



## **CARIM INDIA – DEVELOPING A KNOWLEDGE BASE FOR POLICYMAKING ON INDIA-EU MIGRATION**

Co-financed by the European Union

### ***Proceedings of the Workshop on Student Mobility and Knowledge-based Economies: Opportunities and Challenges for India and the EU (14 June 2013, Committee Room, Convention Centre, JNU, New Delhi)***

***Organised by the India Centre for Migration (ICM),  
New Delhi, in association with Zakir Husain Center  
for Educational Studies, School of Social Sciences,  
Jawaharlal Nehru University, New Delhi,  
and the European Union Delegation to India.***

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**CARIM-India**  
**Developing a knowledge base for policymaking on India-EU migration**

**Research Report**  
**Training Session Report**  
**CARIM-India RR2013/33**

**Proceedings of the Workshop**  
**on Student Mobility and Knowledge-**  
**based Economies:**  
**Opportunities and Challenges for India and the EU**  
**(14 June 2013, Committee Room, Convention Centre, JNU, New Delhi)**

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## **CARIM-India – Developing a knowledge base for policymaking on India-EU migration**

This project is co-financed by the European Union and carried out by the EUI in partnership with the Indian Council of Overseas Employment, (ICOE), the Indian Institute of Management Bangalore Association, (IIMB), and Maastricht University (Faculty of Law).

The proposed action is aimed at consolidating a constructive dialogue between the EU and India on migration covering all migration-related aspects. The objectives of the proposed action are aimed at:

- Assembling high-level Indian-EU expertise in major disciplines that deal with migration (demography, economics, law, sociology and politics) with a view to building up migration studies in India. This is an inherently international exercise in which experts will use standardised concepts and instruments that allow for aggregation and comparison. These experts will belong to all major disciplines that deal with migration, ranging from demography to law and from economics to sociology and political science.
- Providing the Government of India as well as the European Union, its Member States, the academia and civil society, with:
  1. Reliable, updated and comparative information on migration
  2. In-depth analyses on India-EU highly-skilled and circular migration, but also on low-skilled and irregular migration.
- Making research serve action by connecting experts with both policy-makers and the wider public through respectively policy-oriented research, training courses, and outreach programmes.

These three objectives will be pursued with a view to developing a knowledge base addressed to policy-makers and migration stakeholders in both the EU and India.

Results of the above activities are made available for public consultation through the website of the project: <http://www.india-eu-migration.eu/>

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## **ABBREVIATIONS**

DAAD	Deutsche Akademischer Austausch Dienst (German Academic Exchange Programme)
E-A	Erasmus for All
EM	Erasmus Mundus
EU	European Union
GATS	General Agreement in Trade and Services
ICM	India Centre for Migration
ISJRP	Indo Swiss Joint Research Programme
IFCU	Indo French Consortium of Universities
IIE	International Institute of Education
IIT	Indian Institute of Technology
IIM	Indian Institute of Management
IIMDS	International Migration and Diaspora Studies Project
KCG	Knowledge Commission of Gujarat
MOIA	Ministry of Overseas Indian Affairs
MoU	Memorandum of Understanding
OECD	Organization for Economic Cooperation and Development
PMI	Prime Minister Initiative
RSE	Rising Southern Economies
TCN	Third Country Nationals
TOKTEN	Transfer of Knowledge through Expatriate Nationals
UNESCO	United Nation for Education, Social, Cultural Organization

## **A. The Executive Summary**

The workshop on “Student Mobility and Knowledge based Economies: Opportunities and Challenges for India and EU”, was organised by the India Centre for Migration (ICM) in association with Zakir Husain Center for Educational Studies, School of Social Sciences, Jawahar Lal Nehru University and European Union Delegation to India on 14<sup>th</sup> of June 2013 at the Committee Room, Convention Centre, JNU, New Delhi. The workshop was held as an activity of the component named “Training Sessions” under the aegis of the India-EU Project “Developing a Knowledge base for policymaking on India-EU Migration”.

The objective of the workshop was to discuss and deliberate upon the status and overview of the student mobility between India and member states of the European Union as well as issues related to pre & post departure, post study-completion issues and employment related regulations. The workshop envisaged to draw lessons from successful initiatives, models and best practices in terms of mobility and exchange programmes of students. Barriers, challenges, opportunities and policy perspectives on India-EU student mobility were dwelled upon. The one day workshop played an instrumental role in providing a platform for deliberations on different dimensions of the subject through the media of presentations, case studies, discussions on action plans of various mobility and exchange programmes already implemented by the relevant stakeholders, personal experiences of some of the students and alumni association members. The forum successfully outlined and critique the current policy structures in both the regions and recommended relevant policy.

In the context of contemporary globalization and growing internationalisation of higher education, the views presented at the workshop revealed that student migration is a multi-level, multi-dimensional and multi-faceted process, which cannot be analysed from a unipolar perspective of one stakeholder. Decision making is usually influenced by various external impacts and policy structures in place; both at the level of country of origin and country of destination; the same can either hinder or facilitate the process. Hence there is a need to examine these external factors such as considerable role played by family members, diaspora networks, etc., and at the same time, policymakers need to inspect the frequently changing regulations at both ends.

Majority of the participants expressed their concern about the financial implications of migrating abroad and the lack of employment opportunities upon return. Consular issues such as VISA regulations, legalities in terms of application process and documentation were discussed. However most importantly, the workshop provided a stage for both India and the EU to discuss the institutional partnerships, courses offered to Indian and European students, language barriers, issues such as non-recognition of degrees and status of student upon completion of education, possibility of extended stay and inclusion into the labour market.

The workshop concluded by recommending more concerted efforts for cross border facilitation of mobility of students for academic purposes, flexible and comprehensive VISA rules, possibility of “working while studying” opportunities, extended stay, signing partnership agreements between the EU and India at national and university levels, and enhancement of networks. All present echoed in unison that migration of a student must be a legal and safe process for academic purposes, and fraudulent applications must be dealt with strictly.

As an outcome, the workshop recommended a comprehensive agenda for research in understanding the pragmatic issues of student mobility in the context of emerging opportunities and challenges for both strategic partners i.e. India and the EU. It also recommended the need for the improvement of information access and dissemination of accurate information on EU scholarship schemes, visa regimes of different Member States, immigration policies, language information, etc., apart from enhanced engagement on student exchange programs between India and the EU.

The workshop had rich participation from officials of the EU Delegation to India, Ambassador of Republic of Greece to India H.E. Mr. Ioannis Raptakis, representatives of EU member states in India, officials of the relevant Indian ministries and state governments, distinguished guests from the academic world and students who actively engaged themselves in discussions and made important interventions on various subjects. The organization of the workshop was termed timely and highly successful.

## **B. Inaugural Session**

### **Welcome Address:**

**Prof. Binod Khadria, Director, IMDS project, Zakir Husain Centre for Educational Studies, Jawaharlal Nehru University, New Delhi**

Prof. Khadria while welcoming every one present in the workshop, as the co-host of this workshop thanked eminent panelists for attending the workshop in JNU, he also anticipated that the workshop will benefit the student community, who are positioned in the center of the student mobility cycle and are interested in its multi-dimensional facets. Setting the context to the workshop, he mentioned the importance of the issue owing to the increasing number of students and a growing community of students abroad. He emphasized that as far as policy formulations and their preceding discussions are concerned, this workshop is most timely and relevant.

He further explained about the collaboration of JNU with the MOIA and the ICM which started in 2008, and has been constantly evolving since then. He focused on the importance of a coherent and channelized data base of international migrants, especially for students, and advised the academicians and policymakers to look into this issue. While concluding his address, he referred to the India Migration Report 2009 and 2010-11, and other working papers released by IMDS and also expressed his gratitude to everyone for sparing their valuable time for this workshop

### **Project Background and Overview of the Workshop**

**Mr. Basant Kumar Potnuru, Head (Projects) I/C, ICM**

Mr. Potnuru at first introduced ICM as a think-tank of the Government of India on matters related to International Migration. He also introduced the project on “Developing a knowledgebase for policy making on India-EU migration” implemented by ICM and co-funded by the European Commission. He highlighted that this project is an outcome of the recommendations of a Scientific Working Group (SWG) formed as per the recommendations at an International Conference on “India-EU Partnerships in Mobility: Data, Agreements and Policy in International Migration”, organized by Ministry of Overseas Indian Affairs, Government of India in collaboration with Jawaharlal Nehru University in 2009 at New Delhi, for initiating engagement on academic track. The project was officially launched on 4<sup>th</sup> March 2011.

Elaborating further, he said that the project derives its rationale from the fact that mobility management remains a potential area for cooperation between EU and India taking into consideration the contrasting demographics and labour market needs of both the regions. It is also pertinent to understand the factors shaping India-EU migration. He informed that ICM has published ten research papers on various subjects of India-EU migration. ICM has also organized two workshops under the project, namely, “Facilitating Safe and Legal Migration and combatting irregular migration” on 6<sup>th</sup> and 7<sup>th</sup> of September 2012, and “International migration and women” on 13<sup>th</sup> of December 2012. He opined that the workshop is expected to provide policy recommendations for sustaining the India-EU dialogue on student mobility, and to design a research agenda for ICM for writing policy papers that are needed for the successful management of movement of students and knowledge providers across borders.



## **Inaugural Address**

**Mr. T.K. Manoj Kumar**

**Joint-Secretary (Diaspora Services), Ministry of Overseas Indian Affairs (MOIA) & CEO, ICM**

Mr. Manoj Kumar conveyed his thanks to all the members of ICM and JNU for organizing this workshop. He welcomed the Ambassador of Greece H.E. Mr. Ioannis Raptakis, and other European delegation members, and also the student community present. He mentioned that he value this opportunity to interact with students, guests and other eminent scholars.

He presented his remarks on India-EU relations in terms of the cultural heritage, political dialogues and trade relations they share. Referring to the colonial ties, he stated that political and cultural relations have remained a significant factor in both region's strategic partnerships even today. He further explained that after independence, skilled Indians started migrating to the developed world in the late 1960s and 1970s, particularly to USA, Canada, and other countries outside the periphery of European Union. But since the 1990s, this trend has shown a robust growth towards European countries. After introduction of several scholarship schemes and programmes, the migration of students from India to the Europe became quite visible and significant. In 2005, the Joint Action Plan agreed between India and the EU recognized the need to develop human resources and paved the way for fostering multicultural partnerships for growth and development in both regions. This includes promotion of policy dialogue and exploration of new possibilities for enhancement of student mobility. According to Mr. Kumar, an enormous potential lies in bringing the two regions together on the issues of growth and development, especially in view of demographic factors and skills.

Moreover, he pointed out that the increasing internationalization of higher education at the national, institutional and the individual level has contributed to the enhancement of India -EU engagement, and therefore, formed a significant agenda for their collaboration. He cited the OECD report, which said that, more than half of the foreign students enrolled abroad are from Asian Countries, and among these, 5 percent are from India. He saw significant potential for both the sides for promoting and capturing this trend through facilitation of scholarships from EU side and availing internationalized higher education for its youth on Indian side.

He further suggested that they can transform the technical knowledge for betterment of countries, make ideas transcend across the borders and provide benefits to both the sides. Therefore, student mobility, in his opinion, constitutes an important segment from futuristic point of view in India-EU strategic partnership. At last, he thanked everyone, and wished success to the workshop.

## **Special Address**

**Ms. Anne Marchal, Charge d'Affairs, European Union Delegation to India, New Delhi**

Ms. Marchal specifically began by setting the objectives of the workshop and placing them in the context of growing student mobility. Illuminating the importance of student mobility, she emphasized on three points- Globalization, Internationalized curricula, and Promotion of student mobility.

She stated that international student mobility acts as an instrument for the development of an individual as well as society. It improves cultural understanding, employability of youth and augments the understanding of the international labour market. According to her, some of these rationales shape the programmes that concern student mobility *in toto*. She elaborated upon the importance of Erasmus and Erasmus Mundus (EM) programmes, which guide to and fro mobility within the Europe and outside of the Europe and their role in enhancing the quality of higher education. She highlighted the objectives of the European Union in terms of the promotion of the Erasmus programmes. These programmes provide scholarships and run through academic collaborations between EU and rest of the world.

She pointed out that parallel to the collective efforts of EU, other countries have also been trying to attract student community across the international borders, especially in skilled category. The

inception of Erasmus programmes by EU in 1987 was designed to enable at least ten percent of European students to pursue higher education in other European countries, so as to enhance the quality of higher education they get and to promote coordination among them. Since then various programmes like Bologna Process chiefly directed student mobility.

She added that since 2004, around 15,000 students have been attracted to numerous courses and disciplines. She further mentioned three important points regarding the functioning of these programmes, such as, a) Setting up of an internal institution with participating countries of Europe, b) Promotion of joint programs at doctoral level, and c) Provision of effectiveness, profile and visibility to European higher education system.

She informed that till 2015 (end of the programme), a budget outlay of around Rupees sixty six hundred crore is proposed for all these programmes. She also informed the student segment about the procedures and admission requirements. For details, she recommended to visit EU's website and individual programme's website. She added that the applications will be invited till the end of 2013.

She highlighted that India has been the best performing country under EM program so far, with majority of students coming from India. . . Furthermore, she informed participants about the new developments in Erasmus programmes, for instance, Erasmus for All programme, i.e., E for All, (E-A) which will replace seven other existing programmes, combining them in one and making it easier for students to choose the various available options. It is based on three parameters viz., *Learning through mobility, Capacity building, and Promotion of Policy reforms.*

The program E-A supports modernization of education at all levels, along with supporting the non-formal learning. She concluded by highlighting the importance of education as an important area in India-EU relations, and therefore, she opined that this can form an important basis for the dialogue between the two.

## **Keynote Address**

### **Mr. Ioannis Raptakis, Ambassador of Greece to India**

H.E. Mr. Raptakis expressed his pleasure and privilege on being invited to attend the workshop on "Student mobility and Knowledge-based Economies: Opportunities and Challenges for India and the EU". Referring to his involvement in the department of Home Affairs (which deals with migration, especially irregular migration), he said that it is extremely beneficial for him to attend this workshop and subsequently engage in discussion with all participants.

Addressing everyone present, he mentioned the fact that globalization, demographic changes and transformation of societies are affecting the EU, its Member States and all other countries across the world. There are around one billion migrants both internal and external, 44 million forcibly displaced persons, 50 million people working on irregular status, posing structural challenges to the EU- both demographically and economically. Further, he cited that the local media reports this fact extensively. He observed that large scale immigration is taking place across the world, with third world countries constituting an important section. In order to elaborate upon EU's role, he said, a global approach towards migration and mobility has been adopted by the EU which sets the preliminary framework for the external migration policy and also defines how EU organizes cooperation and dialogue with its partners and other non-EU countries in the area of migration and student mobility.

The objective of EU action in education, as he stated, is to promote Europe and Member States as centers of excellence in higher education and vocational training. He added that despite the fact that Europe is not the prime destination for students, as depicted by the UN and OECD data, EU would like to partner with a country like India to explore the possibility of strengthening student mobility and will be proud to have collaboration in this respect. He informed that a migration forum has been established for the mutual enrichment.

He also expressed his concern over the fact that, currently, the scenario and focus of student mobility is changing, as half a million third country nationals (TCNs) are present in Europe in the field of studies and research, as per the EUROSTAT data. It is an expression that EU is considered as an interesting and attractive destination. Another objective, that Mr. Raptakis illuminated, was based on improvement and modifications in the legal framework that EU has been following since 2004, which is based on two Directives:

*Directive 114 of 2004*, which laid conditions for the admission of student category from Third Countries and *Directive 71 of 2004* (on researchers) which sets fast track procedure for processing applications of non-EU applicants. He further stated that after seven-to-eight years of implementation of this legislation, it has been observed that there are number of anomalies in the application-based legal framework. Some of them, he highlighted, are- insufficiently binding rules that fail to address the practical difficulties that applicants face, particularly the absence of proper application assessment procedure. He added that there is also the diversion framework where the visa is provided for a shorter period of less than three months or before the completion of research. Another point he touched upon in this regard was in context of difficulties that a student face in managing the cost of living in Europe considering that the student does not have access to labour market and cannot move from one European state to another. He said that in the wake of these facets, there are efforts currently underway to modify existing legislation and the preparation of a new one. These include following developments:

- Preparation for facing the challenges of different types of migration
- Modification and merger of two Directives discussed above into one single Directive.
- Flexibility in terms of rules and consideration of the application for visa within 6 days of placing it for the approval
- Allowance for family reunification by extending mobility rights.
- Granting work permits to students to work for minimum twenty hours in a week to support themselves
- Providing a probationary period of stay for one year post completion of studies or research work.

After highlighting these improvements, he said that while endorsing these modifications, good governance of migration and student mobility has to be taken into the account. Importantly, these policies should aim to promote legal migration. He said that although all legislations may have flaws or paradoxes, however EU is trying to make them friendlier.

He also emphasized on the fact that a lot of Greek students motivated by India's rich cultural heritage wants to come to India to study. Therefore, he appealed to the Indian government to look into its own legislations and facilitate entry of foreign students.

He stressed on the fact that the aim of the EU legislations should be to enable TCNs to move within Europe on temporary basis reducing obstacles and determining their role concerning conditions and procedures for exceeding stay beyond three months after studies.

## **C. Panel Session I**

### **Student Mobility and Knowledge-based Economies: Trends and Patterns**

**Chair: Prof. Irudaya Rajan, Centre for Development Studies (CDS), Trivandrum**

Prof. Rajan chaired the first panel session. He initiated the discussion by requesting participants to elaborate upon the trends and patterns in terms of movement of students from India to various destination countries. He further requested participants to provide their valuable comments and suggestions after the completion of the session's presentations.

### **Indian Tertiary Students in Europe: Emerging Trends and Policy Initiatives**

**Dr. Perveen Kumar, Assistant Professor, Department of Education, S.N. Degree College, Uttar Pradesh**

Dr. Perveen, through his presentation, highlighted the trends of Indian tertiary students to global market in general, and emerging trends in Europe in particular. He elaborated upon his findings on the basis of UIS data 2012, which captured the mobility of students to various destinations across the globe till 2010. He further demonstrated how European countries are now becoming an attractive destination for Indian students, apart from the traditional ones like the US, Australia, Canada, UK, New Zealand, etc.

While discussing broad patterns in Europe, through his data, he explained that China and India have been emerging as important source countries. He added that migration within Europe, that is, intra-European migration, is more than inter-European (i.e., migration between Europe and other non-European countries). Even among European countries, UK remains the top destination for Indian students. Apart from UK, he mentioned, Ireland, Belgium, and Sweden feature highest number of resident Indian students.

He stressed over the point that many European countries do not solely opt for attracting students to increase sheer numbers but hold an intention to invite foreign students, This intention is quite important and has been acting like a driving force behind vociferous information campaigning for Indian students. He also clarified that various EU countries in their documents, are marketing their educational institutions as Centre for Excellence for that particular domain to which they want to attract foreign students.

He drew attention to the language factor, which features in various governmental initiatives and programmes which aim to increase student mobility in their countries. For instance, government initiatives like, PMI in 1999 in UK, DAAD in Germany, ISJRP in Switzerland in 2008 and IFCU in France.

He concluded by referring to the challenges that EU might face from other big players from the north and many other emerging players from the south also. He also suggested looking into their policies of facilitating student mobility like relaxing the visa rule, medium of instruction, socio-cultural aspect and socio-political aspect while formulating them.

### **Higher Education in Europe: A Comparison of Existing Legal Regimes Relating to the Entry of International students**

**Ms. Shahana Mukherjee, PhD candidate, IIM Bangalore/ Presented by Ms. Shuchi Kapuria, Project Assistant, ICM**

Ms. Shahana Mukherjee's paper was presented by Ms. Shuchi Kapuria on the author's behalf. The paper pertained to various legislations proposed by five countries, viz., France, Germany, UK, Switzerland and the Netherlands and the impact of these legislations on movement of students and employment opportunities for them. Legal aspects studied as per the presentation included conditions of entry, post-study status, work during study, etc. Referring to Bologna declaration, it was mentioned that it focuses upon internationalization of higher education and how EU countries are opening up their economy to international students or TCNs.

Ms. Kapuria explained that the rationale behind selecting each of these five countries is different. UK has been selected due to its traditional colonial ties with India. France and Germany are upcoming economies. Moreover, these countries are the first to liberalize their education market within EU. It is also important to understand the implications of these reforms on student mobility. The presentation depicted data which suggested that share of Indian students in European market has increased over the years, and UK has shown the maximum inflow among the students originating from India. With respect to the directives, it was explained that the Directives of 2004 was designed to regulate the entry of TCNs. European Union has some common minimum requirements for entry of students, which are:

- Financial requirement,
- Reason for seeking admission in that particular university and,
- Plans upon completing education.

Further, it was mentioned that there is no specific policy of EU per se, but EU Member States try to align their policy to bring commonality among them. For example, UK has a point based system, and it has kept student mobility in Tier-IV category. Similarly, Germany has attracted very high skilled students through its policy. France has system of 'Blue card' similar to green card of USA. Sweden has tuition fees for non-EU students since 2011, while Netherlands follow quite a conservative type of approach. Pre-entry conditions in all these countries are almost similar.

In case of foreign students, most of the countries have legislation for providing post-study work opportunities as per the needs of their respective labour markets and economic priorities. UK aims to reduce its net-migration, while Germany and the Netherlands follow a policy of selective migration. It was suggested that in order to attract skilled Indian students, focus should be given on employment channels after studies. These policies need to be undertaken keeping in view the world competition for talent. The competition from the US and Australia is already present, and now new countries like New Zealand and Canada have also started following suit by liberalizing their policies towards attracting skilled Indians and students.

### **International Trade in Higher education: Analysis of Patterns and Compositions of Student Mobility from India**

**Ms. Kavita and Ms. Priyanka Singh, Research Scholar, JNU**

It was put forth that internationalization of higher education has become a market driven activity to promote multicultural and multidisciplinary outlook among the new set of citizenry of countries of origin and destination. She highlighted that emerging role of international trade has played a substantive role in contributing to this development. Internationalization of higher education was defined by the UNESCO: as an activity which takes place where teachers, students, programmes, institutions or providers and course materials, cross national jurisdictional borders.

In this context, it was indicated that GATS has the provision of placing education in the basket of twelve sectors, which are defined by the same. In addition, all the four modes under GATS provision of trading services, namely Mode IV and Mode I are most important and significant when it comes to the mobility of student and setting up of foreign institutions. A global picture of international students with the help of OECD data where the number of international students have increased from 0.8 million to 4.1 million in the period of 1975 to 2010 was presented. It was said that, in the case of major host countries, worldwide, the picture has changed from 2001 to 2010. In this course of time, it is interesting to note that China has emerged as another destination country along with traditional ones like US, UK and Australia. An observation was made that, share of Indian students have been increasing in case of UK, and decreasing in case of USA. Data from IIE Open Door (2011) was used to show this fact and to further depict the preferences for the field of study by Indian students abroad. For USA, it was highlighted that the popular streams are Mathematics, Engineering and Computer Science. In Australia students opt for Masters or degree level courses in hospitality, cookery, bakery, hair dressing and community services.

### Discussion

**Question:** With reference to discussion about internationalization of higher education and GATS, in which the mode IV is the least commuted sector and even within that feature, education sector has least amount of commitments. So when we talk about GATS, we would be looking for patterns and also like to know how much of that trade under education has been carried out under the aegis of GATT.

**Answer:** It is an accepted fact that education has been the least negotiated subject in the GATS sphere, despite the rapid growth in internationalization of higher education. Certainly it will be an interesting exercise to explore the pattern under the GATS regime.

**Comment:** Despite having promising development, still one does not know how long it will take to develop a common harmonized policy at EU level. Also there is ambiguity as to how each member of EU will adhere to and will endorse that common policy. Therefore, there is a suggestion that instead of rushing behind a common policy *per se*, at the EU level, it is better to have a bilateral or multilateral partnerships i.e., between two countries. For example, between India-Switzerland, India-Sweden etc.

**Question:** The question on methodology of the paper written by Ms. Shahana Mukherjee was raised by a participant pertaining to the analysis of higher education policy in Europe. The paper tries to superimpose the directives of each member state on the policy of EU to show the case the commonalities. However, in the formulation of conclusion, only five EU countries have been studied as a proxy for the entire EU, when the individual countries differ so widely in their respective policies compared to that of the EU's.

**Answer:** The five countries that have been taken; have liberalized their education sector prior to all the members of EU. The results are not mere generalizations, but it tried to show how country specific policy affects the other parts of the world in terms of student mobility.

**Question:** India being a segmented society, where there is socio-economic divide between the elite class and marginalized section, there should be a provision for providing scholarship/fellowship to that section, so that we can bring the knowledge revolution, which is also a long term social transformation, Are we thinking on these terms?

**Answer:** It is true that India having a segmented society, still could not formulate a policy for its segmented education market. One of the examples of this is the education fares that foreign countries organize to attract Indian students. Here we find that students from urban or well-studied colleges are more visible rather than rural part. In order to find a resolution to this, we have to look into the individual state's education policy.

**Question:** Are the courses offered by European countries and the USA different? In fact, the courses offered by US, benefit India and are required in the Indian labour market. India can actually benefit from these courses. Is it true for EU courses?

**Answer:** We lack substantial data on this aspect. To validate this observation, more specific data will be required to analyze, and apart from this, if we look at the general trends, then most of the students from India prefer courses related to science discipline like engineering and technology. In this aspect, US still fares better than other European Countries including UK. Therefore, UK has to look into this also, if they want to attract more Indian talent.

**Observation:** Regarding the discussion of trends and patterns through data, the common thing which is pervasive to all is lack of current data especially after 2010. So we are three years behind from the current trend and scenario of student mobility. This is quite problematic in migration research because we are unable to capture the transformation which is taking place right now. Also the competition lies ahead for the EU, as Rising Southern Economies (RSE like Mexico) have also been emerging in this area of attracting student mobility.

Second, there are sudden policy changes in migration; it is not possible to keep track of those, particularly in case of Britain, where policy changes overnight. So, volatility of policy is something that must be kept in mind, because it creates havoc at the individual level of decision making, whose decision is of long term, while policy changes are short term.

Third point is that, policy makers have failed at the level of Mode IV of GATS, because they are putting things in the same basket. As Ricardo said 150 years ago that it is the specialization that creates differences. For example, US have a specialization in providing higher education in the field of space science, technology and other future frontiers of knowledge. Australia is specialized in providing vocational education. So each country has different comparative advantages. We cannot put them at the same level. Therefore, we have to define the different areas, where they specialize; doing so can perhaps help in making policy under GATS negotiations.

**Question:** In case of Andhra Pradesh, Tamil Nadu and Karnataka, is there any study covering the education, employment and emigration together? From states such as Andhra Pradesh and Tamil Nadu, large numbers of students are opting for engineering abroad, but they are not getting employment. What are the solutions undertaken by the state governments to address this problem?

**Answer:** We are looking in to this matter, because it has emerged as an important factor in case of student mobility from Andhra Pradesh and Tamil Nadu. Two aspects are also related, that is, to bring more quality institutes to cater to the needs of students and to generate more employment opportunities in India.

**Question:** Various data trends show the diversion in student mobility from the US to the UK since 2010. One of the reasons can be the 9/11 attack in the country. Despite this, are there any other reasons like may be US market has reached an optimum level in absorbing foreign students? And thus students are spilling over to other EU countries? Is there any study which brings out difference in the quality of students going to the US and Europe?

**Answer:** This factor has been noticed and it might be one of the reasons that after 9/11 attack, UK has got this opportunity to attract more students from abroad. But other factors like, new regulations regarding job market, might also have contributed to this. So these reasons further need to be validated.

**Question:** Whether the EU degree or certificates are accepted by the stronger economies like the US and Australia?

**Answer:** This is one of the advantages of opening up the education market of different countries in the wake of liberalization. But it depends on the specialization of providing special courses. For example,

the US has specialization in providing science related technology courses, Australia and New Zealand have different and so do the other European countries.

**Question:** In spite of all other dimensions, the Diaspora perspective can be brought into the picture. There are generation led dynamic changes in the pattern of knowledge economy. Across the world, we have to take the cognizance of these changes in explaining the dynamics of knowledge economy. What has the diaspora done? And what it will do in future?

**Answer:** Diaspora plays a very important role in influencing the student mobility. Whether it's old diaspora which has linkages to the new generation or the present diaspora which has been forming out of new generation, both of them are equally important. This new generation consists of students, who are more interested in forming networks. So it is going to affect the mobility of upcoming generation.

**Comment:** The education sectors impact the way people access these educational opportunities. In UK, and Australia, lot of privatization of higher education is taking place, also in other European countries like Germany and Sweden, there are vast differences in the way they impact education. So we should also look into the factors that affect the functioning of universities.

### **Concluding Remarks**

Prof. Rajan concluded the session by thanking everyone for bringing out various aspects of student mobility, through discussions and presentations, especially, in the context of India-EU partnership. He mentioned that diaspora plays an important role in migration and it remains an important factor, in getting potential migrants benefitted. The relatives of students, who have studied abroad, facilitate new generation's mobility and influence the decision making of those students who wish to migrate overseas. He further added that cost of migrating abroad influences and affects pattern and preferences of students in a profound manner. Finally, he thanked everyone for providing their valuable time to discuss these issues.



## **D. Panel session II**

### **Models for Promoting Student Mobility: Experiences and Lessons Drawn**

**Chair: Prof. Binod Khadria, Director, IMDS, ZHCES, JNU**

Prof. Khadria, in the beginning welcomed the presenters for the session. He anticipated an interesting discussion over the issues of promoting student mobility, as he opined that it directly reflects the policy perspective of European countries.

#### **India-EU Study Centers Programmes (July 2008-December 2011): An Overview**

**Mr. Ulrich Podewils, Team-Leader, India-EU Study Centers Programme, Germany**

Mr. Podewils presented the action plan of the India-EU Study Centers programme which he explained is based on India-EU strategic partnership, and is made to promote capacity building in higher education at the European side. He further explained that the programme was based on political intentions and not on the academic one from both the sides, as government institutions were represented in lieu of the academic ones. The intention behind this programme and its goal, was to support existing institutions or create new EU-study centers. So the main aim was to build capacities, and the beneficiaries were students, researchers, state, bureaucrats and other stakeholders. He named few existing EU centers in India, and mentioned about centers for Indian Contemporary Studies in European Countries. He referred to the establishment of new study centers, at IIT, Chennai, Delhi University, and Manipal University, and he also highlighted the technical assistance provided to the existing ones, in European countries as well as in India, in terms of methodology followed; to develop technical assistance plans for the newly established centers, the existing centers were requested to elaborate their development plan or the working plan. In order to accomplish the task, the centers were provided short term experts, who started visiting centers on bi-monthly basis and also engaged in conversation with vice-chancellors, registrars, and academic persons of participating university.

In addition, as he informed, workshops and seminars were organized, all available information was compiled and was presented on a web-portal in November 2008. Many new schemes were also developed, for instance, under UGC; two new study centers at Puducherry University, and Jaipur University were established. The content of courses taught at these centers was also revised along with introduction of the summer courses and couple of research projects under the India-EU project. Also the sustainability of these programmes was insured through vision, mission and creation of strong political, diplomatic and administrative networks.

At the end, he emphasized that the ultimate key word was to create a close network and to enhance close cooperation through MoUs signed, which also helped students, faculty and institution, and promoted the programme in an interesting manner. Hence he opined that the final three key components for cooperation are- signing of MoUs between Institutes, formation of close networks, and enabling student exchange.

#### **My Life: Pre, Peri and Post Erasmus Mundus Programme**

**Ms. Sulabha Karunanidhi, Former President, Erasmus Mundus Alumni Association-India Chapter**

Ms. Karunanidhi presented a case study of her own experiences of being a student of Erasmus Mundus programme. She recalled that post-graduation from Osmania University, Hyderabad, and successful completion of diploma in Child Care and Special Education from US, in 2006-07, she was selected for EM scholarship programme. In her capacity as the former President Erasmus Mundus Alumni

Association-India Chapter, she informed that there are 138 master courses and 42 joint doctoral programs which attract European and non-European students from all over the world. She added that the motto of this programme is mobility and collaborating with universities all over the world.

Enlightening the participants on the formation of EMMA, she mentioned that the alumni association was founded in June 2006 in India, by an initiative of the Directorate General of Culture and Education of European Commission. It is a voluntary organization, and is being run by service provider. The objective of formulating the alumni association was to share past experiences and to enhance mutual learning.

Drawing from her own experience while she was promoting EM programme, she found out that there is lack of awareness among students regarding Erasmus Mundus Programme. Moreover, many of the courses are not recognized by the country of origin's education department. For instance, in India, many of the courses are not recognized by the education department and state universities. Apart from recognition of degrees, issuance of VISA poses another major challenge.

She, therefore, requested the policymakers present to consider this matter, and the issue of non-recognition of degrees, she mentioned the advantages such as the opportunity to travel across Europe and to learn about their culture. She opined that this programme was a great learning experience as she was able to explore various cultures and exchange of knowledge, and a lot of networking to facilitate all this. She suggested students, who want to go through this programme, to visit the website at [www.em-a.eu](http://www.em-a.eu).

#### **Max Claudet, Counsellor for Culture and Cooperation, Embassy of France, New Delhi**

Referring to the emphasis on numbers, statistics, etc, Mr. Claudet reminded that students are human beings and the goal should be to contribute to their development. While discussing language issue in French University education, he emphasized that language has never been a matter of concern, as all programmes are offered in English also, and Indian students are not expected to know French, nonetheless if they know or wish to study, it is an added advantage.

He further stressed over the fact that in today's globalized world knowledge of each other's culture is important. He added that students who come back from France could be an asset for the home country, as they can guide the aspiring students to go to study in French universities.

He was pleased to mention that relations between India and France have become stronger, in strategic, political and economic spheres through bilateral exchanges. The bilateral relations also affect the future of students. He emphasized on the exchange of students and its advantages from futuristic point of view. It will be a key feature in the development. Apart from this, he focused on the necessity of carrying out an information dissemination campaign stating that Indian students everywhere in India should be informed, about the studies prospects in France, and also should be convinced about the quality of French Universities.

He informed that to facilitate the knowledge about French education in India nine counselors have been appointed. Denying the process as advertising strategy, he said, that some media persons and journalists from India were sent to France to witness the standard of French universities, these very journalists upon return have written elaborative articles on the same which are playing an instrumental role in spreading information to prospective students. In conjunction with Mr. Podewils opinion, he also mentioned, that signing MoUs, plays a key role in developing strategic ties between two countries. He added that so far fifty MoUs have been signed between French and Indian Institutes. In addition, around ten MoUs were signed when French President Mr. Francois Hollande visited India in February 2013. He stated that France is also working on policies to make them more student-friendly. In this context, VISA rules have become flexible and students are welcomed for one year, however, for Indian students, long term VISA is being envisaged.

He requested that France may be seen in the light of comparison with other countries and not from the perspective of the competition. He restated that universities in France are public universities and French government is responsible for paying tuition fees in most of these universities and it should be considered as a gift from France to Indian students. He expressed the desire to welcome more Indian students, because Indian students in France are lesser in number.

**Mr. Ajit Kumar Motwani, Advisor, KCG, Government of Gujarat**

In his presentation, Mr. Motwani elaborated upon some of the data, which clearly exhibited the increase in international students' share in international universities since 1930s. He showed that currently sixteen percent of the total numbers of students go to the USA, and thirteen percent to the UK. It is interesting to note that China has also emerged as a destination as well as sending country for international students. So he tried to convey that apart from the USA, Australia and Canada, European countries may also find competition from China. In terms of the capacity to absorb foreign students, he said that China possesses one percent and Australia has more than one fourth capacity to absorb foreign students, while in case of the US it has come down. The reasons for the same, as cited were; 9/11 attack in USA and also labour market restrictions imposed by the US government. Although UK has taken care of this fact it could not curb the spillover effect in attracting foreign students. Students from US have been coming to China testifying the two way mobility. He mentioned that programmes which are taught in English language attract most of the international students.

Also in terms of preferences for courses, business management and science related courses are top sought-after fields for both Chinese and Indian students. He also highlighted the rise in the number of female students. He also drew attention to another major development, the increase in the popularity of online distant education courses which are going to demolish higher education prospects of various countries. He opined that the same can prove to be a nightmare for both US and UK. Another facet he dealt with in his presentation was about the shrinking job opportunities which have demotivated students from going abroad. Also keen observation should be on how decision making takes place at individual as well as family level and how peer group influence the thought process and up to what level. In addition, how they interact online and offline and the significance of issues like scholarship, employment, etc.

**Discussion:**

**Question:** What are the policy alternatives available with regard to the languages: if European languages are to be promoted in India in order to encourage and facilitate Indian student migration to Europe or Europe and European universities should popularize English language teaching in English medium so as to attract Indian students.

**Answer:** As far as, issue of language is concerned, for European countries, it will be better to promote European language learning centers in India. Also, Europe should introduce more courses in English medium of instruction.

**Question:** We are concerned about Indian students' mobility, but what are the prospects of European students coming to India? Are they opting for private institutions in India? If yes, what kind of private institutions are they opting for? What kind of courses they prefer, for e.g., Engineering, Mathematics, or Management? Are they going for part time or full time courses? Also how they are looked upon in the European labour market?

**Answer:** As far as the European students' presence in Indian universities is concerned, most of the students come through the exchange programmes or as interns. Ninety percent of them come to India through exchange programmes.

If we talk about their preferences, then sixty to seventy percent of them go for humanities, languages, and natural sciences. It is quite unfortunate that we do not have data about the exact

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number of French students coming to India. In France, private as well as public universities now offer courses in English, so language should not be a concern for India.

### **Concluding Remarks-**

Prof. Khadria concluded the session by remarking that this particular session has focused at European countries and their programmes and promotional strategies in increasing student mobility. The question he left for the participants to ponder on, was, why European Union wants to shed its image of fortress Europe and wants to attract foreign students now.

### **E. Panel Session III:**

#### **Strengthening Student Mobility for the Development of Knowledge based Economies- Institutional and Policy Perspective**

**Chair: Prof. Geetha Nambissan, Chairperson, ZHCES, JNU**

Prof. Nambissan initiated the session by thanking everyone for organizing this workshop and also to bring various stakeholders such as students, researchers, government officials at one forum to discuss important issues like internationalization of higher education and student mobility.

#### **International Student Migration from India to the UK: Costs and Choices**

**Prof. Irudya Rajan, Centre for Development Studies, Trivandrum**

Prof. Rajan highlighted some important observations with the help of Kerala Migration Survey that has been undertaken in five rounds and data compiled for the period 1998 to 2011. Deriving from the data he put forth two major points-

Since 1998, migration to foreign countries has mainly been for employment motives, while in 2010, it was observed that this trend moved in favor of students seeking higher education abroad.

Second point pertains to the changing trends within the student community in Kerala. He argued that initially, most of the students from Kerala showed movement within the country for education purpose, but recently the pattern has changed. Students now prefer to go abroad to get foreign degrees which can enhance their job prospects in any of the country across the globe. This explains an important dimension in migration survey. Complementing with this fact, he observed that students are studying in one country and getting employment in another country.

Some of the questions that he posed were-

- Why students want to go to another country, or other foreign universities, when India has more than 350 universities and 1600 colleges.
- Is India not offering the students what they want?
- Is the investment being made in people who leave the country?
- What are the motives of people to invest in going outside? What they ultimately want from there? We have IITs and IIMs here which are known for its best quality education.

Prof Rajan in his presentation focused on the cost involved in moving abroad, he specifically mentioned about the loans, which everyone cannot avail of as well as the role of Diaspora. Based on the findings of his survey, he expressed the possibility that parents or kin members who have studied abroad play a key role in helping prospective students in moving out. He elaborated upon a survey he did, where he tried to register the responses from students when they were ready to leave the country, their VISA and all other requirements were ready. For the same purpose, around 150 questionnaires were put in the drop boxes at UK visa centers at Chandigarh, Delhi, Hyderabad, Chennai, and Kochi. The questions were such as why people want to go to the UK? How many applied for VISA and how many of them were granted? After collecting and compiling the responses, he found some interesting facts which he cited as:

1. Most of the students (around 72 percent) are going for post graduate courses, which he opined is quite surprising. It raises the question whether Indian Universities have good colleges to provide post graduate education like MA economics or so?
2. 50 percent of students admitted that studying abroad improves the opportunity to get a good job. 30 percent of them had relatives abroad. Pertaining to cost management, 50 percent took

loans to go abroad. On this observation, Prof. Rajan commented that many times cases of student suicide are reported, that happens in case of incapability for payment of those high loans. This also poses the question on how banks as institutions, are operating.

3. He put forth an argument that students may get free tuition fee, but what about the costs of travel to reach the destination. The application process also involves numerous costs like application fees, forms, visa fees, etc which together account for 30 to 50 thousand Rupees. He informed that some people have even taken more than Rupees 30 lakh as loan and are obliged to pay Rs. 25,000 per month. This is huge investment from family and individuals. In addition, he mentioned that about 10% percent of total remittances that Kerala receives (approximately rupees sixteen thousand crores) go abroad for paying tuition fees.

### **Amplifying Student Mobility through Diaspora Knowledge Networks**

#### **Mr. Sridhar Bhagavatula, Executive Officer, Confederation of Indian Industry (CII), Hyderabad**

Mr. Bhagavatula emphasized that the Diaspora contributes to the development of the country of origin in mainly four areas, knowledge, skills and expertise, investment and philanthropy. In the case of student migration first three points hold relevance.

He explained that the diaspora plays an important role through its backward as well as forward linkages. In this context, the Indian Diaspora are good network builders by using both types of linkages with existence of thousands of associations of some kind of network connecting to knowledge network and diaspora. In order to understand student mobility, according to him it's important to understand global diaspora network as well as country specific network. This would also enable developments in science and technology, for the accomplishment of the same, more stakeholders and online platforms to disseminate the related information are required. Another important issue which was raised was related to the connection to foreign labour market. As he highlighted that the discourse on student mobility is not restricted to only imparting training and education but should also consider the foreign labour market.

He suggested that in order to facilitate mobility of students the linkages with industry may be established so that students may get connected with the industrial networks which can be further exploited to employ them. Industry-institute linkages should be mutually beneficial and symbiotic and should be based on partnerships to increase inventions as well as research and development while understanding the manpower requirements. This initiative would also help in addressing curriculum issues and by providing mentoring services. He stated that considering the given fact that it is quite natural for host country policies to follow the law of land, that is to first provide opportunities to their own natives, and in this regard, Europe too has varying reservations on the native participation in the workforce.

#### **Ms. Silvia Constantini, Political Counsellor, EU Delegation to India, New Delhi**

Ms. Costantini explained how EU promotes and strengthens the student mobility across the globe. Recently EU has come across as a very attractive destination for international students, despite the fact that so far comparatively lesser number of students have arrived in EU countries. She highlighted that out of 3.7 million students worldwide, Europe has only 1.2 million students.

She stated that when EU and its policies are discussed, the conversation is about 28 countries of EU, in lieu of the broader concept of Europe which is beyond these Member States. While on the other hand, Australia and New Zealand, which attract more students, she explained, are able to do so because of their dedicated policies and strategies for students. Therefore, she advocated that all policies should be seen with regard to not only core European countries, but all other emerging economies of the world.

Also, she said that over the next decade, the number of international students will increase, with China showing more growth prospects than India. While presenting the new strategy to attract foreign students and talent, she informed about new Europe Twenty-Two programme.

She also mentioned about the quality of EU universities, which is a very important matter to be considered for researchers and PhD students. However she accepted the fact that there are rules regarding immigration and visa procedures, and other practices which are required to be followed. However she assured that immigration rules will be aligned to remove any obstacle for the mobility of students.

Furthermore, explaining about EU laws, which is inclusive of Directives, she mentioned that in case of EU, each member country has legal system. India on the other hand, has a unitary structure and one constitution that bind all the states. In case of EU, every member country has its own absorbing capacity, thus their legalities come into play. However, she emphasized that EU is trying to harmonize these policies.

In addition, she presented an overview of the competencies within the states and defined 'directive' as the legal binding within state and for that particular member state. She added that this legal binding on the member state shows only the result to be achieved and not the way or process as to how it should be achieved.

So she explained that instead of making the legal frameworks equal, the effort is to harmonize the policies and to develop a common progressive policy. This measure undertaken by EU is expected to simplify migration procedure, employment related rights, directives on family reunification, long term stay, along with provision of easy entry rules, visa rules, residing rules and job related rules, and also to facilitate intra-EU mobility. In addition, EU-and Erasmus Mundus partnership has been very successful as it has contributed to India-EU partnership, and now is being replaced by Erasmus for all. She concluded her session by proposing to have a consortium such as a heritage consortium, India-EU consortium, and a project on skill development.

#### **R.P. Sisodia, Joint Secretary (Higher Education), Ministry of Human Resource, GoI, New Delhi**

Mr. Sisodia mentioned that we are living in a world, where knowledge has become currency of power, and in this era, people are interacting ever than before. This knowledge currency is also bringing competition for all groups of people, in the sphere of creation and sharing of the knowledge with world community. He said that migration is on rise, and students are also coming to India. As data shows every year 200,000 students are migrating outside India to pursue higher education and about 20,000 are coming to India, mostly from Asia and Africa.

In context of the cost of migration, he said that the outmigration of students from India accounting tuition fees etc. costs around six billion dollars, i.e. the expenditure done under different heads of migration process, and this amount is equivalent to the entire budget of higher education by Indian Government.

He stated that the challenges of internationalization of higher education, in the context of the question of brain drain, must be looked into. Also the international forum, like GATS, faces problems in formulating policies pertaining to student mobility. Policy dilemma is imposed on policy maker in this case. The reasons, as he cited, are shrinking economy, resource constraints and generation of resource from elsewhere. Hence, countries are also forced to compete with each other in attracting best talent.

He remarked that various legislations adopted by countries from time to time have affected the functioning of the education market. For example, US is trying to bring the legislation which do not let go of the tax revenue to other countries. In similar vein, UK is thinking to decide the threshold income earned by foreign students. So, countries face huge dilemma in order to sustain their education market, where at one side they want to bring foreign students and on the other hand, there

are problems of shrinking economy, unemployment and domestic pressures which affect their policies in a cumulative manner.

He emphasized that gains should not be for one side, mobility of students is not a one way process, and so he urged EU, to look into these two conflicting relations, i.e., the need to have a clear cut policy when it comes to internationalization of higher education and second, the convergence of the issue of student migration with employment issues.

He concluded by stating that this new generation is of aspirational type, wherever they get opportunity, they would go. In addition, the demand of education in India is huge in terms of quality, so we have some kind of pyramidal structure, where the angle of this pyramid cannot be changed, but the size of the pyramid can be. In addition, an overwhelming number of students apply to a few quality institutions and the majority who do not get enrolled cannot be overlooked. Therefore, the number of high quality institution must be increased, as also proposed in the 12<sup>th</sup> plan.

### **Discussion:**

**Question:** While discussing about the policy of increasing number of institution or the so called size of pyramid to incorporate increasing number of students, are not we compromising the quality of education? Whether it would damage or be beneficial for the Indian higher education system? So how this issue will be addressed?

**Question:** The TOKTEN programme, which was developed by UNDP in 90s, was a failure. What was the reason behind that? Should we advocate such type of programme again?

**Answer:** The reason for failure of this programme was related to the lack of strong networking and also the absence of a proper online platform. But now the situation is different as all the programmes and their modalities are available online.

**Observation:** ILO reported that in the context of global recession, 40 million jobs needed to be cut in order to address the recession. So it is difficult to think about the jobs or employment in destination countries at this point of time and it should be a matter of discussion as to how destination countries will look into it. Another point which needs to be discussed and pointed out by many other discussants is reverse flow of resources to foreign countries in terms of payment of tuition fees.

**Question:** A sharp increase is noticed in private universities across India and when we talk about the outmigration of students, and then certainly we have to look into this matter, as it is related to brain drain. In relation to this, if we set up more private universities, then how would we be able to insure their quality, infrastructure etc.?

**Answer:** It is difficult to measure the quality on account of infrastructure or recruitment of teachers or other selected parameters. Also, to enhance the equality, we have to take certain measures. For example, the ad-hoc trend of appointing teachers should be curbed. We should make investments in establishing good quality institution, nonetheless, the trend in Indian higher education system, is changing and leaning towards more private expenditure and less towards the public expenditure.

**Observation:** We have been endorsing outmigration of students to increase their skill base and to ensure their marketability, but for the last three to four years, in the wake of recession, especially, in Andhra Pradesh, well qualified persons are not getting jobs, which they are supposed to get. So in this context, it does not seem suitable to follow this existing model or policy to promote outmigration of students, rather we should concentrate on improving our own quality of institutions, especially the B grade institutes and not the IITs or IIMs. For this, we can have more MoUs signed with foreign universities to improve them as well as to promote them. That may be a better model for us, as students after investing so much outside the country when they come back and do not find employment can get extremely frustrated. .



**Observation:** This phenomenon is related to return migration. It was expected that many Indian students would return after the recession, but when we looked at the data available from MOIA, what was found was that many of them did not return, in spite of declining wages.

Second thing is about people who are coming to India from abroad, which is very important for any policy framework. Around 11 million are working outside India and 5 million are working in India on foreign passport, implying that we are also generating employment opportunities here.

Third point is that most of the remittances in Kerala are coming from Gulf countries but they are going to China and Singapore in the form of the investments done by family members in order to send their child to study abroad. Gulf countries are also aware of this transfer of money to developed countries and they are now working on making policies to retain this money there.

### **Concluding Remark**

In her concluding remarks, Prof. Nambissan said that migration is influenced and governed by complex set of issues. She said that the phenomenon of migration cannot be limited to only economic and political factors. The social context should also be looked upon. Equity should be dealt along with promotion of excellence. She further emphasized that the choices are made by individuals or students are pushed out to go to the foreign countries because of various factors. People's perception of the Indian social reality places a larger value to the system. At last, she remarked that the focus should not only be on creating skills, but also on the question that out of migration what kinds of human beings are being created.

## **F. Panel Session IV: Concluding Session: Student Mobility from India to the EU: Way Forward**

### **Ms. Silvia Costantini, Political Counsellor, EU Delegation to India, New Delhi**

In the concluding session, Ms. Costantini put forth some brief points regarding EU's objective of attracting student mobility. In this regard, she emphasized that EU is trying to facilitate student mobility instead of merely attracting students. She wished to convey this message to everyone who is concerned about this aspect. In addition, she mentioned that EU is committing and doing what it could do, the mobility of students from EU to India should be granted equally important consideration for the policy makers From Indian side. A concluding and important point that she stressed upon was related to curbing of the misuse of mobility facilitation from both the sides, which is for non-academic purpose.

### **Prof. Binod Khadria, Director, IMDS, JNU**

Prof. Khadria thanked Mr. Manoj Kumar, CEO ICM and ICM for providing him this privilege to participate in the discussion and also in the organization of the workshop. He said that it is a win-win situation for everyone, especially for student community, who is presently attending the workshop, and he looked forward to more such opportunities. Furthermore, he pointed out that during the presentations, and at many other such occasions too, he observed that biggest challenge that we face squarely is of data. He stated that generation of data in migration research is quite challenging and a daunting task leading to an unequal situation in migration process. He requested policy makers to look into this matter.

Another point he brought to attention was the decision making process of an individual student or his family to send him abroad, to study for higher education, or at the tertiary level of education. However a novel dimension is found in destination country's perspective, who are competing with each other for attracting students at much lower level that is at school level . The possible factors behind this unique development must be addressed.

Prof. Khadria, explained that the reason seems to be originating from some kind of restlessness among countries to catch students young. Because, human mind at young age is ready to perceive the way it is conditioned. Further he remarked that, EU is trying to shed its earlier image of being a fortress in attracting migrants. In addition, he highlighted that in France, many subjects were not taught in English but in French, even till nineteenth and early twentieth century, but now they have switched over to English. Hence countries of origin must also analyze the pecuniary benefits that French or European universities have in providing free tuition fees to foreign students. Their objectives function might be different from the sending country's perspective.

### **Mr. T.K. Manoj Kumar, JS (DS), MOIA &CEO, ICM**

Mr. Kumar offered the closing remarks by summing up some of the very important points made during this workshop. He highlighted that the discussion is important for the policy lessons as well as formulating the research agenda for ICM. Issues like two way mobility, i.e., not only from India to EU but from EU to India should be looked upon. Also, he agreed with the discussants that the concept of student's mobility should not be misused. Mobility should be permitted for the academic purposes. He informed that the Govt. of India has been negotiating the same issue with its partner countries. Another point that Mr. Kumar highlighted was about the lack of coherent data and accessibility to those data sources. Further he mentioned about comparative advantages which different countries have in various spheres stating that it also helps in demarcation between developed and developing countries. In case of attracting foreign students in two different disciplines, this comparative advantage decides the preferences of students also, and so, influences their decision to pursue that particular course abroad. He stressed that only migration policies are not enough, we need to also look into

education policies of individual states. . At last he suggested a harmonized policy at the international level and recognition of degree in both destination as well as sending countries. He expressed that the proceedings of this workshop will help ICM to formulate its research agenda.

**Mr. Basant Potnuru, Head (Projects), ICM**

Mr. Basant delivered the final vote of thanks and expressed his gratitude to everyone who participated and provided cooperation in organizing the workshop.