

INWARD STUDENT MOBILITY IN HIGHER EDUCATION: THEORETICAL PERSPECTIVE AND EMPIRICAL EVIDENCES

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Abstract

Inward International student mobility is both the process of internationalisation and globalisation. In India inward student mobility is seen from neighbouring countries and this is most of the part is governed by internationalisation. Present paper explores the theory of inward student mobility and the reasons for the students to opt India as destination choice through the glance in literature review. Present paper also emphasises on lying of comprehensive policy structure in India to make this as strength to attract neighbouring country students and to become regional hub.

Keywords: Inward International student mobility; Internationalisation

Introduction

Cross border higher education encompasses all sorts of activities including mobility of students (partial or full), movement of programme and providers that have dominating ideas of economic rationale with academic rationale such as research and projects aid through academic linkages. Non-commercial education activities involve exchange of students or professors for semester or more still have export value in country's balance of payments from living expenses, travel, accommodation have economic rationale and commercial intentions (Larsen and Vincent-Lancrin (2002). Student mobility most of the time interpreted as temporary for semester or whole programme, movement from one geographical space to another, for the purpose of study and/or employment (Teichler, 2015). Student mobility can be inward or outward and vertical or horizontal mobility (Teekens & De Wit, 2007).

Student mobility is the term used for those who travel to another country for study having different citizenship. International students are the term used for foreign students and study abroad along with one mentioned here (Teichler, Ferenc and Wachter, 2011). Vertical student mobility is that when student moves from one institution to another in different country from its original one, the intention remains to get into higher quality and recognition that is essentially not at par with the home institution. The purpose is to get better academic life and experience with relatively very high cost and adaptation in new environment is necessary. In horizontal mobility the student moves from relatively similar institutions in terms of quality and economic status however only intention of the student to get valuable contrasts. Such programs where students show horizontal mobility is study abroad and one semester programme whereas in vertical student mobility entire full-time programme is studied by student in another country immersing in the original academic ambience. (De Wit, 2012).

Outward student mobility is seen as student moving from the home country where parent institution is situated to another institution of different country that is host country to get the academic experience and foreign degree. This movement of student is from the perspective of university where student leave for the pursuit of quality to another university in different country. While Inward mobility is seen as incoming of student to the university where the study will be pursued leaving the university behind in home country. Therefore, this contrast is basically for university where student get admission becomes centre for inward mobility and university that is left make the mobility outward. (Teichler, 2015).

Theoretical Background

Multidisciplinary approach has been found in most of the literature for international student mobility. At least following aspects can be categorised to review the literature: One, how to theorise ISM; Two, what are the directions and patterns of student flows and; Three, what are the students' reasons for moving, and what their subsequent experiences are" (Yvonne and Etienne, 2016). Stressing on knowledge migration aspect of student mobility Yvonne and Etienne, 2016 stated "Enlarging the cost benefit/economic approach, the author argues that researchers need to give more attention to "demand side" theories that examine the choice of students to move abroad to improve their cultural capital, and "supply side" theories that investigate the financial interests of academic institutions to attract international students" One study attempted to understand the flow of African students larger than other countries "In a separate attempt following are analysed by Kritz 2015: total number of tertiary students abroad, tertiary gross outbound enrolment ratio, and outbound mobility of enrolled students in African countries" (Yvonne and Etienne, 2016). "The hypothesis is confirmed that African students go abroad because tertiary training capacity is limited at home" (Yvonne and Etienne,

2016). Social relationship and short-term economic calculation are the factors for making decision to study abroad were concluded by Brooks and Waters (2010). "Focusing on variability of the students' socio-demographic characteristics, the diversity of study paths, and the plurality of strategies of migration and employment, Garneau and Mazzella (2013) show that government policies of the origin and destination countries, the institutions of cooperation agreements, the scientific community itself, and the individual and her or his family are the core determinants of highlighted mobility" (Yvonne and Etienne, 2016).

A study done by Waters, Brooks, and Pimlott Wilson, (2011) proposed, "education by fun, enjoyment and the pursuit of happiness are important reasons for UK students to study abroad" (Yvonne and Etienne, 2016). "Several students wanted to leave the particular rigidity of British higher education, and others saw education overseas as a chance for personal reinvention in the study" (Yvonne and Etienne, 2016). "Using a semi-structured interviews to examine the living conditions of ninety-six international students (Africa, Latin America) studying at the University of Applied Sciences and Arts of Western Switzerland Guissé and Bolzman (2015) claim that the legal and socioeconomic situation is precarious for the students" (Yvonne and Etienne, 2016). "Furthermore, the study argues that their employability as graduates in Switzerland is constrained by legal barriers, and those returning struggle to find a job matching their qualifications" (Yvonne and Etienne, 2016). "Examining the reasons for the migration of international medical graduates (IMGs) to the United Kingdom and reviewing the barriers they face in training and career progression, Khan et al. (2015) show that IMGs migrate in search for better medical education, higher income, improved prospects for their families, and general security" (Yvonne and Etienne, 2016). As per the study "They are, however, confronted with psychosocial difficulties, cultural differences, challenging exams, and obstacles in career progression as per the core arguments made in the study" (Yvonne and Etienne, 2016).

Positioning India for Inbound Student Mobility

India is leading country in outbound student mobility in sending students to major developed countries. Traditional forms of student mobility are seen strengthened by the transnational provision of higher education. Outbound student mobility is encompassing major share in landscape of international student mobility however inward student mobility is seen very meagre and the policy initiatives should address this issue very seriously (Powar, 2018). India has huge potential for the exporting education services from neighbouring developing countries because of cheaper accommodation, living costs and academic expenses. There is import and export imbalance is present in India and by developing comprehensive policy, improving infrastructure and by tapping students from neighbouring countries education hubs can be created. Apart from science and technology other disciplines should be boosted to get global recognition and institutions of excellence should be maintained to attract the students to get into other academic disciplines in Indian institutions (Wadhwa, 2018).

One empirical study done by Pawar and Chopra (2017) on international inward mobility of students from Afghanistan to Indian higher education institutions SSPU and SIU in Pune. Analysis shows the decision-making process for selecting India and higher education institutions. Yervadekar (2016) did trend analysis in international student mobility and found that there exists skewness towards outbound student mobility in India and this is need for significant improvement in this segment. For Asian and African countries India may act as source country for importing knowledge as it was present in long-standing tradition of attracting students (Yervadekar and Tiwari, 2016). Another paper by Kler (2015) it was argued that in comparison to globalisation, internationalisation processes are more operative and effective in India because of sociopolitical and economic factors are totally internal and distinct having Indian characteristics. It was further stated that "Indian universities may tend to draw heavily on those foreign sources that most resemble local origin. radical notions of education market globalisation are fundamentally flawed in case of India since they fail to account for the ways in which education market behaviour is socially embedded in India".

Kumri et al (2015) argued that on comparing internationalisation and globalisation of higher education in Indian context, internationalisation is more conducive in Indian context. The need of the hour is to go for e-education options like in other services such as governance and business. Internationalisation of higher education in India can get momentum if it can be related with the e-education options. Toks (2017) concluded that trend of international students in India is cyclic however from South Asian countries and Southwest Asian countries India may attract number of international students. Although Africa is emerging an important international student provider to India. Snehi (2013) argued that market forces and information and communication technologies are important factors affecting student mobility.

Both government and private institutions hosts international students in India. Here the internationalisation process dominating however the economic rationale are also determining the process as in the case of globalisation of higher education. It is reported that in Indian eastern part has smaller number of institutions that hosts international students. private institutions host good number of international students as compared to government institutions. One study done by Kler (2016) found that Afghanistan come out as leading source country to fix India as destination country. Nigeria,

Somalia, Sudan are the leading importing countries for India to send international students. India has been attracting international students at undergraduate (UG) as well as postgraduate (PG) programs, although enrolment in UG programs is reported to be at a higher side (AIU, 2017 as cited in Kler, 2016). Science and Engineering re the most opted subjects by the international students In Indian universities.

The easiness in institution's policies regarding foreign students in Indian universities, lower tuition fee in India as compared to home and better employment opportunities at home after studying in India, absence of racial discrimination, better availability of accommodation and quality of food, better climate of the country as compared to home, lower cost of living in India as compared to home, higher premium in the labour market, cultural and geographical proximities between India and home country and better research opportunities are major determining factors for international students in India to study.

Conclusion

Inward student mobility needs attention in the literature in research domain and in policy discourse. India must become powerhouse for generating and disseminating knowledge for Asian and South east Asian countries. Therefore, infrastructure should be developed to increase the export value of education to curb the outbound student mobility. Not only the technology and Sciences should be excelled but the core value of traditional literature should be promoted and are energised to get the international students to influence by and live in the culture of India.

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