

**“A STUDY ON STUDENTS MOBILITY TOWARDS
BANGALORE FOR HIGHER EDUCATION – AN
EMPIRICAL STUDY IN BANGALORE”**

DR. RAVI.M.V*

KAVITHA.G**

ABSTRACT

India's education system is often cited as one of the main contributors to the economic rise of India. The size of India's higher education market is about \$40 billion per year. Student aspirations in the recent times are evidently growing global. Increasing opportunities in the context of choice of education programme, job opportunities, cost of education has resulted in rise in student mobility worldwide. Bangalore is considered as the third largest city in India. It is the fifth largest metropolitan area of India. Bangalore is most preferred for higher education compared to other places of India. The Bangalore city has many best educational institutes in the state, and have more than 500 affiliated colleges, Autonomous colleges & deemed universities. The quality of education, infrastructure of colleges in Bangalore attracts more students from India and Abroad.

This paper focuses on the student's mobility towards pursuing higher education in Bangalore. What are the factors that attracts the students? What are the expectations of the students? And to measure the satisfaction of migrated students in terms of quality of services offered by their educational institution. The Research is descriptive and empirical in nature. For

* **Assistant Professor in Commerce, Government First Grade College, Raibag, Ranichenamma University.**

** **Assistant Professor in Commerce, Seshadripuram Degree College, Bangalore-20**

the purpose of study primary data has been collected through questionnaire method and secondary data from reputed journals, magazines, reports, newspapers and Internet. The collected data was processed and presented in the form of tables, figures and analysed with the help of statistical tools.

Keywords: Higher Education, Quality of Education, Gross Enrolment, Mobility, Employability, Human Resource.

Introduction

Growing interdependence amongst nations is an inevitable consequence of economic integration and this fact has necessitated stronger ties between countries. Ever-increasing demand for skilled human capital in countries has resulted in a remarkable rise in international student migration as a new form of migration. It has taken place under the larger phenomenon of internationalization of higher education and a number of factors have contributed to its development. Education and development are interdependent and together hold the key to growth and welfare of a country. For an individual, education is a powerful tool used to establish a unique identity for oneself as the world moves towards a knowledge and services-driven economy, the demand for specialised human capital, equipped with the finest resources is ever increasing. Education consequently has a pivotal role to play in this process.

In the ancient times education centers based in the Indian subcontinent like Nalanda, Vikramshila and Takshashila have been known to have attracted students from other neighbouring regions. Nalanda is said to have been a Buddhist center for learning where Hsuan Tsang, the famous pilgrim from China came to study and teach in the 7th Century AD. In the later centuries the Universities of Bologna, Indian higher education has emerged as one of the largest education systems in the world and India is presently also a prominent contributor to the international mobility of students. Encouraging macroeconomic factors, favourable demographics, policy changes and the internationalization of Indian higher education have all played a role in the growth of international student mobility in India. Indian policy makers and providers are now working towards attracting foreign students and improving the international student inflow numbers through various initiatives.

Higher Education in Bangalore

According to 2017-18 human resource department statistics shows that in India 46,144 foreign students are enrolled for higher education in different institution and universities in that 12,041 are enrolled in Karnataka. Bangalore is having leading education institutions in the country like IISC, IIMB, Autonomous universities etc., Institutions here have excelled in the deliverance of high quality education in various disciplines to enable students to be prepared for a highly competitive working environment after graduation. The students from all over India and abroad make a beeline for Bangalore to pursue their higher education after school. The students from Nepal, Bhutan, Afghanistan, Sudan and Nigeria are more drifting to Bangalore for education. It is having wonderful weather all year round, most accepting of students from outside making it a cosmopolitan melting pot of cultures. The social interaction enriches the minds and the lives of the students and fills them with empathy and tolerance for other cultures. Bangalore is also the IT hub of the country making it a very popular work destination. The city hosts some reputed engineering and IT colleges apart from providing high-quality education in other fields like Mass Communication, Journalism, Film making and Gaming to name a few. Living in Bangalore has its own charm. With the flourishing townships all over the city, studying and working has become easier in terms of logistics. Outsiders also love to explore various party hubs and indulge in social interactions, making the city a place they can call 'home away from home'.

The most popular city for students besides Pune, Delhi and Mumbai is Bangalore. Bangalore or 'Bengaluru' has become synonymous with youthfulness based on the increased number of young crowd vying for interesting career choices in the Garden City. Gone are the days when parents and kids alike had a birds-eye view on what to choose for their subject of interest; where Science, Mathematics, Engineering, Medicine and MBA were the only options for them. With the source of worldly information just a click away, students have become more aware and more open to following their dreams and passions in a quest to making it their future profession. Our education systems are also changing and with it the opportunities to present more varied and alternative courses for the students are taking precedence. In this context the attempt was made to know the factors motivated students to move towards higher education to Bangalore.

Review of Literatures

Shahana Mukherjee (2015) in her study titled “Indian student mobility to selected European countries-an overview” explains one of the most significant changes in recent years has been an evolution in the role of education in the global arena. As education has increasingly assumed the role of a tradable service, countries from all parts of the world have become active participants in the ongoing internationalization of higher education. One of the key outcomes of this process has been the phenomenal growth in international student mobility since 1998. A burgeoning industry which generates revenues of up to 90 billion dollars clearly spells strong financial incentives for participants of this industry. It also implies that factors influencing international student flows have serious implications for the providers as well as consumers of higher education.

Metka Hercog (2016) studied and concluded that Faced with a situation in which countries compete for international students, it becomes especially important to understand students’ preferences regarding migration behaviour. This paper looks at the determinants of international mobility intentions in the specific situation of Indian students in sciences and engineering. It uses the collected data from the survey held among students at five Indian universities and complements it with qualitative data from interviews. We looked at the role of students’ personal and family background, university- related factors, their social network and preferences for living location in their motivations for moving abroad. The type of university and field of studies work as strong predictors for students’ desired move abroad.

Sanjay Krishna Pratap Pawar (2016) in her study concluded that education is considered as the most potent force of social change. Today we considered Education as basic need as like as food, Shelter and cloths, because without education no people have good knowledge. Only education can modify our behaviour. Only educated people can lead a healthy nation. To become a healthy nation we should produce high quality of human resource. So for the quality development we need a problem free education system. But our education Specially Higher Education has been facing a number of problems still now. It unable to caters to the need of the needy people.

Sanjay Pawar (2018) in his study explains International Student Mobility has been globally accepted and has been actively promoted by some countries. India is a prominent source country

of international students to many leading host countries. As compared to the large number of Indian students studying abroad the number of international students studying in India is low and this is a matter of concern. It is therefore imperative that a concerted and well laid out strategy is put in place to attract international students.

Research Gap:

In the survey found that no much studies have been conducted on which factors influencing mobility of students for higher education. So this paper focused on factors motivate students to move from one place to other for higher education. So I have taken this study to fill the gap.

Objectives of the study:

1. To know the factors that influence students to choose the Bangalore city has a destination in perusing their higher education.
2. To measure migrated student's satisfaction in terms of service quality offered by the educational institution in Bangalore.

Scope of the study:

The study is confined only to know the various factors which influence mobility of students for higher education. For the purpose of study only Bangalore is taken into consideration

Significance of the study:

Bangalore has been identified has a major hub for higher education, student prefer the silicon city for their academic excellence, the studying of pull factors and the areas of improvement that needs to be focused to achieve higher level of satisfaction among migrated students. Helps in meeting the growing competition, to achieve higher satisfaction among their students and parents during their academic stay, to maintain the standards in the educational institution providing quality higher education.

Hypothesis of the study

H₀: There is no significant difference of Quality of Education on mobility of students for higher education in Bangalore.

H1: There is a significant difference of Quality of Education on mobility of students for higher education in Bangalore.

H0: There is no significant difference of Cost of Education on mobility of students for higher education in Bangalore.

H2: There is a significant difference of Cost of Education on mobility of students for higher education in Bangalore.

Research methodology:

The study is descriptive and empirical in nature from investigation to presentation. In this paper the research is designed by considering various factor like quality of education, cost of education, education policy, standard of living and placements are taken in to measure. . It includes research design, sources of data collection, sampling frame work, analysis and interpretation of data collected.

Sources of data collection:

The study has been carried out based on primary data and secondary data. Primary data collection based on questionnaire method from the sample of 150 respondents. Secondary data collection was based on various sources such as published books, Articles published in different journals & newspapers, periodicals, conference paper, working paper and Websites, etc.

Sampling Methods used:

A sample of 150 responses were collected from various migrated students from different parts of the country and abroad to colleges/universities in Bangalore which offers higher education services. Convenience method of sampling were used for the selection of respondents for the study.

Statistical tools used for data analysis:

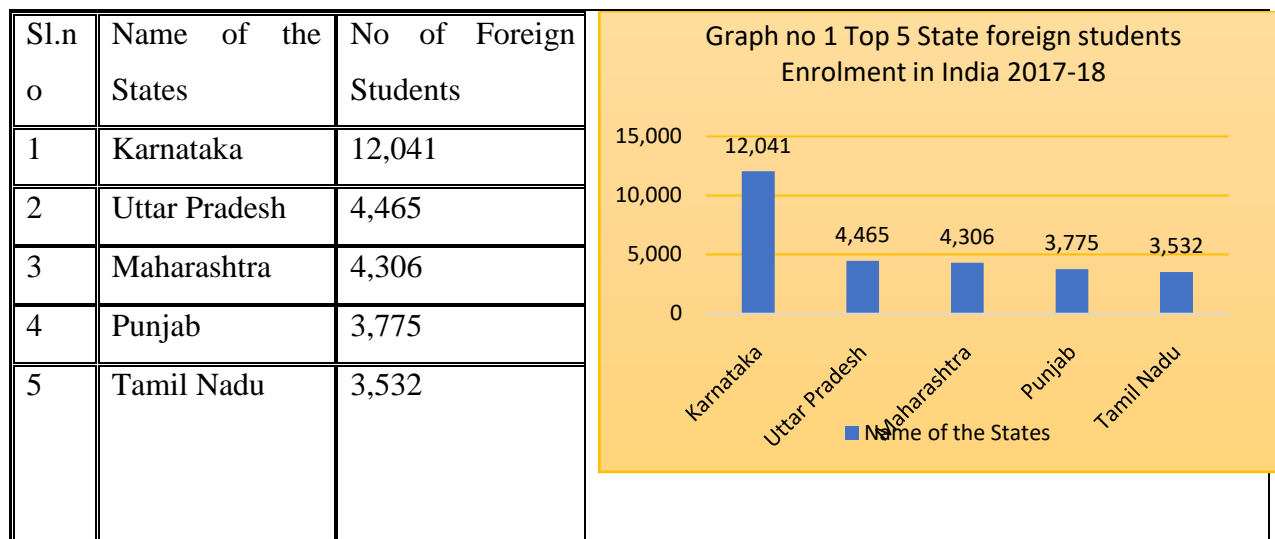
To analyse the collected data, various statistical techniques and tools as been used the study. The suitable statistical tools such as mean, standard deviation, simple averages, percentage pie charts and bar graphs.

Limitations of the study:

Even though the attempts were made to make the study perfect and objective. It is not free from limitations. Due to resource and time constraints. The geographical scope is limited only to the Bangalore. However maximum care is taken to ensure the reliability of the information collected through primary data.

Results and discussion

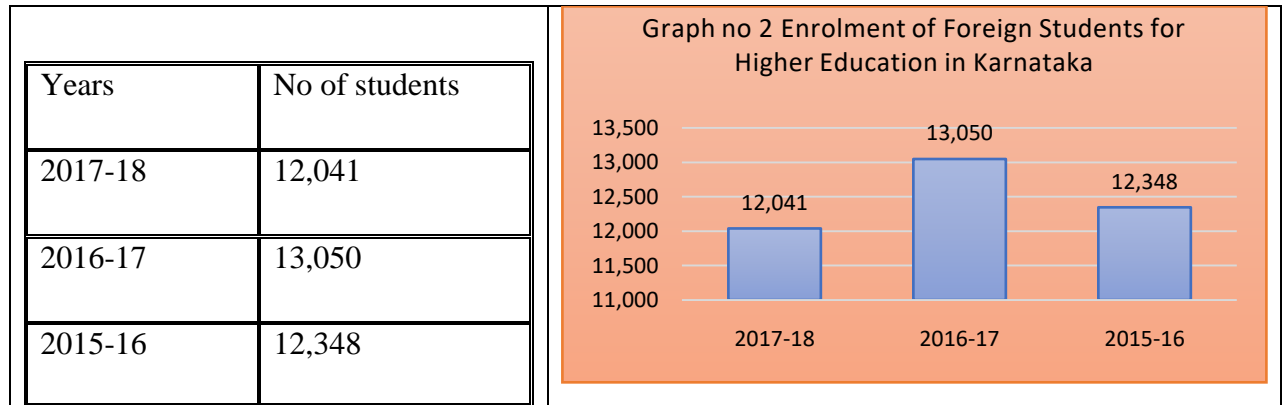
Tableno 1 shows Top 5 StatesEnrolment of Foreign Students for Higher Education in India 2017-18



Source: www.hrdc student's statistics of India

Inference:India is 3rd largest education system in India which is attracting more foreign students from ancient (Nalanda and Takshashila University). According to 2017-18 human resource department statistics shows that in India 46,144 foreign students are enrolled for higher education in different institution and universities in that 12,041 are enrolled in Karnataka, Uttar Pradesh4,465 students enrolled, Maharashtra4,306 students, in Punjab3,775 students and in Tamil Nadu3,532 foreign students.

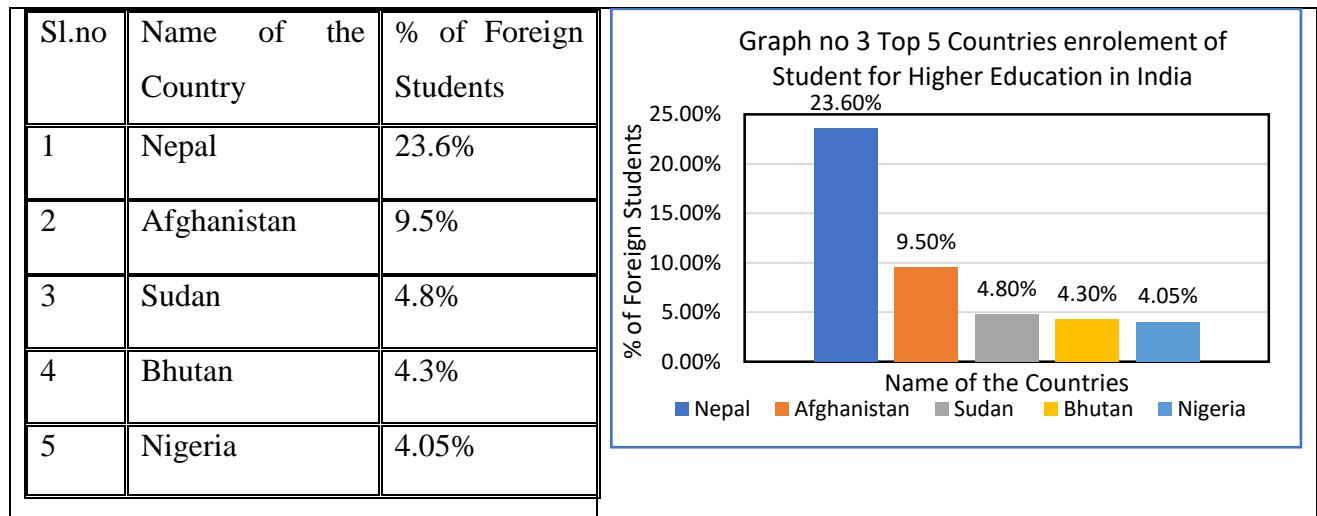
Table 2 shows Enrolment of Foreign Students for Higher Education in Karnataka



Source: www.hrdc student's statistics of India

Inference: Karnataka is leading state in quality of education 2017-18 it has witnessed 12,041 foreign enrolled for higher education in different institution and universities in the year 2016-17 the enrolment is 13,050, in the year 2015-16 the enrolment is 12,348. Bangalore is having leading education institutions in the country like IISC, IIMB, and Autonomous universities etc., Institutions here have excelled in the deliverance of high quality education in various disciplines to enable students to be prepared for a highly competitive working environment.

Table 3 shows Countries wise enrolment of Foreign Students for Higher Education in India 2017-18



Source: www.hrdc student's statistics of India

Inference: India is having leading institution for higher education which leads to more foreign student's mobility to the country in that top 5 countries are Nepal with student enrolment of 23.6%, from Afghanistan student enrolment of 9.5%, from Sudan student enrolment 4.8% , Bhutan student enrolment is 4.3% and from Nigeria 4.05% students.

Demographic profile of the respondents

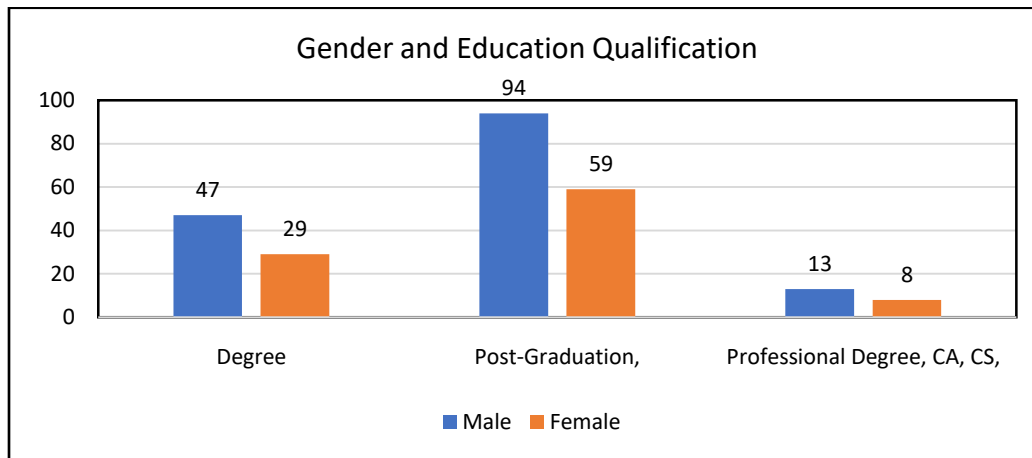
Table no4 Gender and Education wise Classification of Respondents

| SL.No | Particular | Male | Female | Total |
|-------|---------------------------------|------|--------|-------|
| 1 | Degree | 47 | 29 | 76 |
| 2 | Post-Graduation, | 94 | 59 | 153 |
| 3 | Professional Degree, CA, CS, | 13 | 8 | 21 |
| | Total | 154 | 96 | 250 |

Source: Primary Data:

Analysis: From the above table no 4 highlights that 154 of the respondents are male and 96 respondents are female. The 76 respondents are degree, 153 respondents are Post graduation, and 21 are professional degree like Chartered accountants and Company secretary. Education is an important variable to discern the quality of higher education.

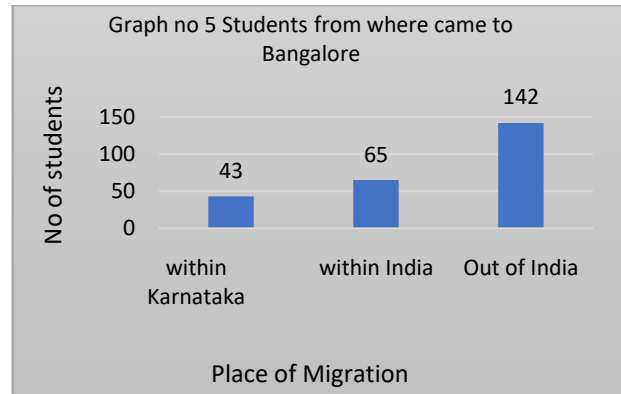
Graph no 4 Gender and Education wise Classification of Respondent



Inference: Graph no 4 highlights that 154 of the respondents are male and 96 respondents are female. The 76 respondents are degree, 153 respondents are Post graduation, and 21 are professional degree like Chartered accountants and Company secretary. Education is an important variable to discern the quality of higher education.

The table 5 showing students from where came to Bangalore

| SL.No | Place | No of students |
|-------|------------------|----------------|
| 1 | within Karnataka | 43 |
| 2 | within India | 65 |
| 3 | Out of India | 142 |
| | Total | 250 |

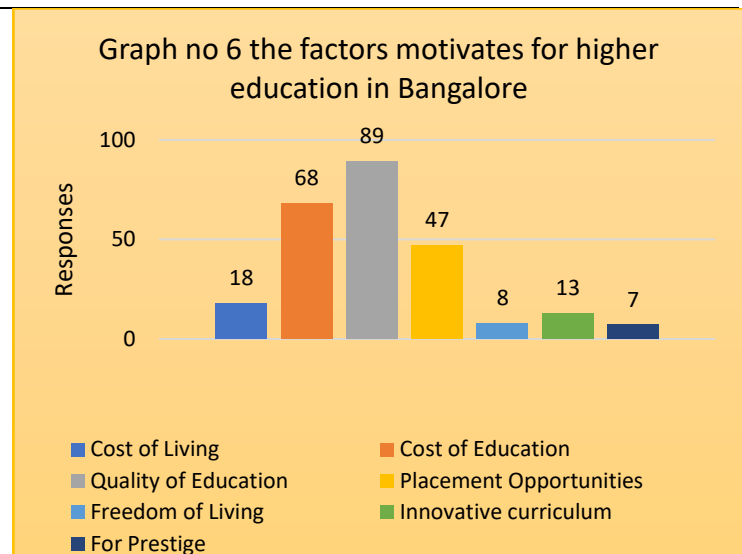


Source: Primary Data:

Inference: India is having history in leading institution from ancient period from Nalanda University, Takshashila to IITs, IIMB and IISC for higher education which leads to more foreign student's mobility. The respondents are 43 are within Karnataka, 65 are from various states in India and 142 are form abroad.

Table 6 showing the factors motivates for higher education in Bangalore

| SL.No | Factors | Responses |
|-------|-------------------------|-----------|
| 1 | Cost of Living | 18 |
| 2 | Cost of Education | 68 |
| 3 | Quality of Education | 89 |
| 4 | Placement Opportunities | 47 |
| 5 | Freedom of Living | 8 |
| 6 | Innovative curriculum | 13 |
| 7 | For Prestige | 7 |

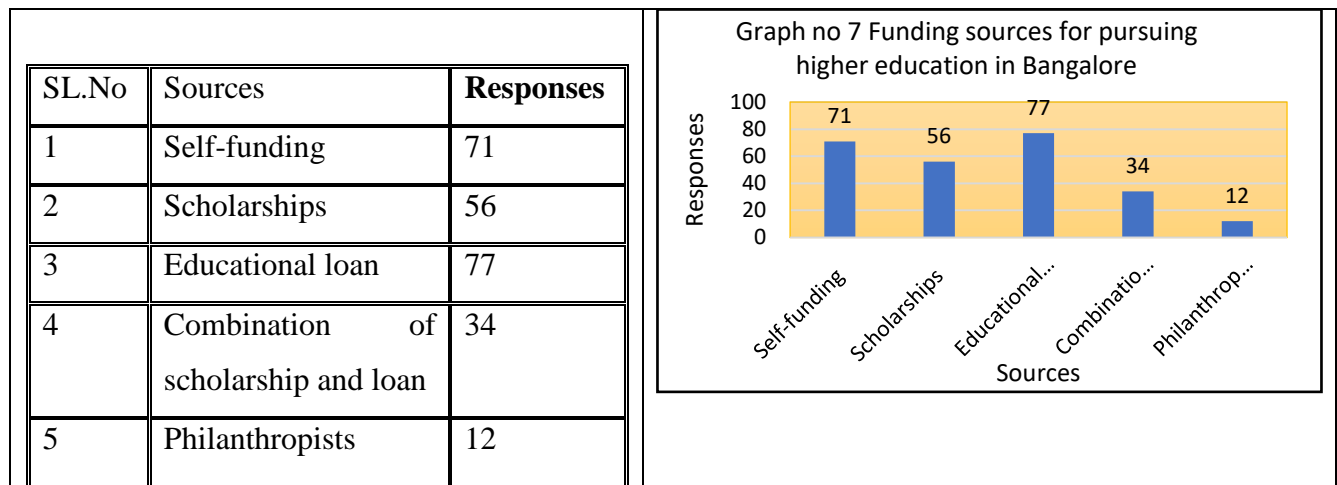


Source: Primary Data:

Analysis: The table no 6 shows factors motivates for higher education in Bangalore. The respondents are the Quality of Education 89 responses, cost of education 68 responses, Placement Opportunities 47 responses, Cost of Living 18 responses, Innovative curriculum 13 responses, Freedom of Living in Bangalore 8 responses and For Prestige 7 responses.

Inference: The graph no 6 shows factors motivates for higher education in Bangalore. The highest respondents for the **Quality of Education i.e 89 responses** which means that students are preferring Bangalore because of Quality of education followed by cost of education, Placement Opportunities, Cost of Living, Innovative curriculum, Freedom of Living in Bangalore For and finally Prestige.

Table no 7 showing Funding sources for perusing higher education in Bangalore



Source: Primary Data:

Inference: The funding sources for pursuing higher education of the respondents are 77 respondents are pursuing their education through education loan, 71 respondents are from self-funding, 56 respondents are through various scholarships, 34 respondents are both scholarship and loan and 12 students are funded by philanthropists. Fund is life blood of all the activities for education sources of fund is also important. The institution should tie up with Banks for easy and speedy educational loans, scholarship and other financial support for education to achieve more enrolment.

Table 8 Showing Specific Responses Indicating perception, opinion and attitude towards Higher Education System in Bangalore.

| Particular | | 5 E | 4 VG | 3 G | 2 P | 1VP | Mean | SD |
|---|---|------|------|------|------|------|------|------|
| Give your opinion on Quality of education where you perceiving college/Institution/University. | N | 43 | 105 | 63 | 24 | 15 | 3.58 | 1.07 |
| | % | 17.2 | 42 | 25.2 | 9.6 | 6 | | |
| Teaching Methodology | N | 20 | 87 | 66 | 47 | 30 | 3.08 | 1.15 |
| | % | 8 | 34.8 | 26.4 | 18.8 | 12 | | |
| Infrastructure facilities i.e Classroom, Library, Internet etc., in your college/Institution/University | N | 35 | 105 | 77 | 22 | 11 | 3.53 | 0.96 |
| | % | 14 | 42 | 30.8 | 8.8 | 4.4 | | |
| Quality and access to Counselling services, medical services | N | 26 | 68 | 91 | 48 | 17 | 3.15 | 1.06 |
| | % | 10.4 | 27.2 | 36.4 | 19.2 | 6.8 | | |
| Curriculum thought in your college/Institution/University | N | 23 | 70 | 62 | 49 | 46 | 2.90 | 1.25 |
| | % | 9.2 | 28 | 24.8 | 19.6 | 18.4 | | |
| Research facility | N | 21 | 65 | 69 | 36 | 59 | 2.81 | 1.28 |
| | % | 8.4 | 26 | 27.6 | 14.4 | 23.6 | | |

(5 = Excellent 4 = Very Good 3 = Good 2 = Poor 1 = Very Poor)

Inference: From the table no 8 Responses Indicating perception, opinion and attitude towards Higher Education System in Bangalore. The 211 (43 +105+ 63) respondents felt positive about quality of education offered in their respective institution/ university. The mean is **3.58** and standard deviation is **1.07**. The 173 (20+87+66) respondents are felt positive about Teaching methodology followed in their respective institution/ university and the mean is **3.08** and standard deviation is **1.15**. In the same line for Infrastructure facilities, Quality and access to Counselling services, medical services responses are also positive.

Hypothesis 1

H0: There is no significant difference of Quality of Education on mobility of students for higher education in Bangalore.

Conclusion: From the table no 8 Responses Indicating perception, opinion and attitude towards Higher Education System in Bangalore. The 211 (43 +105+ 63) respondents felt positive about quality of education offered in their respective institution/ university. The mean is **3.58** and standard deviation is **1.07**. The 173 (20+87+66) respondents are felt positive about Teaching methodology followed in their respective institution/ university and the mean is **3.08** and

standard deviation is **1.15**. The quality of education is having significant impact on mobility of students to various institutions/university in Bangalore. **Hence null hypothesis is rejected.**

Hypothesis 2

H₀: There is no significant difference of Cost of Education on mobility of students for higher education in Bangalore.

Conclusion: The 68 respondents are felt cost of education in Bangalore and 89 respondents reached enrolled in Bangalore because of quality of education motivated them to enrolment. So cost of education is having significant impact on mobility of students to various institutions/university in Bangalore. **Hence null hypothesis is rejected.**

Finding of the study

The Major findings of the study based on primary and secondary data are as follows.

- In the survey found that 46,144 foreign students are enrolled for higher education in 2017-18 in different institution and universities in that 12,041 are enrolled in Karnataka, Uttar Pradesh 4,465 students enrolled, Maharashtra 4,306 students, in Punjab 3,775 students and in Tamil Nadu 3,532 foreign students.
- In the survey found that top 5 countries from students mobilize to India for education Nepal with student enrolment of 23.6%, from Afghanistan student enrolment of 9.5%, from Sudan student enrolment 4.8%, Bhutan student enrolment is 4.3% and from Nigeria 4.05% students.
- In the survey the respondents are 43 are within Karnataka, 65 are from various states in India and 142 are from abroad.
- The funding sources for pursuing higher education of the respondents are 77 respondents are pursuing their education through education loan, 71 respondents are from self-funding, 56 respondents are through various scholarships, 34 respondents are both scholarship and loan and 12 students are funded by philanthropists.
- The 211 respondents felt positive about quality of education offered in their respective institution/ university. The mean is **3.58** and standard deviation is **1.07**.
- The 173 respondents are felt positive about Teaching methodology followed in their respective institution/ university and the mean is **3.08** and standard deviation is **1.15**.

- The 89 respondents felt the Quality of Education motivated they reach Bangalore, 68 responses felt cost of education, 47 responses felt Placement Opportunities, 18 responses felt Cost of Living, 13 responses felt Innovative curriculum, 8 responses felt Freedom of Living in Bangalore and For 7 responses felt Prestige.

Suggestions of the study

- The suggestions to the institutions and universities to focus more on quality education, Placement Opportunities, Innovative curriculum, further minimization of cost of education which will intern enhance more enrolment of foreign students and reduce mobility our country students and money for abroad.
- Finance is life blood of all the activities for education finance place very important role. It is suggested to institution / universities should help and tie up with Banks for easy and speedy educational loans, scholarship and other financial support for education to achieve more enrolment.

Conclusion

India is having third largest education system in the world with witness of receiving 46,144 foreign students are enrolled for higher education in different institution and universities in in 2017-18. Bangalore is having leading education institutions in the country like IISC, IIMB, and Autonomous universities etc., the students from all over India and abroad make a beeline for Bangalore to pursue their higher education after school. The students from Nepal, Bhutan, Afghanistan, Sudan and Nigeria are more drifting to Bangalore for education. The institutions / universities should work more towards attracting more foreign students and retain Indian students within the country by providing improving quality in education, bringing new techniques in teaching methodology, providing good infrastructure placement facilities which will helps in empowerment of human resources, reduce mobility of our student and resource in the form education fee to outside and it improves more foreign students enrolment and creation of foreign exchange in the country.

References:

- Dr. Suhasini Arya (2013) Policies, Problems and Prospects of Higher Education In India, International Monthly Refereed Journal of Research In Management & Technology, ISSN – 2320-0073 Volume II, August '13,
- T.S. Papola, “ The Questions of Unemployment “ in BimalJalan (ed.), The Indian Economy: Problems and Prospects (New Delhi, 2004)
- Anju Gupta (2014) Higher Education in India: Issues and Challenges, International Journal of Research in Management, Science & Technology (E-ISSN: 2321-3264) Vol. 2, No. 3, December 2014.
- Rikowski, (2002), Transaction, globalization, the WTO and the national faces of the GATS, information for social change, number 14, 2001-2002.
- Verghese. N.V. (2008) Globalisation of higher education and cross-border students mobility, research paper published by International institute for educational planning.
- Shuhana Mukherjee and Rupachanda (2012) working paper no 365 IIMB “on Indian student mobility to selected European countries – an overview” year of publication 2012.
- “Higher Education,” National Informatics Center, Government of India”. Education.nic.in.
- World Bank, World Development Report Indicators 2017 (Washington, 2017)
- en.wikipedia/wiki/Higher-education accessed on 15th august 2018
- www.ijrmst.org
- www.hrdc student's statistics of India