste and Gender

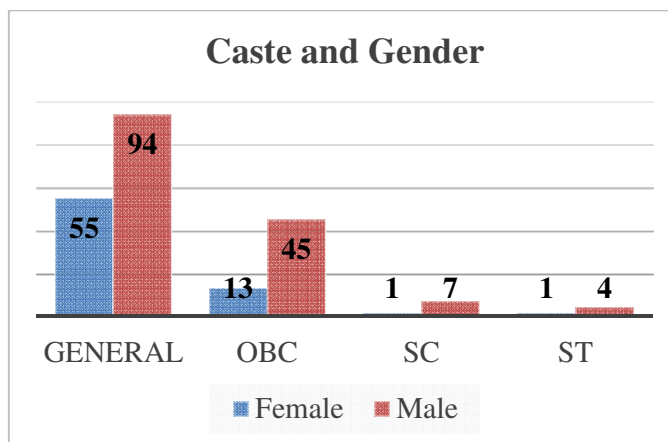


Table 4.18 demonstrates the social category and range of available programs in the home country.

Table 4.18 Have you ever witnessed the range of available programs not in your home country?

S. N	Social Category	Have you ever witnessed the range of available programs not in your home country?		Total
		No	Yes	
1	General	69	80	149
2	OBC	33	25	58
3	SC	4	4	8
4	ST	4	1	5
Total		110	110	220

Computed data from the field

Table 4.18 establishes the relationship between the social category and available programs in the home country. The sample of the respondents consists of 220, of which 110 respondents have specified that their home country also has courses to study. Remain, 110 respondents revealed that their home country is not offering a range of courses to explore. Moreover, 69 respondents who belong to the general category disclosed that their home country is not having the availability of programs to study.

Besides, the 80 respondents who belong to the general category stated that their home country offers the programs. But, fascinatingly, 33 OBC respondents stated that the home country is not providing the course to pursue and 25 respondents said that courses are available. It examines that the highest number of general category students felt that their home country does not offer a range of study courses. The social category plays a vital role in getting better education outside their country. Table 4.19 illustrates the gender and college they studied.

Table 4.19 Gender and college studied

S.N	Gender	Please indicate your college Government or Private			Total
		Affiliated	Government	Private	
1	Female	0	6	64	70
2	Male	1	14	135	150
Total		1	20	199	220

Computed data from the field

Table 4.19 analyses gender and college, which they studied. The gender preferences for selecting the college are quite the same, but in terms of socio, economic and other conditions make they constantly fluctuate. It depends on the socio-economic and cultural settings of the families in the Indian scenario. Gender inequalities primarily

exist in traditional societies. India is not an exception to them. The sample of the respondents consists of 220, of which 70 are female and 150 are male. The highest number of male students studied in a private college and 64 females took private college courses.

Only a few female and male students include 20 in the number studied in government colleges. The data informs that students from private colleges could think of International Education. Only 10% of students who hail from government colleges have enrolled in private coaching centres to study abroad. It shows that both the genders groups have studied mainly in private colleges. Female and male groups are prioritizing studies in private educational institutions. The below table discusses social category and migration for abroad education.

Table 4.20 Social category and earlier migration abroad

S.N	Social Category	Have you ever migrated abroad for education?		Total
		No	Yes	
1	General	144	5	149
2	OBC	56	2	58
3	SC	7	1	8
4	ST	5	0	5
Total		212	8	220

Computed data from the field

Table 4.20 demonstrates the relationship between social category and earlier migration for study overseas. The sample of the respondents comprises 220, of which 144 students belong to the general category who didn't migrate to study abroad. Only five students have been migrated to study overseas before applying for higher studies abroad. Moreover, OBC students consist of 58, of which only 2 students have moved for higher education abroad. Likewise, SC students comprise 8, of which only 1 student moved

before applying for higher studies overseas. It clearly emphasizes that social category helps them move to get study abroad before using for higher studies. Only a few students from general, OBC, and SC categories have an opportunity to study overseas with the help of socio, economic and cultural settings o their families/communities.

The table 4.21 analyses social categories and cultural practices in the host country.

Table 4.21 Social category and Cultural practices of the host country

S.N	Social Category	Do you aware of the cultural Practices of the host country?		Total
		No	Yes	
1	General	60	89	149
2	OBC	24	34	58
3	SC	2	6	8
4	ST	1	4	5
Total		87	133	220

Computed data from the field

Table 4.21 analyses the social category as a determining feature of Indian society. It influences each life in various aspects. Thus, it creates educational outcomes for a few sections of society. Moreover, the social category characteristics generate disparities among other groups. The sample of the respondents consists of 220 in which general category respondents comprise 149 and 89 of them are aware of the cultural practices of the host country and remain 60 respondents are not aware of the host country's cultural practices. OBCs comprise 58, of which 34 students have an idea about the host countries, remaining 24 have said they are not sensible about it. The SC category includes 8 in number but, 6 students have an idea about it. ST category contains 5 of which 4 students are conscious of cultural practices. It comprehends that social class plays a fundamental role in acquiring knowledge about host countries.

As discussed in the motivational factors relating to students' mobility, general category students have friends and relatives abroad; it could help them know about the host

country's cultural practices. The other social category students are getting awareness through differences such as the internet, print, and electronic media sources because they are not having any relatives, or friends who are staying abroad. The social category would enhance the probability to get social capital. It transforms into cultural and economic capital through which a person can materialize his/her aspirations. Thus, the social category has had a noteworthy aspect on Indian society.

Summary

Western education's significance constantly enriches the idea of studying abroad in general and Indian students in particular. The study has acknowledged motivational factors are the epicenter of student mobility. Motivational factors characterize the Indian students' study destinations in overseas countries, particularly the United States. The globalization and Internationalization of higher education have become core aspects in choosing and preparing to study abroad. The idea of studying abroad is predominantly instigated by family members, teachers, and friends. Many Indian students are more interested in applying for the Master's Program than management, bachelor's degrees, and other doctoral studies. Many students have begun preparing for overseas higher education in the 3rd and final year of their engineering study.

This study has revealed that many students have family members' relatives abroad. It could easily accommodate the students once they get admission to overseas educational institutions. They will take care of accommodation in the initial phase of student entry and assist in providing new cultural settings and insights into the host country. The family and students consider a few initial apprehensions to send their children and choose the institutions abroad. It includes the institutions' reputation and exposure. Moreover, tuition fees and cost of living are other essential concerns. The study found that institution reputation and foreign exposure would differentiate them from peer groups in the home country. It would quickly accelerate the opportunities to get better employment opportunities. It will lead the family to expose new social and cultural capital in society. Moreover, 85% of the students felt that the Indian education system is practicing the age-old practice method in the globalized world.

The Indian curriculum follows the old pedagogical and epistemological practices in Science Technology, Engineering, and Medicine (STEM) courses. The Western

education system's ontological approaches have always captivated Indian students to experience western education in many of the developed nations. The education of the west system would follow 'the best' curriculum and they always incorporate the new ideas according to the requirement of human capital and a globally competitive market. A better quality of education would lead to the invention of unique technological aspects. It will reproduce the value of the quality of the education system and better employment prospects.

Furthermore, many Indian students have reiterated that overseas higher educational institutions might collaborate with industries. It always enhances students' abilities and formulates them to existing ideas of knowledge systems. Moreover, poverty and underdevelopment lead to the non-availability of the programs in the home country. The United States will provide better technology-based programs than its home country because of its progress of innovations in technology. This kind of practice would enhance the probability of getting better employment prospects once they complete their education. The socio-economic and academic realities could be one reason to determine study overseas. Moreover, the traditional country like Indian students illustrates that overseas education would stretch to be more independent. The broad education will change the university to another mid of their course based on better infrastructural facilities. Western education's culture of learning and methodological protocols always stimulates the students. The revealed reasons are motivating Indian students to pursue higher education overseas.

The following chapter will analyze coaching institutes' role and how far these coaching institutes facilitate the admission process. What kind of experiences are students experiencing through the study abroad agencies. The chapter highlights diverse issues about host country educational opportunities, such as funding and student academic career. The chapter will discuss the consciousness of intellectual and cultural practices of the host country. The Chapter analyses the students' narratives who wish to study abroad.

CHAPTER-V

EXPERIENCES OF STUDENTS WHILE APPLYING TO FOREIGN UNIVERSITIES

INTRODUCTION

The Chapter broadly discusses the experiences of students while applying to study abroad. Globalization and privatization have led to the “massification of international higher education”. Most of the western universities are in collaboration with developing countries. Moreover, student enrollment has been increasing in foreign universities from nonwestern countries in general and Asian countries in particular. In order to get admission into Western universities, students across the cities in India tend to enroll in coaching centres for assistance to face admission Tests. Moreover, the coaching institutes assist in the application process and visa interviews. The students are exposed to diverse forms of experiences while applying for admission into various universities. The students will get multiple kinds of experiences when choosing a country, selecting the institution, and possibilities of getting funding opportunities. Moreover, students will try to gain knowledge about several cultural practices of countries. They will be persistently engaging with relatives and friends who are staying overseas. A large number of students have depended on study abroad agencies. Additionally, they would constantly be in touch with agencies processing the application for admission relating to technical subjects.

The students are considering funding as one of the significant elements. The universities in the host country and home country have been offering fellowships to the students to maintain and accomplish the cultural ties between nations and make them easily complete of studies. Moreover, several developed countries have offered fellowships to international students if they meet the required criteria of a specific institution and country. As Choudaha. R (2007) says, “International students have become cash cows in western countries. They are generating massive revenue in host countries. Many universities depend on the international students’ tuition fees to sustain and continue their academic goals”.

Moreover, funding opportunities are considered the most critical aspect of selecting the program and university. But, the growth of technology and communication sources creates awareness about the funding chances in abroad universities. But, the majority of the students who wish to study for masters' are going by self-funding.

Table 5.1: Do you aware of funding opportunities in the host country?

S.N	Aware of Funding	Number of Respondents	Percentage
1	Yes	125	57
2	No	95	43
Total		220	100

Source: Computed data from the field

The sample of the respondents consists of 220 of which 57% of students are the consciousness of funding opportunities overseas. Moreover, 43% have stated they are not aware of the funding opportunities in host countries. It indicates that many respondents know about funding opportunities like fellowships such as cross-cultural fellowships between countries and universities. The reasons could be the rise of technology and communications. Moreover, many of the respondents have relatives and friends in overseas countries. The above-mentioned factors always help them to know about funding opportunities in overseas countries. The following personal narratives have been conducted in Hyderabad city to understand the students' perceptions about funding opportunities in abroad Universities.

Ms. Aakansha Reddy, aged 21, belonged to the Hindu upper caste, born and brought up in Hyderabad. The family profile of Aakansha reveals that her father studied Intermediate and engaged in business activities. Her mother also studied up to Intermediate. She is a homemaker. Her elder brother is studying B.Tech 1st year and her younger sister is studying 9th standard. She said that none of her relatives are working in the US. But, her friends are studying and working as software professionals. The educational journey of

Aakansha reveals that she completed her schooling and intermediate from private institutions with English as a medium of language. She enrolled in a B.Tech course at Jawaharlal Nehru Technological University (JNTU) in Hyderabad. She secured the first-class percentage in her B.Tech. She did not face any financial hurdles during her school and collegiate education. She learned about funding opportunities through her friends during her college days. She constantly visits the university websites to learn about funding possibilities. She had attended a few educational fairs conducted jointly by the foreign universities and private coaching agencies in Hyderabad. The funding opportunities are high for higher education and research abroad. She said that the funding opportunities would decrease the disparities between high and low-income students. If a lower-income student gets the fellowship, they will be able to finish their studies without any trouble. The US gives priority to research and innovations. She insists that funding is a significant component.

Nonetheless, many of the students are particular about the funding opportunities of host nations. It can provide confidence to the students to finish their academic goals without any hassle. The host country institutions follow the specific kind of criteria for granting fellowships to international students. Moreover, getting a fellowship from the host institution is a prestigious entity in students' academic careers. The funding opportunities are better for master's compared to undergraduate students. She is planning to apply for MS at US University. Since the University is a better place to get a particular institutional grant for the students, she is hoping for the best to get a good amount of fellowship from the host country institutions.

Mr. Vishal, aged 21, belongs to Kamma caste. He was born and brought up in Vijayawada. The educational and occupational history of Vishal reveals that his father studied up to Intermediate working as a contractor. His mother completed a degree and she is a homemaker. His younger brother is studying intermediate 2nd year.

The educational trajectory of Vishal reveals that he studied his primary and secondary schooling in Vijayawada. Their family shifted to Hyderabad. He completed intermediate in Sri Chaitanya junior college Hyderabad. He has chosen B.Tech in MLR Institute of technology. His relatives and friends are working as software professionals in the US. Initially, he was unaware of funding opportunities in the US. Still, he came to know about it through his friends and foreign educational awareness programs in the city. The US government spends a considerable amount on higher education institutions and is a place for research and innovations globally. He said that funding opportunities would increase the broader access to higher education and research. But, getting a fellowship for masters is more complex than the graduate programs.

Moreover, the American degree is expensive. I plan to apply for higher studies at some of the American Universities. He says that many host countries are offering better funding opportunities for international students. The United States is a Centre of many engineering educational institutions with better quality lab facilities. Many of the institutions have collaborated with private companies. Certainly, better chances to get a fellowship, if I get admission to any of the institutions in the United States. It indeed, materialize the expectations of my family members. He finally says that if he doesn't get a fellowship he will be bearing personally.

The foregoing case study reveals that funding opportunities also encourage students to get an international education. Their relatives and friends are making them aware of funding chances in host countries. Moreover, they felt that getting a US fellowship is a difficult task for master's Students. It will create self-confidence to pursue education. The funding will help them to smoothly complete their studies. The technology has been helping the students to know about multiple funding opportunities given by governmental and private agencies. Many students depend on private agencies, which provide information about funding chances in the United States.

The third chapter elaborately discussed the socio-economic profile of the students. The highest number 90% of the students are studying in private colleges; most of the parents are engaging in various employment categories such as private, government, and others. It emphasizes that predominantly students who are indented to study abroad are not facing any financial problems. Table 5.2 analyses the financial constraints of students.

Table 5.2: Have you faced any financial constraints?

S.N	Financial constraints	Number of Respondents	Percentage
1	Yes	53	24
2	No	167	76
Total		220	100

Source: Computed data from the field

Table 5.2 demonstrates the financial capabilities of the students. The table consists of 220 respondents, of which 167 respondents represent 76% and 53 respondents have 24%. Almost 76% of the students are not facing any financial hindrances to studying abroad. It implies that 76% of the respondents hail from financially well-established families. Remain 24% of the students face financial difficulties getting overseas education. This study is very much appropriate with the socio-economic characteristics of students' moreover; it is highly pertinent to the parents' occupation and income levels discussed in the respondents' socio-economic profile. International higher education is largely a socio-economic phenomenon in the Indian context. Table 5.3 discusses the respondents' English language training program.

Table 5.3: Have you ever attended any English language training program?

S.N	Attend any English language training program	Number of Respondents	Percentage
1	Yes	68	31
2	No	152	69
Total		220	100

Source: Computed data from the field

Table 5.3 analyses students who are attending English language training programs. The table consists of 220 respondents, of which 152 respondents signify 69% and 68 respondents comprised 31%. The highest number of respondents, 69% are not appearing for any English language training classes. As discussed in chapter 3, the socio-economic profile of the respondents revealed that 90% of the students are studying in private colleges. Moreover, table 15 in chapter 3 illustrates the languages students know.

A large number of students 94.1% have revealed that they consider English as a primary source of communication. A large number of students are studying in private colleges with the medium of instruction of English. Table 5.3 emphasizes that 69% of the students are not attending any language training programs. But, the students comprised 31% who studied in the vernacular medium of languages attend English language training programs before they apply for abroad education. Table 5.4 examines the students' perceptions about getting a student visa in the USA.

The countries like the UK, Canada and Australia are attracting skilled professionals from developing nations. The United States has reformed its foreign policy and visa regulations to attract skilled labour from developing countries in general and international students in particular. The students who come to study in the United States are generating huge revenue. According to Marcus Lu, (2020) throughout, 2018-19 “International students contributed \$41 billion to the US economy”, which clearly emphasizes that it has become a reality because of changing its foreign policy and Visa regulation for International students.

Table 5.4: Do you think access to a student visa to the USA and Canada is easier than in other countries?

S.N	Response	Number of Respondents	Percentage
1	Yes	161	73
2	No	59	27
Total		220	100

Source: Computed data from the field

Table 5.4 illustrates students' responses to getting a visa easier than in other countries. The study consists of 220 respondents, of which 161 respondents represent 73% and 59 respondents comprise 27%. The highest number, 73% of respondents, felt that getting a student visa is more accessible than in other countries. Remain 27% of the students have said that acquiring a student visa is problematic in the United States. Thus, many students have opined that getting a student visa is more accessible than in other countries. The students opined that getting a student visa is an entry for accessing higher education. Moreover, it works as an identity in getting employment chances and citizenship opportunities. Table 5.5 illustrates the consciousness of the cultural practices of the host country.

The significant cultural differences across western countries pose cultural adjustment challenges to newly migrated students from across the world. International students might encounter unique forms of strangeness in their daily routine in western countries because of differences in their language, the culture they follow, and the education system they practice. The cultural adjustment process has gained significance in International studies, particularly from the rise of international students' mobility. Few scholars have developed theoretical frameworks on adjustment practices.

The one from Anderson (1994) promoted a cross-cultural adaptation model that summarizes the four main stages of “cultural encounter”, “experiencing difficulties”, “creation of reaction”, and “overcoming” stage. It is difficult for international students and needs to address new cultural backgrounds and adapt to the new academic life of the host country. When a student migrates to a new country, they will encounter a new culture shock regarding food and various traditional and cultural practices in the host country. Moreover, students need to familiarize themselves with the new academic system. In addition to it, students need to acculturate the stress he is experiencing in host countries.

Table 5.5: Do you aware of the cultural practices of the host country?

S.N	Response	Number of Respondents	Percentage
1	Yes	133	61
2	No	87	39
Total		220	100

Source: Computed data from the field

Table 5.5 discusses the awareness of the cultural practices of the host country. The sample of the respondents consists of 220, of which 133 respondents symbolize 61% and 87 respondents imply 39%. The data indicates that a large number of students have an awareness of the host country's cultural practices. Chapter 3 enumerates students who have relatives or studied or have permanent residency in the host country. A large number of respondents, 71% have stated that they have relatives in host countries. It could be the one reason the highest number of students have consciousness of the host country's cultural practices. But remaining students are not having consciousness about cultural practices.

Moreover, changing technological paradigm shifts have addressed diverse forms of cultural settings in many countries worldwide. Thus, many of the students acquire knowledge about overseas countries. Table 5.6 analyses consciousness about the host country's food habits.

Table 5.6: Are you conscious of the host country's food habits?

S.N	Response	Number of Respondents	Percentage
1	Yes	162	74
2	No	58	26
Total		220	100

Source: Computed data from the field

The study reflects on consciousness about the host country's food habits. The sample of the respondents consists of 220, of which 162 respondents signify 74% and 58 respondents comprise 26%. The highest number of respondents (74%) have stated that they have consciousness of the host country's food habits. Moreover, 26% of respondents are not having an awareness of it. It postulates that students applying to study abroad have a perception of diverse forms of cultural practices, which will help them perceive various forms of cultural practices, which will help them cope with the host country's cultural practices. When an immigrant moves outside their country, the awareness about the host country's practices would provide confidence to the new immigrant people, the impact of the new cultural shock will be less than other immigrants.

Significance of study abroad agencies:

Chen, (2007) analyses that “globalization has had a major influence on higher education and its several stakeholders, and the global flow of students from the home country to the host country is maybe one of the most obvious signs of this effect”. There's a lot written about the factors that influence a student's choice of goals. Bodycott, (2012) claims that “the role of parents, teachers and peers as influencers”. Moreover, Wang, (2009) informs that different marketing strategies of educational institutions including study abroad institutions also play a significant role.

Current research focuses on institutions in the early stages of development. Delay in adopting the agent recruitment model. Few focus on the use of agents by higher education institutions in North America. In contrast, “Australian institutions have been using agents for decades” (Wang, 2009). “Agents have played a key role in the remarkable growth of Australia's international admission, which surged from 25,000 in 1990 to over 250,000 in 2007” (Marginson, 2011b). However, the applicability of Australia's experience to Canada and the United States is limited. “Both countries are competitors in the global student market” (Edu World, 2012), and their institutions probably used some of the similar institutions and agencies.

Chapman, (1981) argues that the literature on student selection comprises often cited models. Researchers have studied how social characteristics such as race, gender and

socio-economic status (SES) and personal aspects such as parental participation and educational performance impact student option. Much of this study is from the United States. The study abroad institutions played a key role in the country selection, course selection, tuition fees, infrastructure equipment, living expenses, weather conditions, etc. Mazzarol (1998) said that the “proposed partnerships with educational institutions and abroad education programs could support the international recruitment of higher education institutions”. Harris & Rhall, (1993) demonstrates that the educational promoters can present a physically directed education market to US education institutions, which can be a valuable resource for the global market. “It is expensive for international recruiters to travel to many other countries”. Stedman, (1999) emphasizes that recruiting international students in collaboration with educational institutions is economically meaningful and may help educational institutions keep their bodies diverse. It was an old method of practice that existed with pre rise of technology and communication sources.

However, the questions have been taken about the agents’ practices ethical or not Redden (2013) said that representatives who recommend a particular institution to a student for a committee might prioritize the student's interests over their own. Heaney, (2000) argues that in order to help students, educational agents may provide incorrect details. Similarly, Hagedorn and Zhang (2011) undermine both the student's life and the institution's reputation, with less responsible educational agents providing false information and misleading students' for financial interests, Robison, (2007) demonstrates that “educational institutions work with agents to hire more students by misrepresenting academic development, violating promises with students, and violating written contracts and verbal agreements with agents.

Pimpa, (2003) highlights that students and their parents hire agents for the same reasons as educational institutions. Due to a lack of familiarity and awareness of foreign destination countries, many families find it difficult to understand complex visas and application processes. Evaluate institution qualifications, and learning programs to determine which school best suits students.

Even sometimes, language barriers and geographic distances can make it difficult for institutions to access information and support that they provide directly to future students, particularly for parents. Students and parents may be concerned that these issues may affect their student's chance of admission to the school of their choice. Better employment opportunities, permanent residency, and migration opportunities can be more important features of the family's overall objective of sending students abroad.

Pimpa, (2001) states that financial resources required to send their child abroad, making such an important decision without assistance can be an unacceptable risk. During these circumstances, families often choose to seek advice from agents/agencies. Pimpa 2003 claims that "education consultants are not only informants but also mentors for students". Soutar, (2002) argues that "educational representatives are appreciated because they allow direct communication about particular academic programs and institutions".

Bodycott, (2012) informs that there is evidence that some countries culturally prefer to use mediators to help manage important transactions. "In some markets, we have more trust in someone from their country than in foreign institutions. They want to trust someone who speaks their language and understands them and their needs". That trust may not be unconditional. The story of the agent's misbehaviour shared by friends and relatives, together with the financial cost experienced by involving the agent, made Chinese parents suspicious of them.

Agents and students associate in various ways through educational fairs and workshops, responding to promoting and social media campaigns, and endorsing friends and family. Agents can use marketing resources provided by their representative agencies or create their own (another possible area of concern for institutions from a monitoring perspective). In a few cases, students are not the primary clients' parents who can take a careful and critical decision to hire and negotiate to consult with an agent on their behalf. The level, nature, and experience of agent services vary widely.

Higher agencies may have a team of experts who support a single student client. Services include recognizing educational institutions that meet student needs, degree

levels, degree program identification, collection and submission of various transcripts of grades and test scores, document translation, and visa interview preparation. It also serves as a connection between educational institutions and students and parents. In many instances, this relationship lasts long after the student enrolls, especially if the language barrier restricts direct communication. The agencies do marketing by the name of students who have joined and completed their courses in overseas institutions. In one sense, the agencies provide information about host institutions in another way, they are gratifying their financial necessities.

Old practices and New Method

Altbach, (2011) demonstrates that pre-1990, “Many students were interested in studying abroad, explored information, and applied for their favourite educational institution. In the pre-Internet era, information was sponsored directly by writing letters to foreign universities or by embassies and information centres in major cities in developing countries, the number of international students was relatively less in countries like the Soviet Union, the United Kingdom, United States and France, etc. In 1981, there were 912,300 internationally mobile students. The total number has increased in the last 30 years. Many students came from comparatively wealthy families who had access to information, could take knowledgeable decisions, or they were supported by the government or other cultural institutions. Universities in host countries rarely make internationalization a top priority, and few have attempted to get money from abroad students. Cold War politics and postcolonial relations have motivated the great powers to sponsor overseas information centres.

Altbach, (2011) argues that higher education is seen as a huge business for many Western countries. In today's globalized world, where perhaps 3 million students are studying abroad, the majority of students come from Asian countries and move to English-speaking countries and Australia. The United States accepted 671,000 of these international students or 21 percent of the world's total. These students contributed more than \$ 17.65 billion to the US economy and billions more to other major host countries”.

Altbach (2011) highlights the commodification of higher education. Key changes include the “growth of the Internet, the commercialization of international higher education”, and the change of study abroad from the elite to the masses. Earlier, international higher education was limited to the elite, but interested students often received scholarships from their home countries, host countries, and other cultural institutions. An “international study has become a mass phenomenon where funding comes overwhelmingly from individual overseas students or their families. The students themselves come from much broader social-class backgrounds and from many more countries than was the case in the past”.

The Internet has massively created informal access to information concerning higher education institutions across the world. Moreover, many fraud institutions have been emerging in the name of prominent institutions advertising false information and damaging the students’ academic careers and the institution’s eminences. Even a glance at the websites of many universities has revealed that the lack of transparency leads to the making of false advertising. But, the students need to have the ability to distinguish the fake and standard institutions carefully.

At the same time, The United States often decreases the budgets for overseas libraries and information centers without considering the effects, and now reopens the centers and libraries, naming one of the most valuable exports in the United States. As the number of overseas students increased, the qualification level of applicants declined. In the past, some publicly funded programs placed students in less authoritative institutions, but there were few applicants from top universities abroad in most cases. However, many students who do not understand the prospects of higher education may wish to study abroad because they do not have access to higher education at home for multiple reasons. In addition, they believe that abroad education qualifications can improve their employment opportunities which are considered a major step to migrating abroad.

Many academic institutions are competitors for international students. Most of these new applicants do not apply to best ranking higher education institutions. But, they are applying to low level or quality schools in all fields. “These schools evolved as recruiters of international students. Interestingly, some the prestigious American

universities have become agents and recruiters. Leading universities remain the favourite educational destination for most of the finest and world's best students. However, they could only accommodate a small number of students applying for higher education abroad”.

The study abroad agencies play an imperative part in students' application process to get admission into overseas institutions. Earlier, the access to International higher education was limited to traditional educational classes and the ruling elite. But, with the growth of technological developments, more opportunities have been emerging for all sections of society. A large number of people are aiming high for educational aspirations. The emergence of study abroad agencies is a 21st-century phenomenon in the Indian context. These agencies are primarily shaping the aspirations of the students. The study abroad agencies assist the student from the application process to admission procedure in abroad institutions.

Table 5.7 analyses the number of students who have had assistance from study abroad agencies.

Table 5.7: Have you applied through a study-abroad agency or yourself?

S.N	Response	Number of Respondents	Percentage
1	Yes	141	64
2	No	79	36
Total		220	100

Source: Computed data from the field

Table 5.7 analyses the application process of students. The table consists of 220 respondents, of which 141 respondents comprise 64% and 79 respondents consist of 36%. A large number of students 64.1% are applying through agencies only 36% of respondents are using their mechanisms. Even the accessing and availing facility of a study abroad agency depends on the financial circumstances of the respondents. Moreover, chapter 3 highlights students' and parents' socio-economic and educational characteristics. Applying through a study abroad agency is associated with the parents' educational qualifications, occupations, and income levels. The highest number of parents are well educated. Most of them are engaging in employment and business

activities, particularly 90% of the fathers are getting 10-25 lakhs above income annually, which indicates the financial condition of the students. These have been headed to apply through study abroad agencies for admission in overseas educational institutions. Table 5.8 establishes the students' migration history to study overseas.

Table 5.8: Have you ever migrated abroad for education?

S.N	Response	Number of Respondents	Percentage
1	Yes	8	3
2	No	212	97
Total		220	100

Source: Computed data from the field

Table 5.8 explores the previous migration of the students for getting an abroad education. The sample of the respondents consists of 220 of which 212 respondents represent 97% and 8 respondents are comprised 3%. The highest number of responders have stated that they did not migrate for higher education earlier. So, it demonstrates the highest number of students are planning to apply for the first time migrating to get overseas education. Table 5.9 analyses the students while applying to universities abroad, did they get any help from friends or relatives.

Table 5.9: Did you get any help from your friends or relatives?

S.N	Response	Number of Respondents	Percentage
1	Yes	137	62
2	No	83	38
Total		220	100

Source: Computed data from the field

Table 5.9 examines whether students get any assistance from friends or relatives while applying to study abroad. The sample of the respondents consists of 220 of which 137 respondents comprise 62% and 83 respondents comprised 38%. The highest number of

respondents have stated that they are getting assistance from friends and relatives. Remain 38% of the respondents are not getting any help from friends and relatives while applying to study abroad. As discussed in chapter IV, 71% of the respondent's family members studied and stayed abroad. Moreover, 66% of the respondents' family members possess permanent residency status. It indicates that 62% of the respondents are getting help from friends and relatives during their application procedure. Social networks play a significant role in selecting the program of study and selection of university. Table 5.10 discusses whether the language is the barrier to communication in applying to study abroad.

Table 5.10: Do you think that language is the primary barrier to your communication while applying to study abroad?

S.N	Response	Number of Respondents	Percentage
1	Yes	59	27
2	No	161	73
Total		220	100

Source: Computed data from the field

Table 5.10 consists of 220 respondents, of which 161 respondents comprise 73% and 59 respondents consist of 27%. The highest number of respondents felt that they did not consider language a barrier to communication while applying to universities abroad. A large number of students are studying in private colleges where the medium of language is English. So, it wouldn't be a problem for the majority of the students. However, the students who studied in the vernacular language are facing trouble communicating in English while applying to study in overseas countries. But, the majority of the students are from an upper-class background. Their families' socio-economic and cultural capital plays an important role in the student's educational journey. It could enable them to attain academic skills during their studies. Table 5.11 discusses difficulties in completing the online application.

Table 5. 11: Did you face any difficulty filling out your online application?

S.N	Response	Number of Respondents	Percentage
1	Yes	34	16
2	No	186	84
Total		220	100

Source: Computed data from the field

Table 5.11 demonstrates the difficulties in completing the online application. The sample of the respondents is 220, of which 186 respondents consist of 84% and 34 respondents represent 16%. The highest number of respondents have stated that they are not facing any difficulty in completing the online application for overseas education. But, very few respondents claim that they are getting problems completing the online application procedure for studying abroad. The primary reason could be that most students are applying through study abroad agencies. Very few of them use their mechanism to apply for admission to abroad institutions.

“International students who are officially considered temporary migrants, many international students change their visa status after graduation and settle in the host country” (Rizvi, 2000; Collins, 2008). According to “US statistics, between 2002 and 2005, 74% of foreign-born scientists and engineers received their PhDs”. “The beneficiaries did not return to their home countries after graduation” (National Science Foundation, 2008). “This issue is widely known as the incapability of developing countries to compete with the high wages accompanying employment opportunities in developed countries” (Alberts & Hazen, 2005; Pyvis & Chapman, 2007; Angel Urdinola et al., 2008). Accordingly, strategies to justify the effects of “brain drain” have focused on improving internal work employment chances and emerging a competitive salary scale for highly skilled experts.

Developing countries face diverse forms of social and economic disparities, which always encourage the students to go for higher education abroad. Many students are migrating abroad for better education and better life prospects. These two major aspects could provide a better way of leading life in the future. It immensely supports any individual to differentiate from their peer groups. There could be other reasons that always push students to move from home to host nations. Such as a better quality of

life, better employment prospects, an advanced way of leading life, and getting permanent residency. Table 5.12 analyses interest in staying back in the host country after completing studies.

**Table 5.12 would you like to settle in the host country or
Return after the completion of your studies?**

S.N	Response	Number of Respondents	Percentage
1	Yes	206	94
2	No	14	6
Total		220	100

Source: Computed data from the field

Table 5.12 demonstrates respondents' views to settle in the host country after completion of their studies. Almost 94% of respondents opined that they wanted to settle in the host country even after finishing their studies. But, very few respondents have stated that they want to come back to their home country after completing their studies in the host nation. There could be several reasons that always encourage students to move from their home countries, such as better quality of education, better level of employment opportunities, advanced living conditions, and permanent residency. Moreover, the United States' permanent status could give home and host countries social status. Acquiring citizenship in developed countries is a new phenomenon in developing countries.

Summary:

The students are getting diverse forms of experiences while applying to study abroad. They are particularly choosing the country of destination and selecting the institution. Many of the students depend on study abroad agencies, ensuring admission to all the applicants in abroad institutions. Most of the students spend <2.5 to 3 lakhs on study abroad agencies to process the application procedure. While undergoing these practices, students are coming to know about funding opportunities in host countries. Moreover, students who come from the underprivileged status of socioeconomic conditions are facing financial problems. Earlier international higher education was confined to a few

sections of the society because of the cost issues and other technicalities. With the rise of “internationalization of higher education”, most private government banks provide financial assistance to the students whose economic condition is low. Many students were not in a position to materialize their dreams to study abroad. Many of the students are facing financial burdens. To overcome financial constraints, government and private banks provide financial assistance (loans) to the students to pursue their studies. It led to a massive phenomenon in Indian societies.

Even a clerk working in a government office could be able to send their children to study abroad. But, based on their socio-economic status background, most of the students are moving abroad with self-funding. Still, most of the students are moving abroad with self-funding. Still, very few of them are trying to get government-funded fellowships for which they are facing multiple kinds of competitive procedures. Getting a government-sponsored fellowship is considered prestigious in Indian society. Few students are attending English language training programs to enhance their language skills and communication in a better way. Many of them feel that English is not a barrier to communication before they get admission. Furthermore, many students are not facing any difficulty completing the application process because the study abroad agencies are taking care of it. Students felt that changing visa policy and regulations should help them easily get access to visas in wishful countries to access easily access visas in a wishful country. Before getting admission to host countries, students have consciousness of the host country's cultural practices.

The rise of technology, communication sources, advertisement programs, and education fairs creates awareness about host countries. The student immigrates to a new place, they will not think the place is unique to them. Many of the students migrate for the first time and seeks help from friends and relatives who have already in overseas, through which students are getting a primary idea about host countries. The parents are the primary source of encouraging them to apply for overseas education. Parental choice is all about getting a better education in overseas countries; it will make them get better knowledge and better employment prospects. Additionally, once the student does their studies from overseas countries, which will differentiate them from their relatives. Most of the parents felt that abroad education could give different social

identities in society. Additionally, parents' choice is all about getting a better education in western countries in the general United States in particular.

CHAPTER-6

CONCLUSION

International higher education is not a new phenomenon in the Indian context. The world's oldest universities have existed since ancient times in India. With the impact of colonial rule, the west becomes a global academic destination. Many European countries have opened their door for international students. Studying in western countries was considered prestigious. It differentiates from peer groups. Germany and England were considered major destinations until the 20th century.

Moreover, acquiring a degree in Britain and Germany was highly expensive than the American universities. Then the turn has been shifted to the US universities, which follow the best curricular, and technological practices than the European universities. But, with the impact of globalization, new tendencies have been emerging in the field of international higher education. The United States had become a primary destination for international students. The American higher education system is known for its diversity of institutions which primarily stands for academic excellence; then the universities are attracting students across the world.

Indian students occupy the second-highest position after china in the United States. This study has used Pierre Bourdieu's forms of capital as a conceptual framework. The three forms of capital has been playing a significant role in students' academic achievements. Chapter one highlighted the rationale behind the selection of the study. It has discussed broader objectives of the study followed by methodology. This study comprehensively analyzed research ethics.

Chapter two traces the conceptual framework of international higher education in general student migration in particular. This chapter introduces the concepts; the study attempts to understand various debates through conceptual analysis of its various components. The conceptual debates highlight that modern Europe attracted global scholars with its academic training. It was considered a highly prestigious degree in the world. But, student flow had been reduced due to the higher cost of studying. Moreover,

it was not scholarly enough to pursue higher studies and research with potential employment opportunities. The cost of studying was less in the US universities compared to the German universities. As a result, the student influx has increased to the United States.

The demand for higher education abroad has increased over the last four decades. Most of the American universities are attracting international students in general and Asian students in particular. The diverse pull and push factors have been attracting students' educational destinations. It includes knowledge about study destinations, social networks, marketing strategies and the attractiveness of abroad education are making educational choices for students and determining the study destinations. Moreover, global networks expand the student aspirations it gives a consciousness on the diverse cultures, economies and politics of the different countries. Even though the chapter has analyzed key components of knowledge societies that primarily shape a country's policies, issues are ultimately responsible for attracting the international flow of migrants in general and students in particular.

It explicitly discussed students' choices based on economic, sociological and information processes followed by different stages of selection of universities or institutions. Even it discussed the difficulty in conceptualizing the student decision-making process. Moreover, the study analysed diverse debates on knowledge and awareness about study destination, which is primarily considered one of the significant criteria for moving abroad for higher education. It also analyzed the role of globalization and internationalization and how it accommodates all the cultures and how pluralistic it is in nature facilitates egalitarian interactions or exchanges in society. It explored the influences and impact of structural adjustment policies from the Indian perspective. Moreover, it discussed the positive and negative consequences of the internationalization of higher education in Indian society.

An overview of these themes informs that International student mobility is a multidimensional phenomenon. Moreover, Indian students' migration is associated with class and gender.

Chapter three illustrates various socio-economic and cultural aspects of the students who wish to study overseas. Primarily students' age group is 21 to 28, which

demonstrates that the young age group is trying to move for overseas higher studies. The socio-economic position has become a significant component of all the students. The study has found that gender prejudices significantly affect the Indian education system. Even though the female student enrollment ratio has increased in higher education studies. But, in the context of India's international higher education, female students belong to dominant social backgrounds, which states that global higher education in the Indian context does not only have a gender dimension but, is also largely a dominant peasant caste phenomenon.

The Hindu religious students' proportion is higher than in other religious communities as far as religion is concerned. Muslim constitutes 4.1%, which exemplifies that the sacred religious system is very much connected with education in general and international higher education in particular. The social category is a fundamental perception of Indian society. The consciousness of social capital could enhance every individual's capacity and transform into two other capitals such as cultural and economic capital. The advancement of social status might encourage every individual to engage in diverse forms of activities to lead their future endeavours in those the education could be one such aspect.

The social category is very much associated with the educational qualifications of the students. The social category highly conditions the economic position. The highest number of students who intend to study overseas belong to the upper strata and upper class such as Kamma, Reddy, Kapu, and Velama. Many of them belong to peasant caste communities. Moreover, they constitute significantly less proportionate than other social categories of society. It demonstrates that ascribed identities have been playing a significant role in attaining their status in society. Moreover, the identities are dependent variables of socio, economic, and cultural capitals. It is a shift from Brahmin dominance in higher education to peasant caste domination. Thus, educational qualification and social category are interconnected with each other. The family is a significant element of socialization.

Parents' education, occupation and income levels also play a vital part in characterizing the choice of study destinations. Still, it is different from rural and urban settings. It varies from socially advanced and economically disadvantaged communities to

financially well settled and culturally backward communities. The student's parents are engaging in all different kinds of occupations.

The occupations are classified into two categories the most prestigious occupations and lower-ranking occupations. The occupational status comprehends both income and educational attainment of the family. All together lead to giving better educational standards for the children in the family. Even though a large number of student respondents primarily belong to one particular dominant social category, it is highly linked with their status, which historically comes from the ascribed identity. These forms of identities have been led to acquire and possess the socio-economic and cultural capitals. Finally, international higher education is associated with various socio-economic and cultural capitals in an Indian setting. Global higher education is massively expanding in the Indian context, but it is an upper-caste and upper-class phenomenon in general and peasant caste phenomenon in particular.

Chapter four describes the motivational factors: Western education's significance constantly enriches the idea of studying abroad in general and Indian students in particular. The study has acknowledged motivational factors are the epicentre of student mobility. Motivational factors characterize the Indian students' study destinations in overseas countries, particularly the United States. The globalization and Internationalization of higher education have become core aspects in choosing and preparing to study abroad. The idea of studying abroad is predominantly instigated by family members, teachers, and friends. Many Indian students are more interested in applying for the Master's Program than management, bachelor's degrees, and other doctoral studies. Many students have begun preparing for overseas higher education in the 3rd and final year of their engineering study.

This study has revealed that many students have family members' relatives who are in abroad. It could easily accommodate the students once they get admission to overseas educational institutions. They would take care of accommodation in the initial phase of student entry and assist in providing new cultural settings and insights into the host country. The family and students consider a few initial apprehensions to send their children and choose the institutions abroad. It includes the institutions' reputation and exposure. Moreover, tuition fees and cost of living are other essential concerns. The

study found that institutional reputation and foreign exposure would differentiate them from peer groups in the home country. It would quickly accelerate the opportunities to get better employment opportunities. It will lead the family to expose new social and cultural capital in society. Moreover, 85% of the students felt that the Indian education system is practising the age-old practice method in the globalized world.

The Indian curriculum follows relatively the old pedagogical and epistemological practices in Science Technology, Engineering, and Medicine (STEM) courses. The Western education system's ontological approaches have always captivated Indian students to experience western education in many of the developed nations. The west education system would follow 'the best' curriculum and they always incorporate the new ideas according to the requirement of human capital and a globally competitive market. A better quality of education would lead to the invention of unique technological aspects. It reproduces the value of the quality of the education system and better employment prospects. Furthermore, many Indian students have reiterated that overseas higher educational institutions might collaborate with industries. It always enhances students' abilities and formulates them to existing ideas of knowledge systems. Moreover, poverty and underdevelopment lead to the non-availability of the programs in the home country. The United States provide better technology-based programs than its home country because of its progress of innovations in technology. This kind of practice would enhance the probability of getting better employment prospects once they complete their education.

The socio-economic and academic realities could be one reason to determine study overseas. Moreover, the traditional country like Indian students illustrates that overseas education would stretch to be more independent. The broad education will change the university to another mid of their course based on better infrastructural facilities. Western education's culture of learning and methodological protocols always stimulates the students.

Chapter five analyses the diverse experiences of the students while applying to abroad education. Students realise diverse forms of experiences while applying to study abroad. They are particularly choosing the country of destination and selecting the institution. Many of the students depend on study abroad agencies, ensuring admission

to all the applicants in abroad institutions. Most of the students spend <2.5 to 3 lakhs on study abroad agencies to process the application procedure. While undergoing these practices, students are coming to know about funding opportunities in host countries. Moreover, students who come from the underprivileged status of socioeconomic conditions are facing financial problems.

Earlier international higher education was confined to a few sections of the society because of the cost issues and other technicalities. With the rise of internationalization of higher education, most private and government banks provide financial assistance to the students whose economic condition is low. Many students were not in a position to materialize their dreams to study abroad. Many of the students are facing financial burdens. To overcome financial constraints, government and private banks provide financial assistance (loans) to the students to pursue their studies. It led to a massive phenomenon in Indian societies. Even a clerk working in a government office could be able to send their children to study abroad. But, based on their socio-economic status background, most of the students are moving abroad with self-funding. Still, most of the students are moving abroad with self-funding. Still, very few of them are trying to get government-funded fellowships for which they are facing multiple kinds of competitive procedures. Getting a government-sponsored fellowship is considered prestigious in Indian society.

Moreover, few students are attending English language training programs to enhance their language skills and communication in a better way. Many of them feel that English is not a barrier to communication before they get admission. Furthermore, many students are not facing any difficulty in completing the application process because the study abroad agencies are taking care of it. Students felt that changing visa policy and regulations help them to get access to visas in wishful countries to access easily access visas in a wishful country. Before getting admission to host countries, students have consciousness of the host country's cultural practices. The rise of technology, communication sources, advertisement programs, and education fairs creates awareness about host countries. The student immigrates to a new place, they will not think the place is unique to them. Many of the students migrate for the first time and seeks help from friends and relatives who have already in overseas, through which students are getting a primary idea about host countries.

The parents are the primary source of support to apply for overseas education. Parental choice is all about getting a better education in overseas countries; it will make them get better knowledge and better employment prospects. Additionally, once the student does their studies from overseas countries, which will differentiate them from their relatives. Most of the students felt that a foreign degree could give them different social identities in society. Additionally, parents' choice is all about getting a better education in western countries in the general United States in particular.

This study argues that a culture of equality, liberty, and a sense of autonomy and potential economic opportunities in western academic institutions and the cultural economy of gendered educational expectations for men and women in India, motivate students toward western countries for higher learning. Thus, the culture, autonomy, and self-driven accountability tend to work as a new mantra for young students of India. This study further advocates that the Indian state shall adopt the new technological and innovative methods in the Indian education system, particularly in curriculum, pedagogy, and epistemological practices in general, particularly in science, Technology Engineering and Medicine (STEM). This will unquestionably control the student's migration overseas, strengthening the Indian education system and economy.

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These points were reiterated by Cornelia M. Ashby, Director of GAO's Education, Workforce, and Income Security Team. Her testimony can be found on the GAO website at [<http://www.gao.gov/new.items/d06702t.pdf>].

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APPENDIX-I

QUESTIONNAIRE

International Higher Education and Students Migration: A Study of Telugu student migrants to North America

Section: A

Personal information of Students who wish to study abroad

1. Name:
2. Gender:
3. Age (in Complete Years):
4. Religious Background:
5. Social category:

Caste	Scheduled caste	Scheduled Tribe	OBC	General	Others
Sub-Caste (Specify)					

6. Educational Qualification:
7. Please indicate your college Government or Private? :
8. Please indicate your place of origin?
9. Family details?

Family Details	Educational Qualification	Occupation	Income (Annual)
Father			
Mother			
Siblings			
Siblings			
Siblings			

9. Please indicate the languages you known (Please tick):

Telugu	Hindi	English	Urdu	Others(Specify)

Section B

Motivational factors for moving abroad

1. The highest level of education you want to achieve?

	Diploma	Bachelor's Degree	Master's Degree	Management courses	Medical courses	PhD	Other courses (Specify)
Specify branch (filed)							

2. Who first raised the idea of studying abroad?

Family members	Friends	Teachers	Seniors	Relatives/ Cousins	Others Specify

3. When did you start preparing for study abroad?

4. What are the major considerations you and your family had for letting you study abroad?

Institutions Reputation	Tuition Fee	Foreign Exposure	Cost of living	Weather condition	Others Specify

5. Do you have any family members or relatives who have ever stayed or studied in abroad?

Yes	No

6. Do you have any family members or relatives who have permanent resident status or citizenship in North America?

Yes	No

7. What kind of online communication sources you have visited? (Please Tick)

Google	Facebook	Twitter	Others Specify

8. What kind of offline communication sources you have gone through? (Please Tick)

News papers	Magazines	journals	Others Specify

9. Did you communicate with the aspiring university before you applied? (Please Tick)

Yes	No

10. Why did you choose you current program and country? (Please Tick)

International exposure	Institutions reputation	Reputation as a safe country	Better employment prospects	Prestige of degree/diploma	Permanent residency (Chance of acquiring citizenship/residence)

11. Do you think that study abroad helps you to get respect and recognition from others? (Please Tick)

Yes	No

14. What is the key factor for your decision of overseas higher education?

Curriculum	The reputation of the education system in host country	Better quality of education	Better employment prospects	Industrial tie-up

15. Do you think that study abroad gives more freedom and being more independent?

Yes	No

16. Do you think is there lack of access to higher education in your home country?

Yes	No

If Yes

Specify.....
.....
.....
.....

17. What kind of notion you have on better quality of overseas higher education system?

.....
.....
.....
.....

18. Do you think that host country education would give better technology based programs than your home country?

Yes	No

If Yes

Specify.....
.....
.....
.....

19. Have you ever witnessed the range of available programs are not in your home country?

Yes	No

20. Do you think that geographical proximity will help you study abroad?

Yes	No

Section C

Experiences for getting Admission

1. Do you aware of funding opportunities in host country?

Yes	No

2. Have you faced any financial constraints

Yes	No

If Yes, Please

explain.....
.....
.....
.....

3. Have you ever attend any English language training program?

Yes	No

4. Do you think that access to student visa to USA and Canada is easier than other countries?

Yes	No

5. Do you aware of cultural practices of host country?

Yes	No

6. Are you conscious about host country food habits?

Yes	No

7. Did you apply mainly through Study –abroad agency? Or you're self

Yes	No

8. What could be your financial sources?

Self-funding	Host Institution funding	Government fellowship	Bank Loans	Any Others (Specify)

9. Have you ever migrated to abroad for education?

Yes	No

10. What kind of difficulties have you experienced during your application process?

.....
.....
.....

11. Did you get any help from your friends or relatives?

Yes	No

12. Do you think that language is the primary barrier of your communication while applying for study abroad?

Yes	No

13. Did you get any difficulty in completing your online application?

Yes	No

14. What was your parent's choice about your study destination?

.....

.....

.....

.....

STUDENT MIGRATION FOR INTERNATIONAL HIGHER EDUCATION: A STUDY IN HYDERABAD

by Rajender Bugga

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Ethnic Identity in Indian Diaspora: The Sikh Community in Canada

Rajender Bugga* and Nagaraju Gundemeda**

Abstract

This study aims to map out the making of the Indian ethnic Diaspora in Canada with special reference to the Punjabi Sikh community. The objectives of the paper are to examine the formation of identities in general and ethnic relations of the Sikh community in particular, to analyse the experiences and encounters of the Sikh community with the home and host countries and examine the role of the ethnic identity as a marker of spiritual and cultural means of social and political articulation in Canadian politics. The paper, based on secondary sources, found that Sikh Diaspora played a crucial role in shaping the political dynamics of Canada and the political dialectics of India in general and Punjab in particular. The study argues that the making of the Sikh Diaspora in Canada is an outcome of the historical demands of home and host nations. The rise of the Sikh Diaspora from the working class to political masters is a classic case in Indian Diaspora studies.

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