

Foreign Students' Enrolment Trend in Higher Education in Karnataka: An Analysis

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Abstract

Education is one of the merits goods. This is believed that consumption of Merit good is often generated positive externality where the social benefits of the consumption exceed the private benefit. Internationalization of education is an old concept but it has taken the accelerator after the 1991 reforms in India. After India signed the GATS in 1996, restrictions unlocked in India for privateers to enlarge the higher education opportunities and created wider scope for foreign students to learn in India. Acceptance of LPG has also devastated the traditional means and modes of education in that place established advanced education system. Today International of education has taken the wider scope; it includes partnership, linkages through MoU, research initiatives along with the academic mobility of students and teachers. In these days learners and teachers are more intensively migrating internally and externally for education purpose. Increasing enrolment of foreign students in Indian education institutions is the good sign. As per the AISHE2017-18 report, there were about 46,144 foreign students from 166 (out of 206 countries) countries across the world enrolled in Indian higher education institutions. Major proportion of such students came from adjoining countries like Nepal, Afghanistan, Bhutan, Bangladesh, and Sri Lanka. Karnataka is the hub for foreign students, this is proved from the data that of the total foreign students' enrolment in India high of about 26.10 (12041 students) has taken the admission in Karnataka's higher education institutions. The present study has intended to make growth trend analysis of foreign students in Karnataka in particular and country as a whole. The issues relating to the gender wise programme wise and state wise comparison of the enrolment of the foreign students has also carried out. This study is purely based on secondary data for its analysis. Secondary data was collected from books, journals, periodicals, and reports of the authorized departments. Various years AISHE reports, published by the MHRD, were extensively used under the study.

Keywords: 1.Higher Education, 2.Karnataka, 3.Growth Trend, 4.Foreign Students.

Introduction

1. Introduction

There is a strong relationship between migration and education. Migrants typically leave their country of origin to improve the returns to their productive skills, which in turn reflect their level of education. Issues of

'brain drain' and 'brain gain' are importantly discussed at national and international level when a migration takes place. 'Brain drain' indicates the emigration of highly trained /skilled people from a rest of the origin country. 'Brain gain' refers to people who desire to acquire skills and enhance their productivity capacity. Importantly Brain Gain relating to the internationalization of education. For a long time, countries like the USA, Canada, France, England, Australia, and Germany have recognized as the Brain gain hotspots across the world. Usually Students emigration takes the place because of several reasons; these are grouped as pushing and pulling factors. On the one hand Pushing factors like lack of quality education opportunities in home country, inadequate education policies, lack of employability for the degrees, government support, absence of specific training programmes, cost of education and so forth are influencing the students' emigration. on the other hand, pulling factors like adequate education system, easy accessibility of Visa, accessibility of quality trainings, huge opportunities for brain gain, Education policies and like causes for inbound mobility of students. For instance huge number of students every year from India has been migrating to the USA and Australia, and UK for education purpose because in these countries pulling factors are very strong. As like that students from 166 countries across the world, importantly Nepal, Afghanistan, Bangladesh, Bhutan, Sudan, Sri Lanka, Bangladesh, etc, immigrating to India for perusing higher education because of pushing factors in such countries are very strong. The education system in India is second largest in the world with more than 993 universities, more than 39000 colleges with an enrollment of more than 20 million students. As per the AISHE2018-19 report, there were 47,427 foreign students from 166 countries across the world enrolled in Indian higher education institutions. Major proportion of such students came from adjoining countries like Nepal, Afghanistan, Bhutan, Sudan, Bangladesh, and Sri Lanka. Added to this of the total foreign students' enrolment in Indian higher education institutions about 70 to 75 per cent of them constituted to neighboring countries. Karnataka is the hub for foreign students; this is evidenced from the data that of the total foreign students' enrolment in India, about 21.13 per cent has taken the admission in Karnataka in 2018-19, which was high of 36.36 per cent in 2010-11. State is positioned the one of the eight states concerning the highest number of colleges in India. Bangalore Urban district tops regarding the number of colleges with 880 colleges followed by Jaipur with 566 colleges. As per the 2018-19 data, state has had 3670 colleges; College density, i.e. the number of colleges per lakh eligible population (population in the age-group 18-23 years) it has 53 colleges per lakh population in Karnataka, which was 28 colleges per lakh eligible population at a national level.

2. Literature Studies

Here some earlier scholar works relating to the higher education and foreign students have been reviewed and provided as follows. Clayton Smith (2016), in his article on "International Students' Success," revealed that the success of international students has highly influenced by the language, culture, facilities and services, study discipline and social support, self-confidence, finance, cultural adjustment, immigration support, transition support, employment support and so on³. Hsiao-ping Wu, et al., (2015), in their combined research labor on "International Student's Challenge and Adjustment to College," examined the international students' experiences in academic and sociocultural settings. The results of the study evidenced the fact that international students deal with academic challenges (communication with professors, staff and classmates), social isolation and cultural adjustment. Added to this, to overcome these challenges, students adopted resources that mainly derived from the university.⁴ Bangchen Pang and Nicholas Appleton (2004), in their

article on “Higher education as an Immigration Path for Chinese Students and Scholars”, described the immigration process of 10 China students and scholars. Then, they stated that factors like openness and flexibility in the US higher education have proved the great advantage for the Chinese students to choose US higher education Institutions for enrolment.⁵ Younis Ahmad Sheika (2017), in his research paper on “Higher Education in India: Challenges and Opportunities”, analysed the current challenges opportunities in higher education in India. Researcher has urged the need for the innovative transformational approach from primary to higher education level to make Indian education system globally competitive one.⁶ Singh J. D (2011), in his work on “Higher Education in India-Issues, Challenges and Suggestions”, has critically analysed the Indian higher education system and find out the challenges associated with higher education in the areas of learning society, industry and academia connection, incentives to teachers research, innovative practices, resource mobilization, students centric education, public private partnership, international co-operation, personality development and so on and suggested remedial measures also.⁷

3. Objectives of the Study

This study has intended to trace out the growth trend of foreign students in Karnataka in particular and country as a whole. Added to this issues relating to the programme wise and state wise comparison of the enrolment of the foreign students has also carried out.

4. Scope and limitations of the Study

Issues like foreign students enrolment, changing preference of the courses, relationship between the state wise private institutions and foreign students’ enrolment in Karnataka and India has covered. Further, discussion on programme wise enrolment of foreign students in Karnataka has restricted to UG, PG and Ph.D., courses only.

5. Methodology

This study is purely analytical in nature and depended on only the secondary data. Secondary data have been gathered from various published sources like books, journals, periodicals, monographs, and so forth. Data from various years AISHE reports, published by the MHRD, have used for the study. Simple Statistical tools like average, growth rate and percentage was used for the data analysis. Systematic statistical tool of Karl Pearson’s coefficient of correlation has utilized for finding out the relationship between state wise number of private colleges and foreign students enrolment higher education.

6. Interpretation of Research Results

Data gathered from the secondary sources have classified, tabulated, graphed and analysed in different heads as follows.

6.1. Changing Scenario of inbound mobility of students from other countries

The total number of foreign students enrolled in higher education has increased from 27531 in 2010-11 to 47,427 in 2018-19 which is 72.26 per cent growth during last nine years Table-1. The foreign students come from 164 countries from across the globe. Of the total foreign students enrolled in Indian Higher education institutions, the top 10 Countries had together constituted about 60.96 per cent of inbound mobility of students in 2010-11 which was 63.70 per cent in 2018-19. It can be evidenced from the secondary data that there is a changing scenario of inbound mobility of students from the countries to India, during 2010-11 and 2018-19. In the year 2010-11, across the world highest share of the foreign students arrived from neighboring countries like Nepal (25.35%), Iran (13.00%), Afghanistan (10.86%) Bhutan (6.29%) and Sudan (5.86%). In changing scenario of inbound mobility of students to India across world countries like Afghanistan, and Bangladesh have stood at 2nd and 3rd position after Nepal in 2018-19. Added to this, as compared to 2010-11 data, share of the students from oil producing countries like Iran and Iraq have been decreased and placed 10th and 17th place respectively in 2018-19. Moreover, among the 166 countries China's position in respect of share of the total students' mobility to India has displaced from 7th place in 2010-11 to 49th place in 2018-19. Former revealed that number of students from china to get higher education in India has decreased from 951 students in 2010-11 to 106 students in 2018-19 which is nearly eight times lesser than the last nine years.

6.2. Programme wise shift in Foreign Students enrolment

There has been shift in the enrolment of foreign students under different programmes in India over nine years of period from 2010-11 to 2018-19. During 2010-11, programme wise distribution of foreign students revealed that of the total foreign students' enrolment among various programmes about 39 per cent of the students distributed to only five programmes like B. A, B.Com, B.C. A, B.Sc., and B.Sc. Nursing and placed at 1st to 5th rank. Due to changing perception of those students, we can see the shift in the admission of them among the different programmes in India in 2018-19. It is revealed from the calculation (AIESH-2018-19 report) that of the total foreign students' enrolment together about 43.43 per cent of the students has taken the admission under B. Tch, B.B. A, B.Sc., B. E and B. Pharm programmes and placed 1st to 5th respectively.

6.3. Karnataka in India: Foreign Students Enrolment

People are moving one place to another place for with various reasons. Education is one of the major pushing factors of the migration. It is realized from the Fig-01 that as on 2018-19, of the total foreign students (47427), huge of about 21.13 per cent of the students enrolled under different higher education programmes in Karnataka, former was high of 36.37 per cent in 2011-12. The trend line of the percentage of share of Karnataka in total foreign students' enrolment has evidenced the decreasing trend of such students' enrolment in State, during the period 2011-12 to 2018-19. It is worth to note that still the state is the destiny of the higher education in India for foreign students though the percentage of share in total foreign students' enrolment decreased.

6.4. Growth of foreign Students Enrolment in India and Karnataka -2010-11 to 2018-19)

Growth trend line of the foreign students' getting admission in Karnataka over the period has moved towards downward from left to right to side up to 2015-16 and then onward registered the negative growth trend in this respect (Fig-1). Statistically say, as regards to growth rate of foreign students in state educational institutions had shown 19.35 per cent of growth in 2011-12 former was continuously decreased increasing level in consecutive years and registered about 16.75 per cent of reversed growth in 2018-19. Growth trend line of the India revealed that from 2013-14 onward enrolment of foreign students in higher education institutions has increased at a decreasing level and registered negative growth (-3%) in 2017-18 and stood at 2.78 per cent of growth in 2018-19.

6.5. Programme Wise Distribution of Foreign students in Karnataka

It is revealed from the above figure that over the last 9 years (from 2010-11 to 2018-19), of the total about an average of 35.68 per cent 14.40 percent and 19.90 per cent of foreign students were enrolled Under Graduation, Post Graduation and Ph.D., programme in Karnataka respectively (Fig-2). Former was high as

compared to rest of the states in India during the above said period. It is worth to note that of the total Under Graduate and Post Graduate foreign students enrolled in India, the high of 43.25 per cent and 20.3 per cent of such students have preferred to study in Karnataka in 2010-11. Former has shown decreased trend to 37.49 per cent and 17.91 percent in 2015-16 and stood at 23.33 per cent and 18.22 per cent in 2018-19.

6.6. Southern States Share in Total Foreign Students Enrolment

It can be viewed from the calculated data that of the total foreign students mobility huge of 38.21 per cent of the students pursuing higher education in southern states which was about 62.45 per cent in 2010-11 (Fig-3). Negatively sloped downward shaped trend line indicates that year by year admission of foreign students in southern states higher education institutions has decreased. AISHE2018-19 Report of the total Private aided and unaided colleges high of about 33.71 per cent of the colleges located in southern states of India.

6.7. State Wise Private Collages and foreign students' enrolment in India (2018-19)

State wise number of Private higher education institutions and foreign students' enrolment status of Indian states, as per the 2018-19, has provided in Table-03. As per the data, stats like Uttara Pradesh, Maharashtra, Karnataka, Rajasthan, Andhra Pradesh, Tamil Nadu and Gujarat states have found registered highest number (74.26 % of total) of such institutions orderly during above said period. Contrary small states like Mizoram, Sikkim, Tripura, Meghalaya, Goa, Assam, Manipur, and Nagaland have listed lowest number of private higher education institutions in India (together only 0.80 % share in total). It can be observed from the data that there is a co-relation between number of Private higher education institutions and foreign students' enrolment in India, as per the data, except Kerala, Himachal Pradesh and Uttarakhand, the states which have registered huge number of Private Higher education institutions relatively have received upper level of foreign students' enrolment and vice-versa.

To find out the relationship between the two quantitative variables; Karl Pearson's coefficient of correlation (r) is used. The value of 'r' is called correlation coefficient. The value of 'r' is always lays between + 1 and -1; +1 indicate perfect positive linear relations and -1 Indicates perfect negative linear relationship between two variables. Added to this, If the coefficient value lies between ± 0.50 and ± 1 , then it is said to be a strong correlation, If the value lies between ± 0.30 and ± 0.49 , then it is said to be a medium correlation, When the value lies below $\pm .29$, then it is said to be a small correlation. Pearson's mathematical formulation to quantify the degree of relationship (r) between variables, namely, X and Y, can be given as:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Where,

n = Number of observations

x = Measures of Variable 1 (No. of Private Colleges, Independent variable)

y = Measures of Variable 2 (Foreign students enrolment, Dependent variable)

$\sum xy$ = Sum of the product of respective variable measures

$\sum x$ = Sum of the measures of Variable 1

$\sum y$ = Sum of the measures of Variable 2

$\sum x^2$ = Sum of squared values of the measures of Variable 1

$\sum y^2$ = Sum of squared values of the measures of Variable 2

To find out the general association between the number of private college (x-independent variable) and foreign students enrolment (y-dependent variable), researcher has applied the Karl Pearson's co-efficient of correlation to the data of Table-02 and get the results by using SPSS-21 version of statistical analysis.

Table-03: Calculated values of Karl Pearson's Coefficient of Correlation

Descriptive Statistics			
	Mean	Std. Deviation	N
Private Colleges	1088.37	1361.517	27
Foreign Students Enrolment	1438.46	2258.812	27
Correlations			
		Private Colleges	Foreign Students Enrolment
Private Colleges	Pearson Correlation	1	.467*
	Sig. (2-tailed)		.014
	N	27	27
Foreign Students Enrolment	Pearson Correlation	.467*	1
	Sig. (2-tailed)	.014	
	N	27	27
*. Correlation is significant at the 0.05 level (2-tailed).			
Source: R values of Table 02, SPSS-21 Version Calculations			

The range of the correlation coefficient is from -1 to 1. Our result is 0.467 or 46.70%, which means the variables have a moderate positive correlation at 0.05% level of significance. Thus the 'r' value has supported the data in table-02 and given the proof to accept moderate positive relationship between the two variables viz., number of private institutions and foreign students' enrolment of Indian states.

7. Findings of the Study

Based on the earlier interpretation, researcher has succeeded to extract some findings of the study. Over the year 2010-11, there has been tremendous increase (72.26 %) in inbound mobility of foreign students in Indian higher education institutions. Then, researcher traced out the shifts in the preference of courses demanded by the foreign student in Indian higher education institutions over 2010-11. The demand for the B.A, B.Com, B.C.A, B.Sc, and B.Sc Nursing courses from foreign students has condensed in that place B.Tch, B.B.A, B.Sc, B.E and B.Pharm courses demand has increased since 2010-11 (2018-19 all together 43.43% share in total). Karnataka state is the educational hot spot for the foreign students to get degrees to foreign students; it is evidenced from the secondary data that of the total foreign students' enrolment in India about 36.37 per cent was studied in Karnataka in 2011-12 which was 21.13 per cent in 2018-19. Former revealed the decreasing trend of foreign students' enrolment in Karnataka over last few years. Former is the cause of the shrink in the employment market for the social sciences and humanity (Undergraduate and Post

graduate) courses. Negatively sloped downward shaped trend line (fig-03) indicates that there has been year by year decreasing trend in the foreign students' enrolment in the southern states. It is evidenced from the study that there has been moderate coefficient of correlation between the number of private colleges and foreign students' enrolment in Indian states.

8. Suggestions

Based on the above findings, researchers have offered policy oriented suggestions for the betterment of the inbound mobility of foreign students.

- As compared to the USA, UK, Canada, Australia, inbound mobility of foreign students is very less in India. In this regard central government has to furnish the policies and enhance the education system to attract foreign students.
- Still Karnataka is on the top to attract foreign students but its share in last nine years continuously decreased. As regards State government has to take initiatives to improve the foreign students' enrolment in Karnataka.
- Last nine years enrolment of the foreign students under BA and B.Com and B.Sc , M.A, M.Com., programme has tremendously decreased. In this respect government should add the employability skills under such programmes.
- Negative growth trend line of the foreign students' mobility in Karnataka is the caution to state slowly has been losing its presence at International level. So to improve the foreign students mobility to Karnataka, government has to instruct the higher education institutions to add skill oriented components in syllabus and give permission to such institutions to start new generation career oriented courses by providing monetary assistance.

9. Conclusion

International migration of the students yields the mutual economic benefits to both the participating countries at larger scale. Students move to one country to another country to Brain gain by which enhanced their productive capacity/wellbeing. Mobility of higher number of students is one of the indicators of education development Index of the country across the world. Over the last one decade growth trend line of the overall foreign students' enrolment in India has shown the increased trend, at slower rate. Added to this, though Karnataka state is on the top in respect of the enrolment of foreign students, its downward sloped growth trend line has indicated the continues reduced enrolment of such students in Karnataka over last one decades. Programme wise state's share of the foreign student enrolment in total has decreased. Former revealed that state has somewhat failed to fulfill the educational requirements of the foreign students.

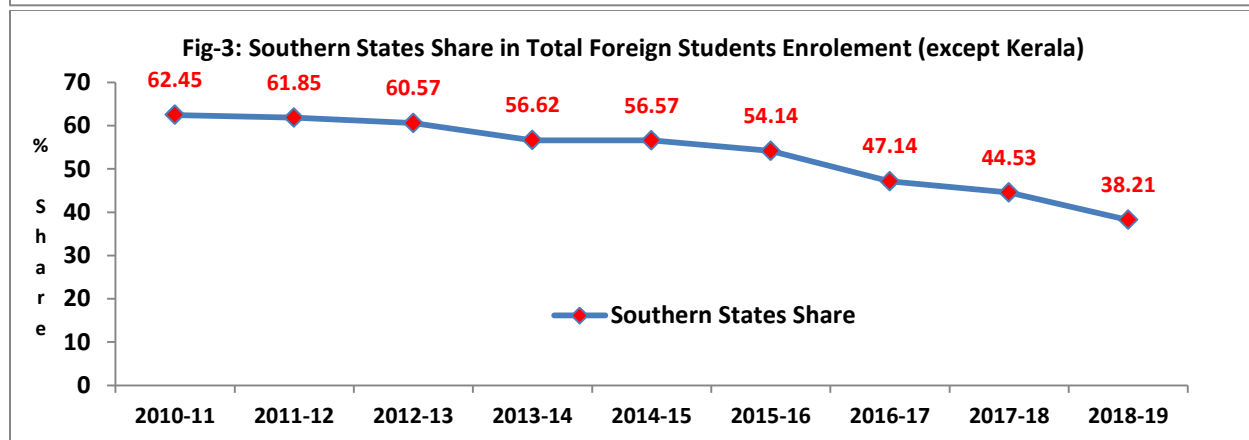
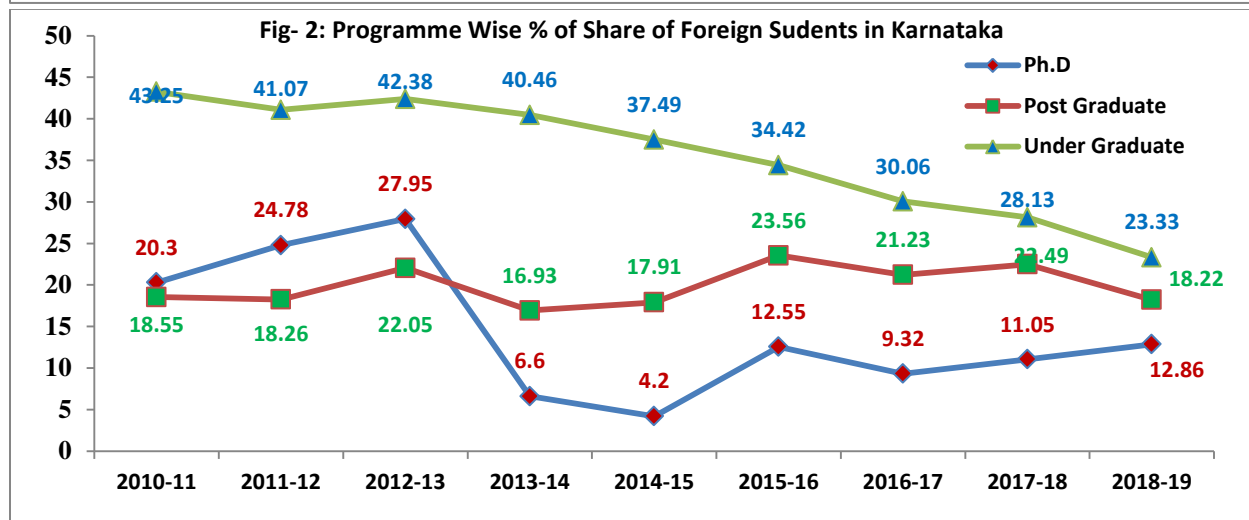
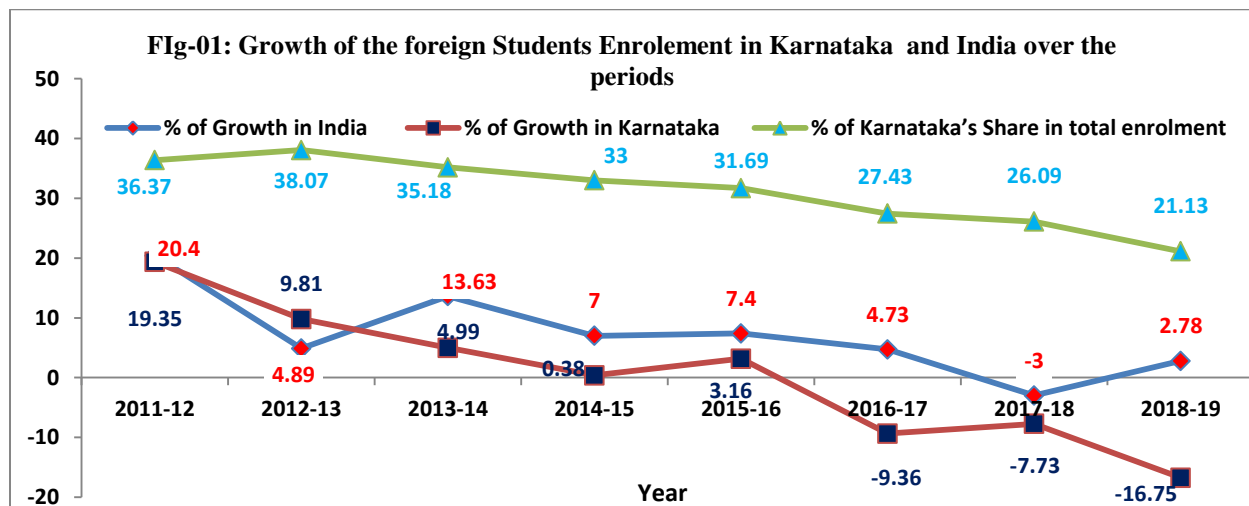


Table No-01: Country Wise Students immigration

2010-11		2018-19	
Name of the Country	No. of Students Enrolled	Name of the Country	No. of Students Enrolled
Nepal	5,044 (25.35%)	Nepal	12747 (26.87%)
Iran	2,589 (13.00)	Afghanistan	4657 (9.80)
Afghanistan	2,166 (10.88)	Bangladesh	2075 (4.37)

Bhutan	1,253 (6.29)	Sudan	1905 (4.00)
Sudan	1,166 (5.86)	Bhutan	1811 (3.80)
United States	1,015 (5.10)	Nigeria	1614 (3.40)
China	951	United States	1518 (3.20)
Iraq	891	Yemen	1498 (3.15)
Srilanka	878	Srilanka	1252(2.63)
Malaysia	830	Iran	1122 (2.36)
Total	16783 (60.96%)		30199 (63.67%)
Grand Total	27,531		47427

Source: Various years reports of All India Survey of Higher Education (AISHE), (2010-11 to 2018-19 AISHE Reports), Government of India, Ministry of Human Resources Development (Department of Higher Education Development), Planning, Monitoring and Statistics Bureau , New Delhi.

Table-02: State Wise Private Colleges and Enrolment of Foreign Students in India (2018-19)

States	No. of Private Colleges 2018-19 (in 00)	Students Enrolment 2018-19 (in 00)	States	No. of Private Colleges 2018-19 (in 00)	Students Enrolment 2018-19 (in 00)
(01)	(02)	(03)	(04)	(05)	(06)
Andhra Pradesh	2223	1982	Meghalaya	28	151
Odisha	705	516	Mizoram	2	2
Punjab	809	4533	Nagaland	46	1
Rajasthan	2266	1349	Himachala Pradesh	151	1038
Uttar Pradesh	5659	4514	Jharkhand	159	38
Gujarat	1901	2068	Manipur	35	15
Haryana	758	2872	Sikkim	5	138
Tamil Nadu	2131	4101	Tripura	8	8
Telangana	1700	2020	Uttarakhand	244	1429
Karnataka	2923	10023	Assam	83	366
Kerala	1032	217	Bihar	327	245
Madhya Pradesh	1289	662	Chhattisgarh	403	99
Maharashtra	3589	5003	Goa	34	248
West Bengal	876	1084			
Total	27861	40944	Total	1525	3778
Grand Total	29386	44722			

Source: All India Survey of Higher Education -2018-19) (2018-19 AISHE Report), Government of India, Ministry of Human Resources Development (Department of Higher Education Development), Planning, Monitoring and Statistics Bureau , New Delhi.

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