

**Proceedings of
The 2021 2nd International Conference on
Education Development and Studies
(ICEDS 2021)**

**March 9-11, 2021
ISBN: 978-1-4503-8961-7**



**The Association for Computing Machinery
2 Penn Plaza, Suite 701
New York New York 10121-0701**

ACM COPYRIGHT NOTICE. Copyright © 2021 by the Association for Computing Machinery, Inc. Permission to make digital or hard copies of part or all of this work for personal or classroom use is granted without fee provided that copies are not made or distributed for profit or commercial advantage and that copies bear this notice and the full citation on the first page. Copyrights for components of this work owned by others than ACM must be honored. Abstracting with credit is permitted. To copy otherwise, to republish, to post on servers, or to redistribute to lists, requires prior specific permission and/or a fee. Request permissions from Publications Dept., ACM, Inc., fax +1 (212) 869-0481, or permissions@acm.org.

For other copying of articles that carry a code at the bottom of the first or last page, copying is permitted provided that the per-copy fee indicated in the code is paid through the Copyright Clearance Center, 222 Rosewood Drive, Danvers, MA 01923, +1-978-750-8400, +1-978-750-4470 (fax).

ACM ISBN: 978-1-4503-8961-7

Educational Mobility of Indian Students in the Context of Coronavirus: a Case Study

Liliya Zainiyeva

Al-Farabi Kazakh National University, Almaty, Kazakhstan

Aigul Abzhapparova

Al-Farabi Kazakh National University, Almaty, Kazakhstan

ABSTRACT

A characteristic phenomenon in the life of the world community in the field of higher education development is the desire of many young people to get an education abroad. Youth educational mobility is particularly widespread in countries with a high concentration of young people in the population. Such countries include India. The reasons for studying out of state are different, but first, young men and women from India are attracted to the quality of education with the prospect of finding a decent job and staying in it after completing their studies. The article examines the scale and main country flows of young Indians. These are some developed countries that meet the requirements of young people in the educational field: the United States, Canada, Australia, Saudi Arabia, the United Arab Emirates, the United Kingdom, and Germany. Young Indians are not deterred by the additional difficulties that arise with the closure of state borders, restrictions on leaving their country and entering the country of study, while realizing their aspirations to get an education abroad. Various empirical data presented in the article strongly support this conclusion. The analysis also shows that the development of educational mobility of students will be facilitated by the countries' recovery from the coronavirus crisis and ensuring the safety of their stay abroad.

CCS CONCEPTS

• General and reference; • General conference proceedings;

ACM Reference Format:

Liliya Zainiyeva and Aigul Abzhapparova. 2021. Educational Mobility of Indian Students in the Context of Coronavirus: a Case Study. In *2021 2nd International Conference on Education Development and Studies (ICEDS 2021)*, March 09–11, 2021, Hilo, HI, USA. ACM, New York, NY, USA, 5 pages. <https://doi.org/10.1145/3459043.3459055>

1 INTRODUCTION

Indian students have a nearly 134-year documented history of obtaining foreign higher education in Western countries, and they make up one of the world's largest groups of mobile students, especially in STEM fields (Science, Technology, Engineering, and Mathematics). India has the world's largest young population - 600 million people under the age of 25 [Ministry of Statistics and Program Implementation Government of India, 2017]. The decision of

young Hindus about where to get and/or continue their education has an impact on global universities that rely on the flow of students from India.

According to the educational market analysis agency ICEF Monitor, in 2019 there are 88.5 million high school students in India (that is, between the ages of 14 and 18) and almost 35 million [1] are receiving higher education in foreign universities [2].

According to data published in 2019 by the Ministry of Foreign Affairs of India, as of July 2018, about 753,000 Indian students were studying abroad [3]. While acknowledging that there is probably some rounding in the numbers reported by Indian diplomatic missions, these statistics show that approximately three out of four (72 %) go to the top five countries for education: the United States (211,703 as of July 2018), Canada (124,000), Australia (87,115), Saudi Arabia (70,800), and the United Arab Emirates (50,000)

India, with a population of more than 1.3 billion, is the top contender for sending its students abroad for higher education [4]. Although there is no shortage of prestigious colleges and universities in India, such as the Indian Institute of Technology (IIT) and the Indian Institutes of Management (IIM), many young Indian students today want to continue their studies in foreign universities.

The main reasons why Indian students prefer to pursue higher education abroad are as follows.

- More opportunities than traditional courses. Despite the pace of development of Indian higher education, colleges tend to offer traditional courses instead of new ones, and students are forced to take them. Many of these courses typically include science, technology, engineering, and mathematics. This leaves them with no choice but to explore study options abroad to continue the course of their choice.
- One of the main reasons why many Indian students today want to study abroad is that their study option has not received support or is still not common in India. Even if they find colleges and universities that offer courses they are interested in, these institutions will not be able to provide students with the desired career options. There are also many opportunities to access these less-studied and rare courses in countries such as the US, UK, and Canada.
- The availability of the appointment. In India, millions of students are fiercely competing to get into their desired university and find their dream job because of the large population. Admission to higher education colleges with far fewer places is extremely competitive. Students in India have the opportunity to escape this rat race and pursue their dream course abroad if they have the academic credentials and financial security. Since the admission process to a foreign university is relatively easier, Indian students currently prefer to study abroad.

Permission to make digital or hard copies of all or part of this work for personal or classroom use is granted without fee provided that copies are not made or distributed for profit or commercial advantage and that copies bear this notice and the full citation on the first page. Copyrights for components of this work owned by others than ACM must be honored. Abstracting with credit is permitted. To copy otherwise, or republish, to post on servers or to redistribute to lists, requires prior specific permission and/or a fee. Request permissions from permissions@acm.org.

ICEDS 2021, March 09–11, 2021, Hilo, HI, USA

© 2021 Association for Computing Machinery.

ACM ISBN 978-1-4503-8961-7/21/03...\$15.00

<https://doi.org/10.1145/3459043.3459055>

- Immigration. Most Indian students enroll in foreign universities primarily because they want to settle outside of India. A study by Y-Axis, one of India's largest immigration firms, found that after completing their postgraduate studies, 80 percent of students from Asian countries prefer to continue living in the country of study. Most Indians consider studying abroad a great opportunity to settle in their host country.
- Research opportunities. One of the important career directions of Indians who go abroad is scientific work. Indian students who have earned a degree from a world-leading school find that the opportunities for research are incredible. First, the world's leading research institutes will be happy to host them. Secondly, studying abroad will also give them the opportunity to work in the research sector of leading companies such as Microsoft, Google, or Apple.
- More prestigious career opportunities. Students who return to India after studying abroad have better job prospects. A 2-year postgraduate study abroad or a 4-year bachelor's degree helps them start a career on the job without an education abroad after 4-8 years of work [5].

The number of Indian students traveling abroad has steadily increased, hindered only by periods of post-graduation employment restrictions and tighter immigration policies in host countries, economic downturns, and now, possibly, the COVID-19 pandemic.

2 MATERIALS AND METHODS OF RESEARCH.

This article is devoted to an actual modern problem. Her historiography is not rich yet. The authors failed to identify special articles, monographs, and other scientific publications that reveal the educational mobility of Indian young people in the context of the pandemic. Therefore, when writing this article, we mainly used materials from various surveys (Annual Report 2019-2020 of The Ministry of External Affairs of India, QS World Rankings reports, Rajika Bhandari, Anna Esaki-Smith) and sociological studies (ICEF Monitor, UNESCO institute for statistics, World Population Prospects 2017, Global wealth report 2019) on the topic of interest in electronic format, as well as some information from the periodical press (Y-Axis,] Schwartz Anastasia).

According to a study by the British university Ranking agency Quacquarelli Symonds (QS), "Indian Student's Mobility report 2020: Impact of COVID-19 on Higher Education Choices", the COVID-19 outbreak influenced the decision of 46% of students wishing to study in STEM programs who sought to study abroad. However, there is a large proportion of students who want to study in non-STEM programs (humanities, social sciences, and other sciences) who have reconsidered their decision to pursue higher education outside of India. Significantly lower returns on investment in the already expensive international field of higher education, combined with a further decline in the chances of employment in the world after the global health crisis, play a key role in this shift [QS I-GAUGE, 2020].

According to the British university Ranking agency QS, the main countries where Indian students prefer to get an education are the United States, Great Britain, Germany, Canada, and Australia [6].

According to the "Indian Student's Mobility report 2020: Impact of COVID-19 on Higher Education Choices", the factors influencing the choice of a foreign university by Indian students are: 1-safety; 2 - employment opportunities; 3 - the reputation of the university; 4-university life; 5-infrastructure; 6-good weather; 7-social life; 8-public transport; 9-nightlife [7].

For most Indian students, safety issues are of paramount importance. A positive correlation can be seen in relation to the choice of the country of study and the criteria preferred by students when deciding to study abroad. These are mainly employment opportunities, reputation, university life and infrastructure, which are famous for universities in all leading countries. Since the data is collected during COVID-19, it is assumed that the security aspect, which is the highest priority, will lead to a serious violation of the received schedule. Health and safety will now be the highest priority, which could encourage students to either choose universities with a very low risk of COVID-19 or opt-out of studying abroad altogether due to inherent risks. This effect can be further amplified by social conformity, where a herd mentality will lead to greater influence among the crowd.

If we consider the desire of Indian youth to get higher education in foreign universities, then according to the results of a study conducted in June-July by the IC3 Institute think tank in the field of education, and published in September 2020, most of the surveyed reviewers (73 %) plan to go to college either in India or abroad. Overall, 33 % of students plan to study abroad in the near future or after the academic year (Figure 1) [8].

3 RESULTS AND DISCUSSION.

Students are attracted to the quality of education abroad, but there are many concerns about personal safety and unfavorable immigration policies.

Prior to the outbreak of the pandemic, due to the downward trend in the number of students leaving China, universities focused on India, which is projected to become the most populous country in the world by 2024 [9]. Although the June-July 2020 survey reflects the decision-making of all Indian and Nepalese high school students, not just those planning to go abroad, for many overseas colleges and universities, India provides opportunities in terms of international student recruitment, academic partnerships, and research collaboration. Even with the current disruption to global student mobility, there is no reason to believe that the focus on Indian youth will disappear. The country's growing middle class currently stands at 350 million and is projected to expand to 500 million in the next decade. More than half of India's population is under the age of 25 [10]. The combination of youth and increasing disposable income highlights India's attractiveness as a hiring market. Given this interest, the IC3 Institute further analyzed the desire of those students who showed an interest in studying abroad. Against the backdrop of global upheavals, understanding these nuances will be key not only to meet the specific needs of Indian students but also to meet their expectations of studying abroad (Figure 2) [8].

The motivation to study abroad is not so much related to the lack of opportunities to enroll in national universities, but rather to the perceived opportunities available abroad. When choosing

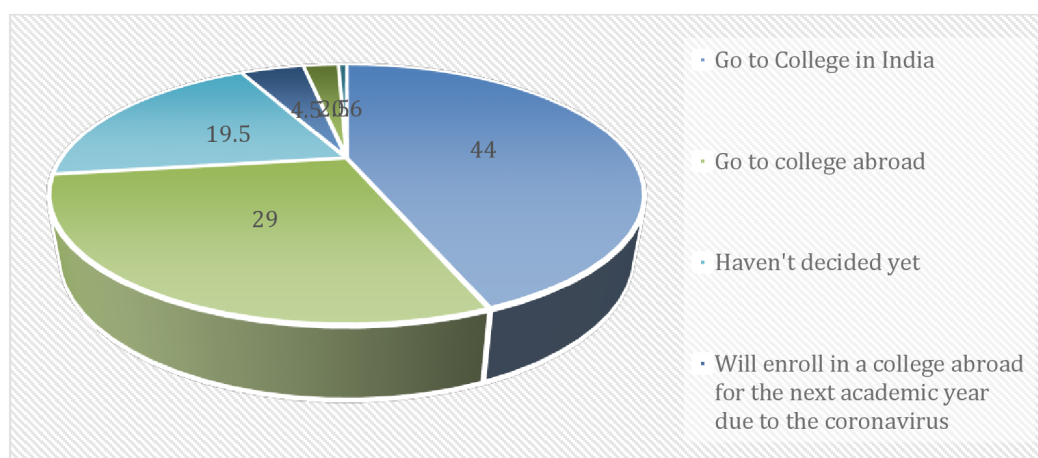


Figure 1: Plans of senior pupils after leaving school, %.

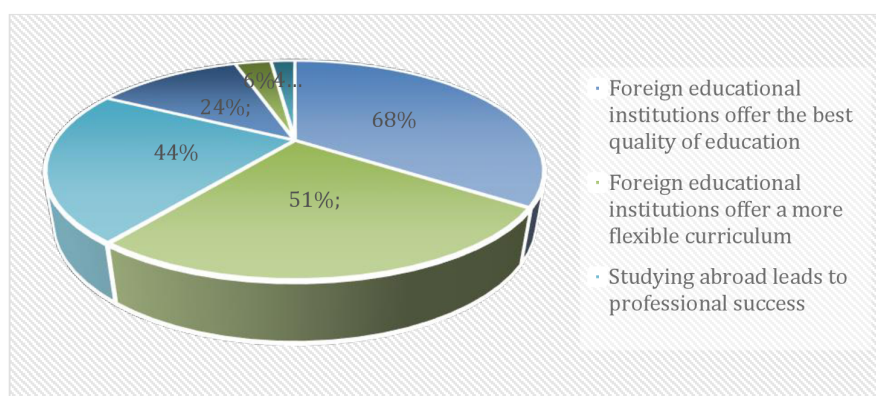


Figure 2: Reasons for studying abroad, %.

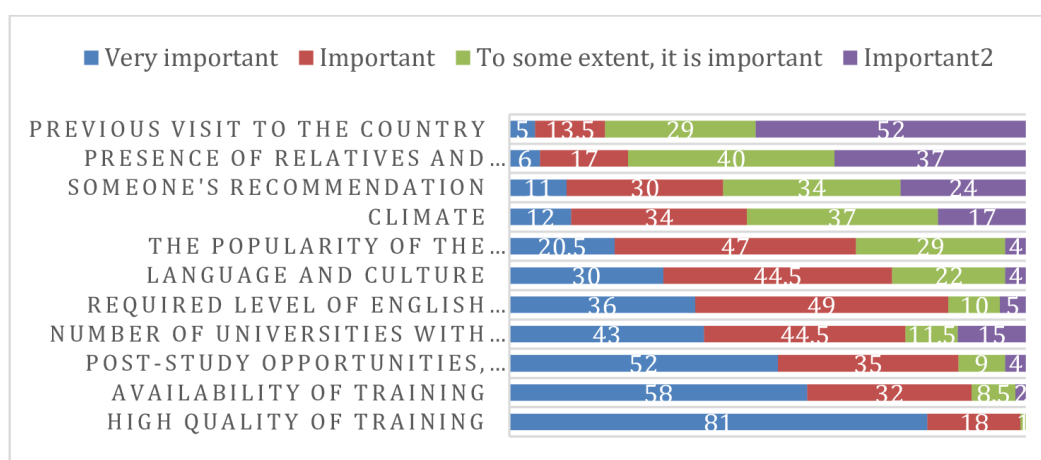


Figure 3: Factors influencing the choice of the state of study, %.

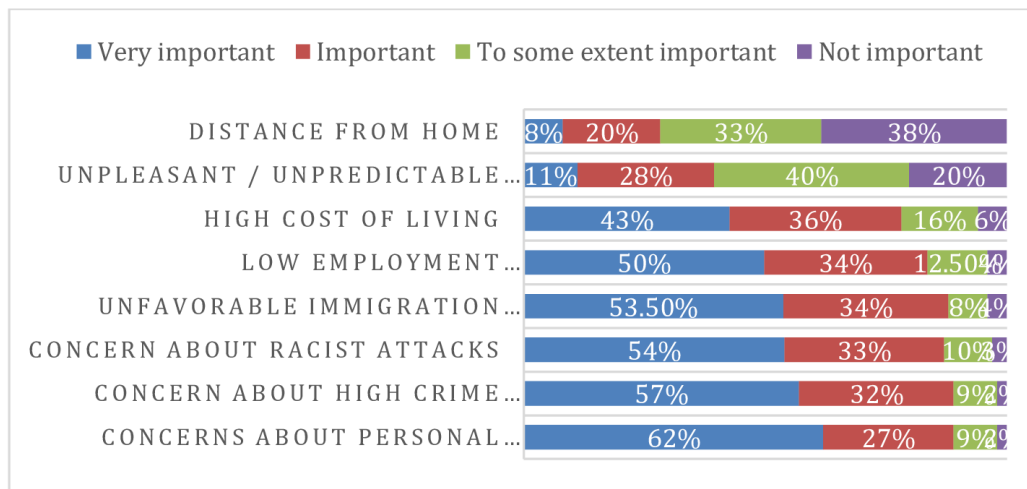


Figure 4: Reasons why students DO NOT choose a specific state of study, %.

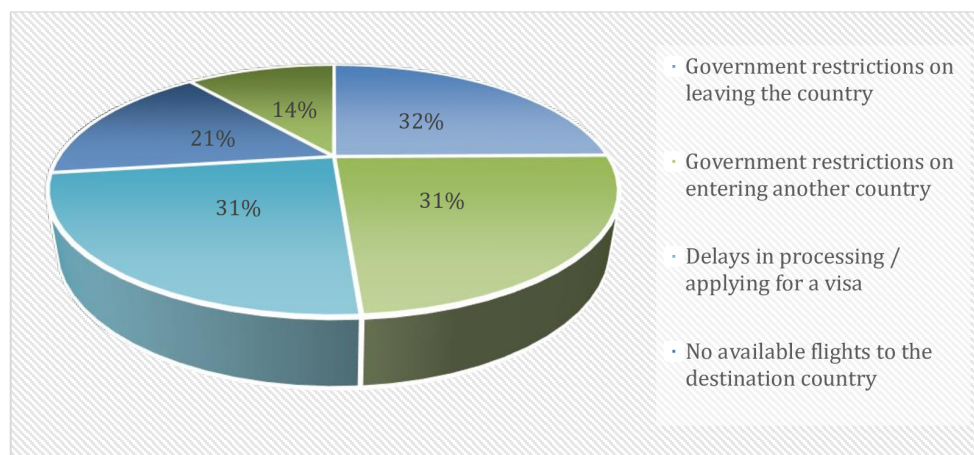


Figure 5: Factors hindering the start of studies in foreign universities in 2020.

to study outside of their own country, the most significant factor (68 %) was the quality of educational institutions, followed by the availability of a more flexible curriculum (51%), and then the assumed positive correlation between obtaining a diploma abroad and professional success (44%). The importance of quality, both in educational institutions and in training, was also evident in how students rate the attractiveness of different destination countries after they decide to study abroad: 99 % of students said that the quality of teaching is crucial; at the top of the list (89% and 88%) were also priorities such as high employment opportunities after studying in and outside India (Figure 3) [8].

Conversely, when choosing a specific line of research, 62 % of respondents said that concerns about personal safety and gun violence were the most important factors influencing this decision.

Unfavorable immigration policies are also a deterrent for students when it comes to choosing different destinations (Figure 4) [8].

Throughout 2020, the British ranking agency QS constantly conducts research on the impact of coronavirus on the educational migration of students. The research has been conducted since February, and during this time, the responses of more than 75,000 prospective international students have been analyzed [11]. Since September 4, 2020, a survey has been held, open to both new and studying international students. The QS Employer Insights Report 2020 research on the impact of coronavirus on student mobility includes specific questions aimed at international students who are currently studying at a foreign university. The QS research covered the responses of 312 international students from 86 countries, with a large majority of the students surveyed being from India (14%).

Many prospective international students prefer to postpone their studies until next year due to the coronavirus crisis. Of those who were affected by the study, 57% now intend to postpone their studies until next year, and 13% plan to study in another country [12].

Respondents who initially wanted to start studying in the fall of 2020 were affected by a number of factors, including government restrictions on leaving their home country (32%) and government restrictions on arriving in another country (31%). This confirms the importance of creating transport corridors with other countries to allow international students to travel (Figure 5) [12].

Prospective international students adapt their approaches to take into account the new restrictions and switch to online learning. When compared with previous QS studies, it is clear that interest in online learning is gradually growing. The percentage of respondents who are completely uninterested in online learning dropped from 42% in March to 37% in September 2020. So it looks like the attitude is changing, albeit gradually.

As already mentioned, security plays an important role for Indian students when choosing a country of study. In this regard, a significant proportion of potential international students reconsider their direction of study, depending on how well the country has coped with the crisis. This is an important factor that educational institutions should take into account when launching any recruitment efforts [12].

4 CONCLUSION

The pandemic has left its mark on all aspects of public life, especially on education at various levels. Concerning higher education, the negative phenomenon of the difficulty of movement of students associated with the closure of borders by states, depending on their internal state, was particularly evident in this area; unfavorable immigration policies, restrictions on leaving one's own country and restrictions on arriving in another country can also be noted as deterrents.;

The most serious problems caused by the closure of borders are countries with a large population, especially young people who prefer to receive higher education abroad with the prospect of remaining permanently in the country of study. This circumstance has largely affected a country like India.

Despite the disruption due to the global student mobility pandemic, India's appeal as a source of international students in the world persists. This is facilitated by the youth composition of the country's population and an increase in the income of its residents due to a noticeable increase in the number of the middle class, as well as a decrease in the Chinese contingent in the number of young people traveling abroad to study;

The desire to get an education abroad is associated not so much with the lack of opportunities to enroll in national universities, but with foreign advantages: the quality of education and the variety of specialties, the availability of work after graduation. The security issues of staying in the chosen state are highlighted in terms of importance. Priorities on the side of countries such as USA, Canada, Australia, Saudi Arabia, UAE, UK, Germany.

The positive development of educational migration is largely due to the overcoming of the pandemic in the world. Back in 2018, the World Health Organization, together with the World Bank, established a new mechanism for global health crisis preparedness – the independent Global Preparedness Monitoring Board. The report, presented in September 2019, warned the international community about the risks of the very situation in which the world found itself due to COVID-19. In 2020, the Council presented its second report, "A World in Disarray". The need to maintain order in the world, invest exhaustively in ensuring global health security, and hold both governments and citizens accountable for it, is particularly emphasized [13]. To raise awareness of the global education emergency, and to call for increased investment to build better, more inclusive and sustainable education systems in the future, the United Nations, together with international partners, launched the Save Our Future campaign [14]. The implementation of the recommendations of international organizations will require joint constructive efforts of the entire international community.

REFERENCES

- [1] ICEF Monitor. 2019. More than 750,000 Indian students abroad in 2018. Retrieved September 2020 from <https://monitor.icef.com/2019/11/more-than-750000-indian-students-abroad-in-2018>.
- [2] UNESCO institute for statistics (UIS). 2020. Retrieved September 2020 from <http://data.uis.unesco.org>.
- [3] The Ministry of External Affairs. 2020. Annual Report 2019-20. – New Delhi: Dehradun. 2020. Retrieved September 2020 from http://www.mea.gov.in/Uploads/PublicationDocs/32489_AR_Spread_2020_new.pdf.
- [4] Worldometer. 2020. India Population (LIVE). 2020. Retrieved October 2020 from <https://www.worldometers.info/world-population/india-population>.
- [5] Y-Axis. 2020. 5 reasons why Indian students choose to study abroad. Retrieved September 2020 from <https://www.y-axis.com/news/5-reasons-indian-students-choose-study-abroad>.
- [6] QS World Rankings. 2020. *The Impact of the Coronavirus on Prospective International Students*. Great Britain. London. . Retrieved September 2020 from <http://info.qs.com/rs/335-VIN-535/images/How-COVID-19-is-Impacting-Prospective-International-Student-%20Across-the-Globe-white-paper.pdf>.
- [7] QS I-GAUGE. 2020. *Indian Student's Mobility report 2020: Impact of COVID-19 on Higher Education Choices*. Retrieved October 2020 from <https://www.igauge.in/news/2020/5/mobility-report-2020>.
- [8] Rajika Bhandari, Anna Esaki-Smith. 2020. Staying Resilient, Looking Ahead: COVID-19's influence on Indian and Nepalese students' views on education and careers. IC3 Institute. Retrieved December 2020 from <https://ic3institute.org/2020-ic3-institute-student-quest-survey-report>.
- [9] United Nations. 2017. Department of Economic and Social Affairs, Population Division. *World Population Prospects 2017*. Retrieved December 2020 from https://population.un.org/wpp/Publications/Files/WPP2017_DataBooklet.pdf (дата обращения 24.09.2020);
- [10] The Credit Suisse Research Institute. 2019. *Global wealth report 2019*. Retrieved October 2020 from [The Global wealth report 2019](https://www.credit-suisse.com/global-wealth-report-2019) (kritisches-netzwerk.de).
- [11] QS World Rankings. 2020. *The Impact of the Coronavirus on Global Higher Education*. Great Britain. London Retrieved November 2020 from <http://info.qs.com/rs/335-VIN-535/images/The-Impact-of-the-Coronavirus-on-Global-Higher-Education.pdf> (дата обращения 20.10.2020);
- [12] QS World Rankings. 2020. *QS Employer Insights Report 2020*. Great Britain. London. Retrieved November 2020 from <https://info.qs.com/rs/335-VIN-535/images/QS-Employer-Insights-Report.pdf> (дата обращения 19.10.2020);
- [13] Schwartz Anastasia. 2020. Na volnah koronavirusa [On the waves of coronavirus]. *Kazakhstanskaya Pravda*. Retrieved November 2020 from <https://kazpravda.kz/articles/view/na-volnah-koronavirusa> (In Russian).
- [14] Schwartz Anastasia. 2020. Chrezvychajnaja situacija mezhdunarodnogo znachenija [An emergency of international importance]. *Kazakhstanskaya Pravda*. Retrieved November 2020 from <https://kazpravda.kz/news/planeta/chrezvichainaya-situatsiya-mezhdunarodnogo-znachenija> (In Russian).