

A study on
THE MIGRATION OF STUDENTS FROM KERALA TO FOREIGN COUNTRIES

Project Report

Submitted by

ALFIYA NOUREEN KIZHISSERI (SB21ACOM006)

ATHULYA KOSHY THOMAS (SB21ACOM016)

Under the guidance of

Ms. AKHILA P A

In partial fulfillment of the requirement for the Degree of

BACHELOR OF COMMERCE



ST. TERESA'S COLLEGE ESTD 1925

ST. TERESA'S COLLEGE (AUTONOMOUS), ERNAKULAM

COLLEGE WITH POTENTIAL FOR EXCELLENCE

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March 2024

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CERTIFICATE

This is to certify that the project titled "**A STUDY ON THE MIGRATION OF STUDENTS FROM KERALA TO FOREIGN COUNTRIES**" submitted to Mahatma Gandhi University in partial fulfillment of the requirement for the award of Degree of Bachelor in Commerce is a record of the original work done by **Ms. Alfiya Noureen Kizhisseri** and **Ms. Athulya Koshy Thomas**, under my supervision and guidance during the academic year 2021-24.

Project Guide

Ms. AKHILA P A

Assistant Professor

Department of Commerce (SF)

Smt. Jini Justin D'Costa

(Head of the Department)

Department of Commerce (SF)

Viva Voce Examination held on....

External Examiner(s)

DECLARATION

We Ms. Alfiya Noureen Kizhisseri and Athulya Koshy Thomas, final year B.Com students, Department of Commerce (SF), St. Teresa's College (Autonomous) do hereby declare that the project report entitled A STUDY ON THE MIGRATION OF STUDENTS FROM KERALA TO FOREIGN COUNTRIES submitted to Mahatma Gandhi University is a bonafide record of the work done under the supervision and guidance of MS. Akhila P A, Assistant Professor of Department of Commerce (SF), St. Teresa's College (Autonomous) and this work has not previously formed the basis for the award of any academic qualification, fellowship, or other similar title of any other university or board.

PLACE: ERNAKULAM

ALFIYA NOUREEN KIZHISSERI

DATE: 24 APRIL 2024

ATHULYA KOSHY THOMAS

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Alfiya Noureen Kizhisseri

Athulya Koshy Thomas

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CHAPTER- I
INTRODUCTION

1.1 INTRODUCTION

India is the second-largest student-sending country in the world, after China, and the number of students studying abroad has increased four-fold in the past 14 years. This massive student migration has become a major source of capital and a brain drain for India while providing huge benefits to the economies of developed countries. The vast majority of student movements from India are concentrated in five countries, with the United States being the largest beneficiary, taking in more than half of the Indian students abroad. Australia and the United Kingdom are also major beneficiaries. The reasons for this massive flow of students beyond the Indian borders can be broken down into two broad categories: international developments and domestic conditions.

i) **International Developments:** International developments include factors such as the technological revolution, globalization of education, global demographic trends, and most importantly, policy changes to aggressively attract foreign students, who are prioritized over the immigration of skilled labor force, as the additional revenue earned from fees significantly subsidizes the education of domestic students in developed countries.

ii) **Domestic Conditions:** The widening gap between the supply and demand for higher education are examples of domestic conditions; the country's regulatory framework; rising levels of income; the availability of education loans, the Indian middle class's desire to relocate to developed nations; the need to climb the social ladder and have access to good education.

1.2 STATEMENT OF THE PROBLEM

The trend of seeking international education, particularly through programs like the International Baccalaureate (IB), has indeed gained momentum in Kerala in recent years. Parents are increasingly recognizing the value of an education that prepares their children for success in a globalized world.

There are several driving forces behind this trend. Firstly, there is a perception among parents that the Indian educational system may not adequately equip students with the skills and knowledge necessary to thrive in an increasingly interconnected global economy. The IB curriculum, with its emphasis on critical thinking, international- mindedness, and a broad range of subjects, is seen as a way to address this gap. This study focuses on how to tackle the problem of a brain drain caused by an increasing number of students leaving the country to pursue education abroad.

1.3 OBJECTIVES OF THE STUDY

- 1) to understand the consequences of student migration and brain drain.
- 2) to understand the reasons that contribute to student migration.
- 3) to understand the shortcomings in Kerala that may have contributed to large-scale migration.
- 4) to identify ways through which students can be retained in Kerala.

1.4 SIGNIFICANCE OF THE STUDY

The purpose of the study is to understand the reasons that contribute to the recent boom in migration of students for foreign education. The trend of student migration from South India, particularly from Andhra Pradesh and Tamil Nadu, to foreign countries is indeed significant. However, Kerala stands out in terms of the proportion of students migrating relative to its population. Through further analysis, we aim to identify ways through which the youth of the state can be retained within it.

1.5 RESEARCH METHODOLOGY OF THE STUDY

A) Type of Research

Descriptive research is the type of research followed in this study. This research technique is applied by aiming to accurately and systematically describe a population or phenomenon. Surveys and case studies are also used with descriptive research. Survey

method is used in primary data collection for the purpose of testing various concepts, to reflect the attitudes of different demographics of the population and to gather various market insights.

B) Source of Data

This study uses both primary and secondary data

- i) Primary data is collected through a structured questionnaire which was carefully framed to attain necessary data and achieve the objectives of the study.
- ii) Secondary data was collected through newspapers, online articles, and various studies conducted on the subject.

C) Sampling Design

Convenient random sampling was employed as the sampling method to achieve the objectives of the study. This approach involves selecting sample units based on their accessibility and convenience while still ensuring randomness in the selection process. In other words, individuals or elements are chosen for the sample in a manner that is convenient for the researcher, such as selecting participants from easily accessible locations or using readily available data sources.

D) Sample Size

Data was collected from the student population of Ernakulam district. A sample unit of 100 responses is collected and an inquiry on their attitude towards student migration is made.

1.6 LIMITATIONS OF THE STUDY

- a. The study is limited to time constraints.
- b. The literature review of the study is limited.
- c. The sample size taken for data analysis is limited.
- d. The data thereby interpreted does not provide a completely accurate picture but only a general analysis.

1.7 CHAPTERISATION

CHAPTER I - Introduction

CHAPTER II - Review of Literature

CHAPTER III - Theoretical Framework

CHAPTER IV - Data Analysis and Interpretation

CHAPTER V - Findings, Suggestions and Conclusions.

CHAPTER II
REVIEW OF LITERATURE

Muralee Thummarukudy (2022) in his article 'Migration of youths for foreign education to have lasting impact on Kerala society' stated that Kerala is witnessing a steady trend of student migration for higher education. Earlier Malayalis travelled abroad seeking employment but now many are doing so for higher studies too. Hence, Foreign education fairs, IELTS Training centers, and advertisements in the media are increasing steadily to attract such students. The high standard of education abroad and the unavailability of suitable jobs in Kerala were found to be the two major reasons why students preferred to study abroad.

Kerala Kaumudi (2022) in their article "Malayali students migrating to 51 foreign countries, including Britain for studies, issues in the higher education sector also discourage them to continue in Kerala." States that Students are tense because of political involvement, power struggles, and other factors such as union strikes that impact their higher education. These elements have an impact on their postgraduate and bachelor's degree programs, which are not finished on time, and certificates are not awarded on time. The students leave for other countries as a result of these threats. 51 countries have received Keralan students, with the majority going to Britain. Students' decision to study overseas is also influenced by the state's undergraduate course shortage. Approximately 4.6 million students worldwide are enrolled in study abroad programmes; of these, 53% are Asian students. China receives 30,000 times more students than India does each year. Studying abroad is a ticket to a fulfilling life for students. The primary causes of migration are the inadequate infrastructure and low calibre of the home university. Only three Indian universities were listed in the Top 200 and ten in the Top 700 of a popular ranking that shows how behind the country's higher education system is. In contrast, New Zealand is a small nation with just 8 universities that rank among the top 100. This indicates that many nations may eventually erect obstacles to admission for students of Indian descent because we have a bad reputation for permitting unskilled citizens to apply to study abroad and then flee from colleges in order to immigrate illegally. The nation and the state should promote immigration while simultaneously raising the calibre of their own institutions to international standards.

Dhinesh Kallungal's article titled "It is student migration from Kerala as hundreds flock to foreign shores," published in 2022, students from Kerala have traveled to as many as 54

countries. One of those countries is the Isle of Man, a self-governing British Crown dependency in the Irish Sea between England and Ireland. In order to unite all students pursuing higher education abroad, the exercise was launched in 2020. With the intention of providing students with insurance coverage, the organization began issuing student ID cards in April 2020.

Over 3,000 students have signed up for the NoRKA-Roots so far, with over half of them coming from countries like Ukraine, China, Canada, the United Kingdom, the United Arab Emirates, Moldova, Russia, Georgia, the Philippines, and Germany.

Vivek Rajagopal (2022) in his article ‘As brain drain of Kerala youth continues, is the state turning into an old age home?’ he stated that, based on data gathered in 2012, there are roughly 40 lakh Indian students studying overseas; by 2025, that number is predicted to reach 75 lakh, and the majority of Kerala is the home state of the Indian students. When they travel for school, students often aim to become permanent residents. According to the Ministry of External Affairs' report from 2019, 30,948 Malayali students studied overseas. Unofficial data indicates that over 35,000 students from Kerala alone migrate to developed nations each year. To study in a foreign university, a student must have at least 20 lakh rupees. Kerala's economy is transferring crores of rupees. Kerala will age into an ancient land. The 2011 census report states that there are 12 lakh unoccupied homes in Kerala. Sixty percent of the empty homes are owned by Keralites who have settled in Europe and make up 11% of the Indian population. The government needs to act to stop this exodus of talent.

Ankur Dhawan (2022), in his article said that, this year, studying abroad bloomed again with many students securing a visa and travelling to their dream country. Undoubtedly, there is an increasing demand to study abroad. This demand was first ascribed to the pent-up demand during the two years of the pandemic, but it is now primarily due to rising aspirations and the affordability of studying abroad. The Ministry of External Affairs reports that as of 2022, more than 13 lakh Indian students were studying overseas, with 4.65 lakh of them enrolled in graduate programmes in the United States.

Tarab Zaidi (2022) in his article “Indians going abroad to grow by 137% in 2022, but still below pre-Covid levels: They say more Indians will go abroad this year. Number increased by more than 137% compared to 2021. However, the amount must be reached first at the pandemic level, except for the number of students. According to the MHA office Immigration (BoI) More than 1.8 billion Indians traveled out of the country in January 2022 and November 2022 compared to the whole year 2021. The BoI said in its report that about 40% Of all the travelers this year, more than 72 lakh left the country as tourists or visited. More than 21,000,000 Indians went to work, while others made pilgrimages for medical treatment, etc. Educational travelers were the only category whose numbers exceeded pre-Covid levels. According to the immigration expert, the number of students going abroad will increase even more in the coming months. In 2021, more than 4.4 lakh students left India to study abroad. According to the BoI, the record is based on either the verbal disclosure of travelers or the type of visa Country of destination prepared in connection with the immigration report.

Metka Hercog & Mindel van de Laar (2016), in their journal ‘Motivations and Constraints of moving Abroad for Indian Students’ Faced with a situation in which countries compete for international students, it becomes especially important to understand students’ preferences regarding the migration behaviour. It looks at the determinants of international mobility intentions in the specific situations of Indian students in sciences and engineering. The role of a student’s personal and family background, university related factors, their social network and preference for living location are factors considered in moving abroad. The type of university and field of studies work as strong predictors for students’ desire to move abroad. The main benefits attached to studying abroad for the students are education at a higher level of quality or in the field of specialization which is not available in their home country. In terms of greater allowing students to stay in the country after their studies and treating them favorably when applying for a residence permit.

Shajan C Kumar and Sethuraman Hari Krishnan (2022), in their article in Mathurbhumi Newspaper ‘Why Indian students prefer to study abroad for higher education?’ said that, according to a report by Redseer, there are about 1.8 million Indians who are estimated to spend \$ 85 billion on education abroad by 2024. In the first three months of 2022, 133135 students left India for academic pursuits and in 2020, 259655 students went abroad for studies. In 2021, it increased to 444553 students. A total increase

of 41 percent in 1 year. 30948 students from Kerala left for the USA, UK, Australia, China and Germany for higher studies.

From this article we get to know both positive and negative sides of Relocation by understudies. We should not hinder people's migration. There is no issue with migration; It takes time. In recent decades, the flow of students has increased at a very rapid rate and now accounts for twice as much as the flow of people looking for work in some areas. The motivation behind this study is to investigate the components influencing understudies' choice on movement. Wages and the quality of education are the two main factors that influence migration. It should be emphasized that countries with the highest wages are not always those with the best education. Therefore, it is necessary to investigate whether the direction of student flow is determined by wage levels or the quality of higher education. On the one hand, there is the flow of skilled immigrants looking for work. On the other hand, young people are migrating to obtain an education, and this flow has increased rapidly over the past ten years. Global student migration, particularly from developing countries to developed nations, has significantly increased. For Indian students, Canada, Germany, Australia, Ireland, and New Zealand rank highest for their immigration-friendly policies. This reveals that economic, social, and political factors appear to be driving the large number of Indian students who are enrolling. Marriage, employment, education, improved career development, immigration, lack of security, inadequate infrastructure, preferred educational courses, developments in the city, increased exposure, financial obstacles, and other factors They assert that a number of studies have demonstrated that the influence of the family is the primary factor that encourages students to study abroad. Friends who are pursuing higher education in different nations at various institutions also encourage others to do the same. Because they do not care about making a profit, family and friends are easy to rely on and trust. The student's financial situation also plays a role in whether or not they choose to study abroad. In addition to the aforementioned factors, students can independently gather information through: newspapers, reviews, the internet, educational agents, etc. The higher demand for international students can be attributed to a variety of factors. The above all else reason is just higher the quantity of worldwide understudies, higher the monetary assets in the host country and higher the assets are accommodated the smooth working of the confidential organizations.

Steni Simon (2022), in his article ‘What drives our students abroad?’ said that, the number of Indian students choosing to study abroad has steadily increased over the years despite a dip during the pandemic and lockdowns. Many students are once more getting ready to move abroad. Every year, thousands of students leave India to pursue their dream of studying abroad in states like Karnataka, Tamil Nadu, Andhra Pradesh, and Kerala. Due to the possibility of employment after two years, many students are choosing master's programs in the UK. For medical programs, Ukraine was one of the most preferred countries. One of the reasons for the large-scale student migration to other countries was cited as the lack of job opportunities.

Kerala's gross enrollment rate in higher education has increased by 10%, making it one of the highest in the nation. However, Keralites only migrate 4% to other countries. In the Kerala Legislature, Higher Education Minister Dr. Bindu mentioned the aforementioned fact regarding "brain drain." Indian students' migration has been influenced by a wide range of factors, including higher living standards, permanent residency, a postgraduate degree, a work permit, a more liberal social environment, and other factors. In terms of higher education, Andhra Pradesh, Punjab, and Maharashtra have seen the greatest number of migrants to other countries.

A good number of students are again gearing up to move abroad. States such as Karnataka, Tamil Nadu, Andhra Pradesh and Kerala also see thousands of students leaving the Indian shores to fulfill their dream of studying abroad every year. Many students are opting for masters' courses in the UK as they are offering the option of employment after two years, especially for medical courses, Ukraine was one of the most preferred countries. The lack of job opportunities was stated as one of the reasons for the large-scale migration of students to foreign countries. Gross enrolment ration of Kerala in the case of higher education shows a 10% increase and it is one among the highest in the country but migration level of Keralites to other countries is just 4%. Dr. Bindu, Higher Education Minister, stated the above fact about “brain drain” in Kerala Legislature. A large number of factors including permanent residency, post graduate degree, work permit, liberal social environment and better living standards have contributed to the migration process of Indian students. Andhra Pradesh, Punjab and Maharashtra have witnessed maximum number of migrants to other countries in the case of higher education.

Hindustan Times article "Number of students going abroad to grow by 68% in 2022" announced that the number of students going abroad increased by 68 percent in 2022, the parliament announced. In response to Lok Sabha question on increasing choice for students in India to go abroad for higher education, junior education minister Subhash Sarkar conveyed this information in written response In 2010, the number of students going abroad increased significantly, by 68 percent That compared with 444,553 students who moved abroad in 2021, the data showed. Number of students choosing to study abroad showed a significant increase from 454,009 in 2017 to 517,998 in 2018. 586,337 in 2019. However, due to the COVID-19 pandemic, this number has halved and decreased to 259,655 in 2020, ministry data showed. The class of Indians going abroad for higher education, the Sarkars, was unmatched explained "Departure and arrival information is managed by the Immigration Office of the Ministry of the Interior from an Indian The purpose of Indians going abroad for higher education is recorded manually or based on their verbal disclosure or the type of destination visa submitted during the immigration review," said the minister. In response to a question about whether the government has a plan to introduce , Sarkar said The University Grants Commission has already drafted authorization regulations to facilitate this to set up campuses of foreign universities in India. Reacting to the development, UGC chairman M Jagadesh Kumar said that inviting foreigners to the establishment of universities in India is not intended to reduce the number of students who go abroad "It is their free choice, and they will continue to go for the experience of working in a different country and the subsequent job opportunities abroad. However, the foreign university campuses set up in India through the UGC regulation will provide an additional choice to the students who like to live in India but access high-quality education from a foreign university," he said.

CHAPTER III
THEORETICAL FRAMEWORK

3.1 INTRODUCTION

Global student migration, particularly from developing countries to developed nations, has significantly increased. When writing a paper about students moving from their home city or state to another in India or another country for better education. In India, the movement of individuals from the rustic regions to metropolitan regions has expanded radically throughout the long term. After China, India sends the most students to other countries, and the number of Indian students studying abroad has increased four times in the last 14 years. The large-scale migration of students has greatly benefited advanced economies and provided India with significant capital and brain drain. The United States is the country that receives the vast majority of expatriate Indian students, accounting for more than half of the movement. Australia and the United Kingdom come in second and third, respectively. Poverty and economic hardship are rooted in a lack of access to high-quality education, encouraging people to migrate to find work and improve their lives. Migration of Indian students India is one of the largest starting points for educational migration to the world's best universities in developed nations like the United States, Canada, and Australia, along with China.

In a globalized world, college training in another nation is a genuine choice. Businesses likewise search for individuals who have worldwide experience, diverse abilities, and language abilities. Along with the desire for a better lifestyle and the belief that studying abroad is a ticket to a better life, students travel abroad for a variety of reasons. Poor infrastructure, a lack of qualified teachers, outdated curriculums, and a disconnect between the industry are just a few of the reasons why Indians choose to attend home universities. India's higher education system lags behind, despite its lofty goals. In a popular ranking, only three Indian universities ranked in the top 200 and ten in the top 700.

Kerala's Two Migrations: An Inflow and an Outflow

Kerala has a rich and complex history of migration. Its verdant hills and energetic beaches have long been the scene of migration ebbs and flows. The social and economic landscape of this small state has been profoundly influenced by two major migration surges in recent times. The social and familial institutions of Kerala offer the essential support, but the

cultural values of the state serve as a powerful catalyst for migration. Kerala has always been at the forefront of the Indian states when it comes to sending people overseas for employment and education. The migration of Keralites to the Gulf countries was the dominating tendency at first, but now Malayali migration to other countries is also on the rise. Keralan culture as global citizens began with higher education.

Kerala offers few chances in the state, especially in fields like tourism and agriculture, given its high qualification rate. Widespread migration from different Indian states is therefore indicative of the differences in the country's economy. The story of Keralites leaving for other countries is closely linked to the state's emphasis on education. Driven by a resolute work ethic and an insatiable curiosity, Keralites have scoured for prospects in nations such as the US, the UK, and the Gulf states. Early in the 20th century, professionals from a variety of sectors, including engineering, IT, entrepreneurship, and academia, pioneered this outward migration, which has now expanded to include a global diaspora of professionals.

This tendency is portrayed vividly in news stories. The development of Keralan student startups in Silicon Valley, exhibiting their entrepreneurial drive, was recently featured in an article in The Hindu. A different story in The New York Times, however, focused on the difficulties experienced by nurses in the US healthcare system and clarified the nuances of immigration from abroad. These anecdotes highlight Malayalis' significant influence on the international scene.

At the same time, as the Keralites moved overseas, the state saw a significant influx of migrants from other states of India, especially from the northern states. The reasons behind this internal migration include the growing construction sector, the need for skilled labour in the hospitality and health care sectors, and the fact that the state is relatively peaceful and prosperous. Apart from this, the high wages in Kerala make it an attractive place to work, in addition to its peace and stability, good weather, and beautiful surroundings.

According to newspaper reports, such as this one from The Economic Times, North Indian communities are on the rise in Kerala, especially in cities such as Kochi and Thrichapuram, and play a vital role in the state's economy across different sectors. However, cultural differences and language barriers pose challenges that necessitate careful navigation and a better understanding of each other's cultures. All of these seemingly different migration trends are closely linked.

The remittances received by Malayali workers from abroad contribute to the country's economy and provide jobs that attract people from other states in India. Thanks to these diverse inflows, Kerala's social fabric is a mirror image of India's intricate migration story.

Understanding these travels requires recognizing the historical setting. Kerala's colonial past, which prioritized cash crops like cashews and rubber, produced a large number of young people who are educated but unemployed. This, along with the lack of available land, led Keralites to look for opportunities outside of state lines. Nevertheless, migrants looking for a better life were drawn to Kerala because of its relative stability and prosperity in comparison to other regions of India.

Kerala is faced with both opportunities and challenges as a result of these dual migration trends. For its own development, the state should make use of the resources and skills that foreign and outbound migrants bring with them. Furthermore, a harmonious and inclusive society must be built on the foundation of promoting intercultural understanding and celebrating diversity.

Kerala's migration story is a living example of adaptability, resourcefulness, and resilience. It emphasizes the connectivity of our world and serves as a monument to the human spirit's quest for a better life. Kerala can keep writing a vibrant and diverse chapter in its own migration story by recognizing its complexity and encouraging empathy.

Advantages of International Education

1) World-Class Education and Research

The majority of developed nations' educational systems place a strong emphasis on developing students' scientific savvy. International universities and colleges can provide excellent learning opportunities for young minds with top-notch STEM research infrastructure and highly experienced teaching faculty.

- **Diverse Selection of Courses**

Despite the existence of some excellent Indian colleges, domestic educational institutions cannot match the variety and adaptability of foreign institutions. Students in many developed nations have a wide range of options to choose from, including digital mapping, food technology, game design, psychometrics, and even ethical hacking.

2) Exposure to the Global Employment Market

Studying abroad broadens students' horizons, including employment opportunities. Scholastics in created nations are much of the time zeroed in on creating functional information and subsequently, numerous colleges offer temporary jobs, research programs, or other comparable open doors. They want to help students prepare for challenges in the real world and jobs in the future. Additionally, countries like the United States, the United Kingdom, Canada, Germany, and France, which are home to some of the world's largest corporations, can assist recent graduates in launching their careers. A degree from a reputable international college or university can make a person's resume much more impressive, even if that does not happen to them.

3) Possibility to Travel to Exotic Locations

One of the greatest advantages of studying abroad is the possibility to travel to a variety of breathtaking locations that one might otherwise only aspire to. The opportunity to travel the world frequently remains a bucket list item that the majority of people never complete. Learning about new cultures It can be very eye-opening to study in a different country where people have completely different histories, cultures, languages, and eating habits. Not only does it offer a brand-new perspective on society and humanity as a whole, but it also contributes to the cultivation of an appreciation for one's own culture.

4) Personal Development

Although moving to a strange new place can be difficult, it is always a great way to develop personally. The majority of students who study abroad return to their homes with a greater sense of responsibility, autonomy, and self-assurance. Studying in a new country with new people gives you the courage to be independent. The difficulties of adjusting to scholastics and daily existence in another country can assist one with turning out to be more focused, industrious and venturesome.

- Expand Language Proficiency

When you travel to a country where your native tongue isn't spoken, you always end up expanding your language proficiency, whether that means learning a new language or improving your English fluency. Additionally, proficiency in a language improves with practice.

Last but not least, going abroad to get your education can give you experiences that you'll remember for the rest of your life, like making lifelong friends or learning a lot about the world through study and research. In either case, studying abroad has the potential to make your life experience unlike any other.

Disadvantages of Foreign Education

1) Severe Homesickness

Even if you've moved across the country or to a different state, studying away from home can be challenging. So think about how much harder it very well may be to concentrate on in an area nowhere near your home and in a country that is altogether different from what you are utilized to. When you're halfway across the world, going home for the holidays or the weekend will be more difficult. However, don't pressure a lot about being achy to go home; It won't last.

2) Chances of Experiencing Unethical Behavior

Studying abroad typically results in numerous culture shocks. This is because there are so many different cultures and ways of life here. This may not be appropriate for everybody, and understudies sporadically will generally embrace untrustworthy traditions from individuals in different countries. Another reason why some students choose not to study abroad is this.

3) Problems with Communication

The majority of international students face several significant difficulties with communication. It's not just about issues among companions; Despite their best efforts, students may occasionally be unable to comprehend what lecturers are saying. Students may become dissatisfied with the educational process as a whole as a result of this.

4) Potential for Prejudice based Provocation

This disadvantage could possibly be inescapable. Nevertheless, it persists in many parts of the world. Abuse based on racism still affects very few students worldwide at their universities and lodgings. Since bigotry can't go on without serious consequences gently, numerous understudies have been deterred from selecting to concentrate abroad.

5) Excessive Expectations

Organizations and society have a natural tendency to raise their standards when they learn that you graduated from a foreign university. Sometimes, this can lead to pressure, which may make the child perform better academically than they can. Students hesitate to choose to study abroad due to social anxiety and increased expectations.

6) Non-Consistent Frequency of Transportation

It may be very expensive to plan a trip right away because some countries still do not have frequent air service. Because of this, students and their parents frequently hesitate to study abroad. It may be challenging for students studying abroad to return home due to commitments or emergencies.

7) High Investment

For international students, the cost of tuition is frequently more significant. Also, you probably won't be qualified for similar understudy advances as at home. Also, if you want to study abroad, you'll have to save up a lot of money for moving.

8) Risk increase

In the event that you are unfortunate enough to despise your course or encounter personal issues and are forced to leave early, you will have spent significantly more time, effort, and money than if you had chosen to study at home.

Different Motives to Migrate

According to the research, 45% of student migrants have motivations other than education; they have decided to use education as a means of movement. An in-depth look at these 45% indicates a gender disparity in migration intentions.

The vast majority of Kerala's female students (78%) made the decision to leave in search of a community that values diversity, provides a better standard of living, and is free from prejudice and social stigmas. These results imply that young women see migration as a path to a more liberal environment that offers equality and opportunity, in addition to a means of personal development. Ramya (not her real name), who is from Palakkad and is now living in the UK, said, "I felt constrained by my options as a child growing up in Kerala. My goals went above and beyond what was expected of females my age."

While cultural expectations continued to have a big impact on my decision, this encouraged me to investigate more accepting communities overseas in order to achieve my aspirations. Conversely, young men seem more likely because of things like a dearth of good jobs and a discrepancy in the state between the salary, abilities, and credentials. The poll revealed that just 48% of male respondents—up from the previous 45% who said they were not moving for education—were considering moving because of factors relating to lifestyle and societal freedom. This difference highlights migration as a platform for empowerment and transformation, especially for women, and it also reflects differing goals between genders.

Income Impact on the Decision to Migrate

Approximately 60% of respondents to the poll stated that their yearly income was less than Rs 5 lakh. Many people are nonetheless able to relocate despite having little money, mostly because bank loans are readily available and travel firms offer convenient doorstep services. They are each taking out education debts totaling between Rs 8 lakh and Rs 35–45 lakh. According to the State Level Bankers Conference (SLBC), there has been a rise in educational loans in Kerala, with the total overdue amount rising from Rs 9,841 crore in March 2019 to Rs 11,061 crore by March 2022. 41 percent of the 104 respondents emphasized how important their families were to them while making decisions. It also revealed a noteworthy trend: families are willing to take big risks without taking into account their own financial limitations. 56% of migrants whose family income is less than Rs 5 lakh per year say their family has a major influence on their decision to migrate. In order to finance their children's desire to immigrate, they frequently mortgage property and obtain sizable loans. This financial and emotional support demonstrates how much family ties influence and expedite the relocation process.

Reasons for the increasing number of student migrants from India

The significant rise in the number of Indian students seeking higher education abroad may be attributed to a number of factors.

- Indian universities cannot accept every applicant, particularly for master's and doctoral programs. In a nation of more than 1.3 billion individuals, there are just 504 colleges (over half of India's populace is younger than 25 and over 65% under the period of 35)

- In India, admission to higher education institutions is highly competitive due to the high number of high school graduates and the limited number of available seats. Some of India's ideal schools are the Indian Institute of Management (IIM), the Indian Institute of Technology (IIT), and the All India Institute of Medical Sciences (AIIMS). The intensity of the competition for admission increases with training and discipline. In addition, students must deal with stress when taking certain disciplines' entrance exams, such as engineering colleges' joint entrance examination (JEE mains) and medical colleges' national qualification and entrance test (NEET). According to the findings of the study, a student's chances of attending a highly regarded IIT are typically less than 50%.
- Indian universities' high standards also contribute to educational migration. In the country, only a few higher education institutions meet international standards. In their review, W .Tether also, D. Martin noted: " One of the issues is that prestigious Indian universities, like the National Institutes of Technology and Management (NIT&M), face intense competition and are unable to meet the country's current educational needs. Furthermore, the second-tier universities' education levels and quality can vary significantly due to the absence of a clear quality control system.
- The fact that Indian educational institutions solely focus on offering popular STEM (science, technology, engineering, and mathematics) courses is a common issue. Because their desired program is not widely available in India, a segment of Indian students who wish to take the less travelled path constantly look for ways to promote their higher education abroad. Even if the course is offered, Indian universities lack the experience and accreditation necessary to prepare talented students for greater career advancement.

- For several decades, there has been a persistent lack of funding in the Indian education system. There is a severe teaching staff shortage in Indian universities. There are 24 understudies for each educator. India's state governments cover 80% of the costs associated with public education. However, primary and secondary education, where three-quarters of the funding is spent, is their primary responsibility. The quality of the universities themselves has a significant impact on the price of higher education.
- In India, the policy of discrimination against students from low-income families and individual castes in higher education results in discrimination that affects 50% of the country's major universities and 69% of students in Tamil Nadu, a southern state. As a result, the majority of talented students from certain castes are unable to attend universities of their choice or obtain a higher education in their chosen fields. A degree from a foreign university is highly valued in the job market and is regarded as more prestigious than one from an Indian university.
- Banks in India are willing to provide educational loans at low-interest rates, and middle-class students' parents are ready to support their children in their quest to study at universities abroad.
- One more inspiration for concentrating abroad is the open door to proceed with logical examination and get a doctorate or Ph.D. (for doctoral what's more, students). Young scientists are leaving for foreign universities because of better working conditions and laboratories that are better equipped. Understudies seeking after subjects, particularly in research-driven regions like science or drug stores, don't get sufficient help from Indian schools concerning framework and assets. Universities in America, Canada, and the UK offer rich assets to give understudies with current innovation, hardware, and framework to lead inside and out research. Because of the favorable climatic conditions, habitat, and, in some cases, flora and fauna that are only found in these particular locations, Indian students also particularly choose to take research courses in other countries.

- One of the main reasons Indian students, particularly graduate students, seek a degree abroad is immigration. Countries like the United States and Canada allow students to look for work right after graduation thanks to their flexible immigration policies and attractive employment opportunities. According to a survey conducted by the National Science Foundation of the United States, approximately 80% of graduate and doctoral students from India and other Asian countries would prefer to remain in the United States. Even though the number of students from other nations, such as South Korea, China, and Saudi Arabia, has either slowed or fallen, many nations observe that the number of students from India is expanding rapidly.
- Due to India's demographic dynamics and economic growth trajectory, more young people will leave the country for higher education. Indian educational migration has historically been associated with productivity and safety perceptions. These are variables that change to varying degrees due to shifts in political leadership, immigration policies, and other factors in key destination nations like the United States, Canada, and the United Kingdom.

The number of students who migrated to foreign countries from Kerala in the last few years may amaze everyone. In 2012, the number of Indian students abroad was 40 lakhs. It is expected to cross 75 lakhs in 2025 and most of these Indian students are Keralites. Kerala is witnessing a steady trend of youngsters moving abroad for higher education and Malayali students can be found all over the world. In fact, even the tiny Dutch Caribbean country of Curacao having an area of 444 sq km and a population of a mere 1.55 lakh has students from Kerala.

While, earlier, Keralites traveled to other countries seeking employment, many now do so for studies. As a result, foreign education fairs, IELTS training centers and advertisements in the media as well as public places attracting students to study in places such as the UK, Canada, and Australia are common in the South Indian state. One lakh students to leave the state The most reliable source of data regarding the number of students leaving Kerala for studies is the information provided by the Central Government in Parliament. According to the Centre's figures, 30,948 Malayalis went abroad for studies in 2019. This was far higher than the number in 2016 - 18,428. However, as this data was obtained from passport offices in Kerala, it does not include Malayalis who traveled from places outside the state and the Gulf countries. Meanwhile, unofficial figures suggest that the migration

abroad of Indian students is rising by 40 percent every year. In South India, Andhra Pradesh and Tamil Nadu witness the highest student migration to foreign countries. However, Kerala leads in the number of students in proportion to the population. As per indications, the number of students from Kerala will cross one lakh in the next five years, which is a big figure. In 2020-21, the number of students who cleared the 12th standard exams under Kerala Higher Secondary, VHSE, CBSE, and ICSE boards was 4,23,2028. If a quarter of these students shift abroad at any stage of their academic life – either during degree, PG, or PhD – it would lead to major economic as well as social changes in Kerala society.

Over 6.5 lakh Indian students went abroad in 2022 to pursue higher education, according to data shared by the Union education department in Parliament. The number of students who went to study abroad showed a significant rise from 4.54 lakh in 2017 to 5.86 lakh in 2019.

Kerala is witnessing a rising trend of student migration, both within India and abroad. This trend has significant social and economic consequences, causing concern among policymakers and religious leaders.

Key Findings

- **Doubling of Student Migration:** The upcoming Kerala Migration Survey (KMS) suggests a doubling of student migration since 2018. This exodus of youth has serious implications for Kerala's demographics and future.
- **Locked Houses and Aging Population:** Many houses lie empty due to migration, reflecting a decline in young families. The elderly population is growing rapidly, raising concerns about their care.
- **Brain Drain and Deskilling:** KMS co-head Irudaya Rajan highlights the risk of "deskilling" with students ending up in jobs that don't utilize their qualifications. This poses a challenge to India's goal of becoming a skilled capital.
- **Impact on Religious Communities:** The decline in the youth population is particularly concerning for communities like Syrian Christians, who already face low birth rates. Empty churches and a dwindling congregation are stark reminders of the changing demographics.

Challenges and Opportunities

- **Retaining Young Talent:** The government is exploring ways to create job opportunities and incentivize youth to stay in Kerala. Success stories like Akhil Hariharan's robotics startup offer hope for attracting young minds.
- **Supporting the Elderly:** With a growing elderly population, Kerala needs innovative solutions for quality eldercare. The "Kerala model of elderly care" is being actively discussed.
- **Remittances:** While migration leads to a brain drain, it also brings financial benefits through remittances sent back by Keralites settled abroad. However, there's concern that the outflow of resources might exceed the inflow.

The KMS report, expected in April 2024, is likely to provide further insights and guide policy decisions to address the challenges and opportunities arising from student migration in Kerala.

The High Cost of Global Education: Pursuing studies abroad carries a hefty price tag, often ranging from Rs. 20 lakh to Rs. 30 lakh per student. This financial burden is pushing families to sell ancestral properties or take on heavy loans to secure their children's futures. The situation has become so pronounced that Irudaya Rajan, co-head of the Kerala Migration Survey (KMS), jokingly suggests a correlation between Kerala's housing market and that of the UK, with student migration influencing property purchases in both regions.

From Brain Drain to Return Wave?

While the Chief Minister, Mr Pinarayi Vijayan, acknowledges the global trend of student mobility, religious leaders like Bishop Perumthottam have voiced concerns about the exodus impacting Kerala's social fabric. In response, the government is exploring ways to encourage "return migration." This approach resonates with Rajan, who believes that quality overseas education is valuable but emphasizes the importance of attracting these skilled individuals back to Kerala. He cites China's strategy of enticing students who studied abroad to return and contribute to their home country's development.

Challenges and a Potential Win-Win

Kerala faces the challenge of balancing its aspirations for its youth with the need for a skilled workforce. While some students may choose to settle abroad permanently, others

might benefit from returning to Kerala after acquiring valuable knowledge and experience. The government's efforts to create job opportunities and develop a robust "return migration" plan could be crucial in attracting these talented individuals back home.

3.2 A Need for Strategic Investment

The high cost of studying abroad necessitates a strategic approach. The state could explore scholarship programs, partnerships with foreign universities for joint programs, or even consider establishing world-class universities within Kerala itself. This could provide high-quality education at a more accessible cost while retaining the talent pool within the state.

Migration, particularly to the Middle East and Western nations, is a defining characteristic of modern Kerala society. While it has fueled economic growth, a recent surge in student migration raises concerns about a potential brain drain.

The Gulf Boom and its Legacy

The discovery of oil in the Middle East in the 1970s triggered the "Gulf Boom," a mass migration of Keralites to countries like Saudi Arabia and the UAE. These "Non-Resident Indians" (NRIs) became the pillars of Kerala's economy through their remittances. This influx of wealth significantly transformed the state's socioeconomic fabric.

Two Streams of Migration

There are two distinct streams of Malayali migration:

- **The Gulf Workforce:** This group seeks employment opportunities in the Middle East, often returning to Kerala after accumulating wealth. Their remittances have played a crucial role in Kerala's development.
- **The Global Student Exodus:** A growing number of Malayali students are migrating to North America, Europe, and other developed countries for higher education and a better standard of living. Many settle permanently in these countries, becoming citizens or permanent residents.

3.3 The Rise of the Student Migration Wave

The number of Malayali students leaving Kerala for studies abroad is staggering. Unofficial estimates suggest over 35,000 students migrate annually, with this number expected to rise further. This trend has significant economic and social implications.

Economic Concerns:

- **Brain Drain:** The loss of a skilled generation can hinder Kerala's future development.
- **Financial Outflow:** Unlike Middle Eastern NRIs, student migrants often don't send remittances back, leading to a financial outflow from Kerala.
- **Education Sector Strain:** The high cost of studying abroad (around Rs. 20 lakh per year) puts a strain on families, who may resort to selling property or taking loans. This financial burden could discourage investment in Kerala's own education sector.

Social Challenges:

- **Aging Population:** With young people migrating, Kerala risks becoming an "old age home," with a declining youth population and increasing numbers of elderly requiring care.
- **Abandoned Homes:** The rising number of vacant houses owned by NRIs settled abroad is a stark reminder of the population shift.
- **Frustration with the System:** Factors like low salaries for educated youth and perceived inefficiency in the education sector are pushing some to seek opportunities abroad.

Seeking Solutions

Addressing this complex issue requires a multi-pronged approach:

- **Education Sector Reforms:** Updating curriculums with relevant courses and improving infrastructure could make Kerala's universities more competitive.

- **Job Creation:** The government needs to create more opportunities for skilled youth within Kerala.
- **Financial Aid:** Scholarship programs and educational loans with easier repayment options could ease the financial burden of studying abroad.
- **Attracting Returning NRIs:** Initiatives to incentivize skilled professionals who studied abroad to return and contribute to Kerala's development could be explored.

3.4 A Balancing Act

While migration offers opportunities for personal growth and economic benefits, Kerala needs to find a way to balance this with its long-term development needs. By investing in its education sector, creating job opportunities, and fostering a supportive environment for returning professionals, Kerala can mitigate the negative impacts of brain drain and leverage migration as a force for positive change.

Migration for work from Kerala to other countries has been happening for a long time. However, there's a recent shift. More and more young people are leaving Kerala to pursue higher education abroad.

A study by Sulaiman KM and Bhagat RB in May 2022 surveyed nearly 500 students and found that most of them aim to study and work overseas. This trend is further confirmed by real-world events. For instance, a Kochi travel agency helped over 7,000 students secure visas to study in Canada in just one intake period (July 2023). Additionally, a recent news report (dated June 11, 2023) highlighted that over 5,700 seats remained vacant in arts and science programs at Mahatma Gandhi University in Kerala after the admissions process.

To understand this phenomenon better, a survey titled "Youth Student Migration from Kerala" was conducted in 2023. This survey was part of the CPPR Youth Leadership Fellowship. It involved 104 student migrants, interviews with some of their family members, and a review of relevant studies. The survey used a method called snowball sampling to gather data. This approach helped researchers delve into the social, economic, and academic backgrounds of the student migrants. The survey also explored their current situations, the reasons behind their decisions to migrate, and their future plans. This comprehensive approach provided a well- rounded picture of the various aspects of student migration from Kerala.

Expectations Vs Reality

The survey reveals a fascinating interplay between expectations and realities for Kerala's student migrants. While families play a major role (40% of decisions) and are often willing to make significant financial sacrifices (mortgages, loans), the motivations go beyond academics. Surprisingly, for 45% of participants, the primary driver is the promise of a better life abroad - a richer social experience and stronger economic prospects. Here, education becomes a stepping stone, a tool to achieve broader aspirations. This mix of academic and socio-economic goals paints a complex picture of what motivates these young people.

However, the transition abroad isn't always smooth. Sebin, a migrant from Kottayam now living in the UK, highlights the harsh reality: "Financial burdens and unfamiliar living conditions make things much harder than expected. Many students arrive without a clear plan, desperately seeking any job regardless of their qualifications." This is a stark contrast to their initial goals as student migrants.

These difficulties are especially pronounced for those without strong financial backing. The gap between pre-migration dreams and post-migration realities is significant. This often stems from impulsive decisions based on peer pressure or immediate circumstances, rather than careful research and planning. Even with access to information, thorough preparation seems to be lacking. Interviews revealed that many students hadn't even considered basic living expenses in their foreign destination, let alone the burden of loan repayments.

The migration patterns outlined, particularly among Malayalis from Kerala, reveal a significant shift in how higher education and career aspirations are pursued. The trend of students opting to study abroad directly after completing secondary education, rather than pursuing further education domestically, reflects a changing perception of global opportunities and priorities.

The substantial number of vacant seats in arts and science colleges across major universities in Kerala underscores the challenges faced by these institutions in adapting to evolving educational trends. This situation not only affects the viability of the colleges but also reflects broader social and economic shifts within the state.

The phenomenon of locked houses in Kerala, predominantly owned by non-resident Keralites settled abroad, highlights the impact of migration on local communities and housing dynamics. The prevalence of ghost villages and villages with predominantly elderly populations further illustrates the demographic consequences of migration trends, not only in Kerala but also in other states like Punjab.

While Malayalis in Gulf countries may face eventual repatriation due to citizenship policies, those settled in Western countries may choose to remain abroad indefinitely. This has implications for Kerala's socio-economic landscape, including its labor force, economy, and social structure.

The tightening of visa norms in Western countries, coupled with economic factors such as cost of living and unemployment rates, may pose challenges for unskilled migrants, potentially altering migration patterns in the future. Additionally, the potential return of migrants to Kerala will require comprehensive planning by the government to address their financial, mental, and physical well-being.

Overall, the migration saga of Malayalis underscores the need for nuanced policy responses to address the multifaceted impacts of migration on education, housing, and socio-economic dynamics within Kerala and beyond.

Dual Migration in Kerala

Kerala's migration story is indeed a tapestry woven with historical context, cultural values, and economic dynamics. The state's emphasis on education and its cultural values have long propelled individuals to seek opportunities beyond its borders. This outward migration, initially to Gulf countries and now expanding globally, reflects Kerala's status as a hub of skilled professionals and global citizens.

The narrative of Kerala's migration extends beyond its borders, influencing global Industries and economies. From Silicon Valley startups to healthcare systems in the US, Malayalis have left an indelible mark on various sectors worldwide. At the same time, Kerala has become a destination for internal migrants from other Indian states, drawn by its thriving industries, high wages, and quality of life.

While these migration trends contribute to Kerala's economic growth and cultural diversity, they also present challenges, such as cultural disparities and language barriers. Sensitivity and cross-cultural understanding are essential for navigating these challenges.

Kerala's colonial past and its subsequent economic transitions have shaped its migration patterns, highlighting the interconnectedness of historical factors with contemporary realities. The state's ability to harness the skills and resources brought by migrants, both outbound and inbound, is crucial for its continued development and prosperity.

Celebrating diversity and fostering intercultural understanding are key to creating an inclusive society that embraces Kerala's rich migration heritage. By acknowledging the complexities of its migration story and embracing empathy, Kerala can continue to thrive as a vibrant and diverse melting pot of cultures and experiences.

CHAPTER IV
DATA ANALYSIS AND INTERPRETATION

TABLE 4.1 AGE OF RESPONDENTS

| Age Group | Number of Respondents |
|-----------|-----------------------|
| 13-20 | 40 |
| 20 - 25 | 47 |
| 25-30 | 11 |
| 30-35 | 2 |

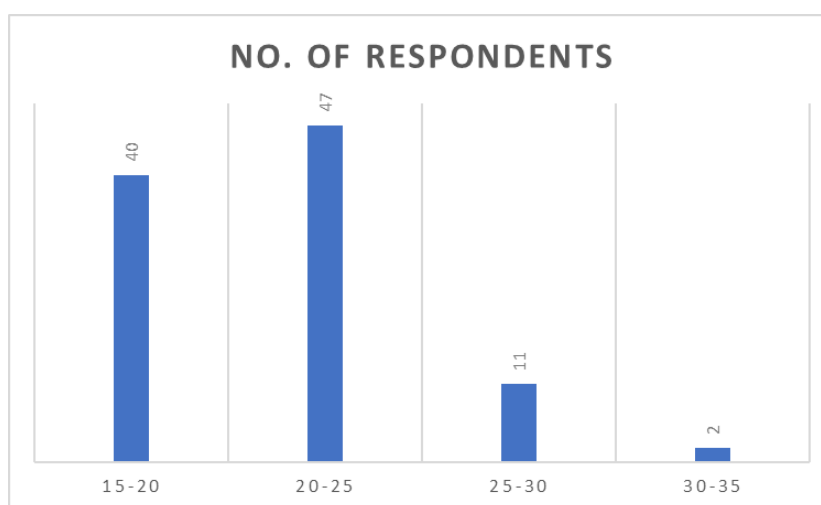


FIGURE 4.1 AGE COMPOSITION OF RESPONDENTS

The above data shows that out of 100 respondents, 40% belong to the age group of 15-20, 47% belong to the age group of 20-25, 11% belong to the age group of 25-30 and 2% come under the ages of 30-35.

TABLE 4.2 GENDER COMPOSITION OF THE RESPONDENTS

| Gender Composition | Number of Respondents |
|--------------------|-----------------------|
| Female | 77 |
| Male | 22 |
| Prefer not to say | 1 |

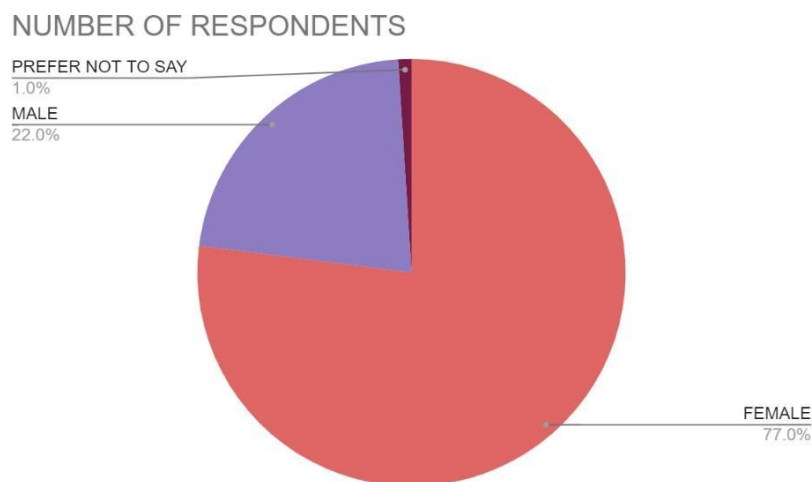


FIGURE 4.2 GENDER COMPOSITION OF RESPONDENTS

The above chart shows that out of the data collected from 100 respondents: 77% of the respondents are female, 22% of the respondents are male and 1% preferred not to reveal their gender identity.

TABLE 4.3 EDUCATIONAL QUALIFICATION OF RESPONDENTS

| Highest Educational Qualification | Number of Respondents |
|-----------------------------------|-----------------------|
| High school Diploma | 19 |
| Undergraduate Degree | 66 |
| Post Graduate Degree | 12 |
| Doctorate Degree | 3 |

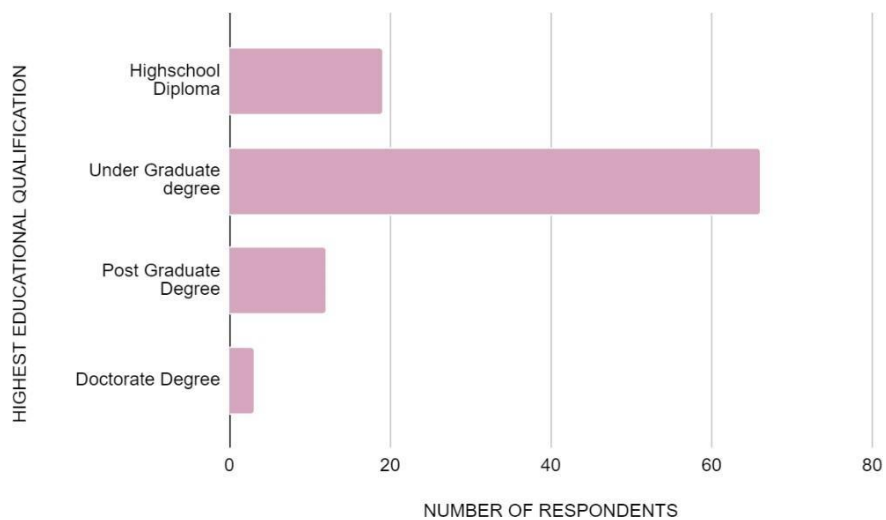


FIGURE 4.3 EDUACTIONAL QUALIFICATION OF RESPONDENTS

The above chart reveals the highest educational qualification of the 100 respondents, 19% of the respondents have received their High School Diploma, 66% have received their Undergraduate Degree, 12% have received their Post Graduate Degree and 3% have received their Doctorate Degree

TABLE 4.4 FIELD OF STUDY OF RESPONDENTS

| Field of Study | Number of Respondents |
|------------------|-----------------------|
| Commerce | 48 |
| Science | 38 |
| Arts/Humanities | 11 |
| Computer Science | 3 |

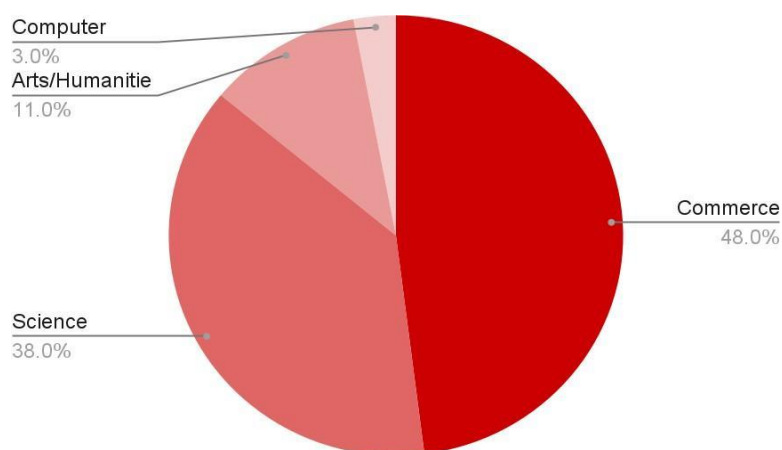


FIGURE 4.4 FIELD OF STUDY OF RESPONDENTS

The above chart includes the field of study of 100 respondents. 48% of the respondents are pursuing the field of Commerce, 38% of the above respondents are pursuing the field of Science, 11% of the respondents come under the field of Arts and Humanities and 3% of the respondents are pursuing the field of Computer Science.

TABLE 4.5 LIKELIHOOD OF PURSUING FOREIGN EDUCATION

| Likelihood of Pursuing Foreign Education | Number of Respondents |
|---|------------------------------|
| Highly Likely | 24 |
| Likely | 42 |
| Neutral | 30 |
| Unlikely | 9 |

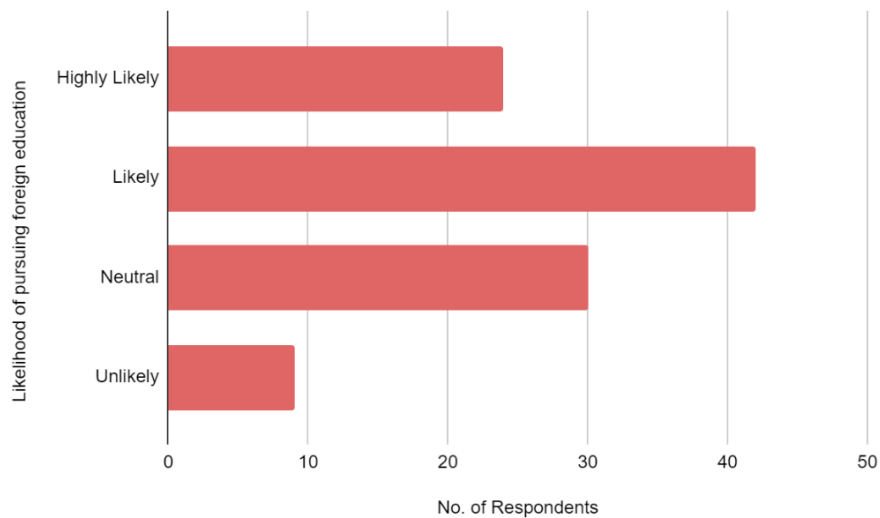


FIGURE 4.5 LIKELIHOOD OF PURSUING FOREIGN EDUCATION

Out of the 100 respondents, 24% of the respondents find that it is highly likely that they will pursue higher education abroad, 42% of the respondents find that it is likely that they might pursue education abroad, 30% of the respondents responded neutrally to the likelihood of pursuing education abroad and 9% of the respondents responded that it is unlikely that they will pursue education abroad.

TABLE 4.6 REASONS FOR MIGRATION

| Reasons for Migration | Number of Respondents |
|---------------------------------|-----------------------|
| Better quality of Education | 37 |
| Higher Employment opportunities | 43 |
| Better living standards | 48 |
| Cultural Experience | 25 |
| Higher Pay | 28 |

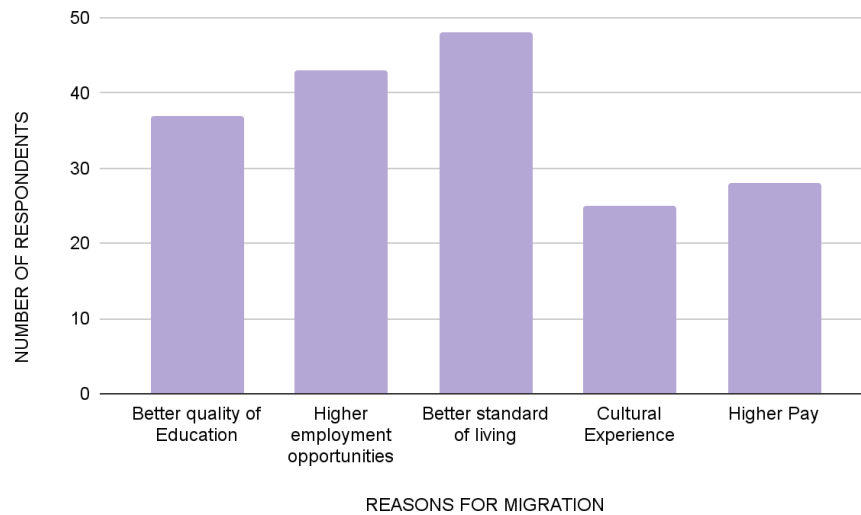


FIGURE 4.6 REASONS FOR MIGRATION

The above data reveals that 43.5% of the respondents choose foreign education for the improved quality of the same provided abroad, 50.6% of the respondents prefer foreign education as they believe it provides higher employment opportunities, 56.5% of the respondents choose to go abroad for higher studies for the better and improved standard of living provided there 32.9% of the respondents prefer education abroad as it provides higher salary packages, and 29.4% of the respondents would go abroad to experience different cultures

TABLE 4.7 PREFERRED COUNTRIES FOR MIGRATION

| Preferred Countries | Number of Respondents |
|---------------------|-----------------------|
| United Kingdom | 20 |
| Canada | 13 |
| Australia | 18 |
| Ireland | 17 |
| USA | 9 |
| Others | 15 |

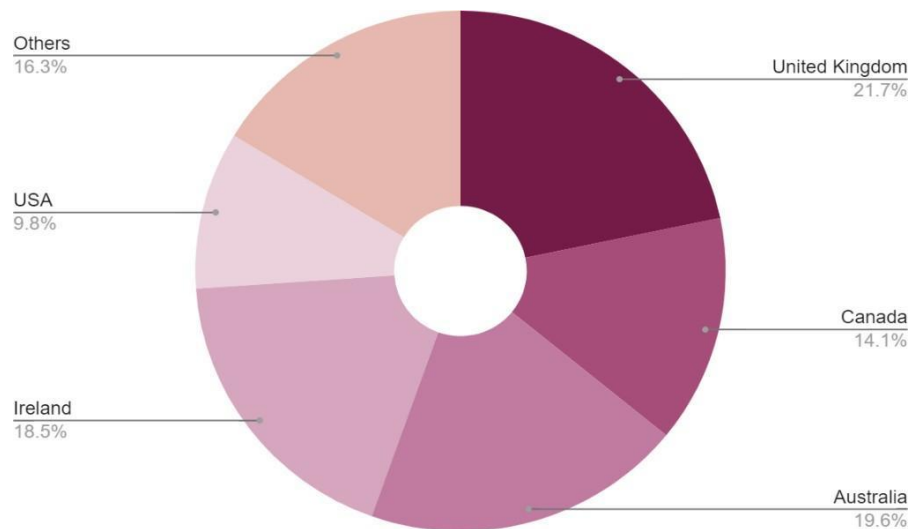


FIGURE 4.7 PREFERRED COUNTRIES FOR MIGRATION

The following information can be inferred from the above chart: For 21.7% of the respondents, the United Kingdom is their country of choice for migration, 14.1% of the respondents have chosen Canada as their country of choice, 19.6% of the respondents prefer to migrate to Australia, 18.5% of the respondents prefer to migrate to Ireland, 9.8% of the respondents have chosen the United States of America as their country of choice and 16.3% have chosen other countries like Norway, New Zealand, Germany, UAE etc

TABLE 4.8 MIGRATION AND CAREER ADVANCEMENT

| Can migration help in Career Advancement? | Number of Respondents |
|---|-----------------------|
| Strongly Agree | 36 |
| Agree | 43 |
| Neutral | 17 |
| Disagree | Nil |
| Strongly Disagree | Nil |

■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

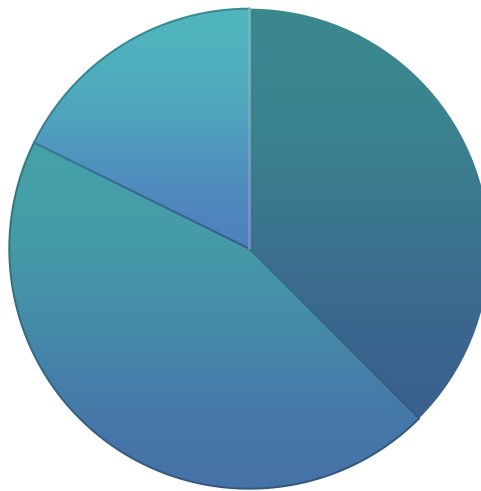


FIGURE 4.8 MIGRATION AND CAREER ADVANCEMENT

When asked about the correlation between migration and the advancement of one's career, the respondents provided the following data: 37.5% of the respondents strongly agreed that migration can lead to career advancement, 44.8% of the respondents agreed that migration could lead to career advancement and 17.7% of the respondents were of a neutral opinion.

TABLE 4.9 SOCIO-POLITICAL ENVIRONMENT IN HOME STATE

| Influence of adverse Socio-political environment on decision to migrate | Number of Respondents |
|--|------------------------------|
| Strongly agree | 22 |
| Agree | 42 |
| Neutral | 23 |
| Disagree | 9 |
| Strongly Disagree | Nil |

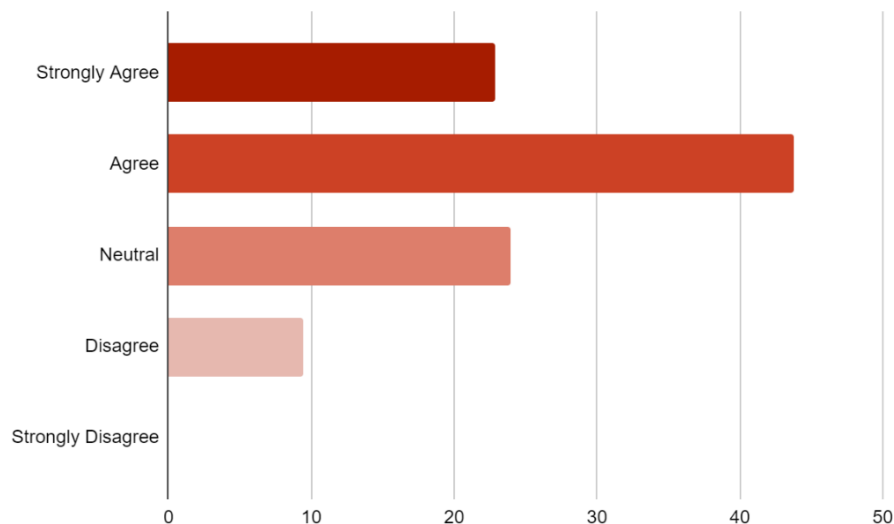


FIGURE 4.9 SOCIO-POLITICAL ENVIRONMENT

The above data shows the relationship between the socio-political environment of the home state of the respondent and their desire to pursue foreign education. 22.9% of the respondents have strongly agreed with the statement that the socio-political environment of their country has urged them to pursue education abroad, 43.8% of the respondents have agreed to the above statement, 24% of the respondents have remained neutral on the subject and 9.4% of them have disagreed

TABLE 4.10 RISE IN STUDENT MIGRATION

| Rise in Student Migration | Number of Respondents |
|---------------------------|-----------------------|
| Yes | 85 |
| No | 3 |
| Maybe | 10 |

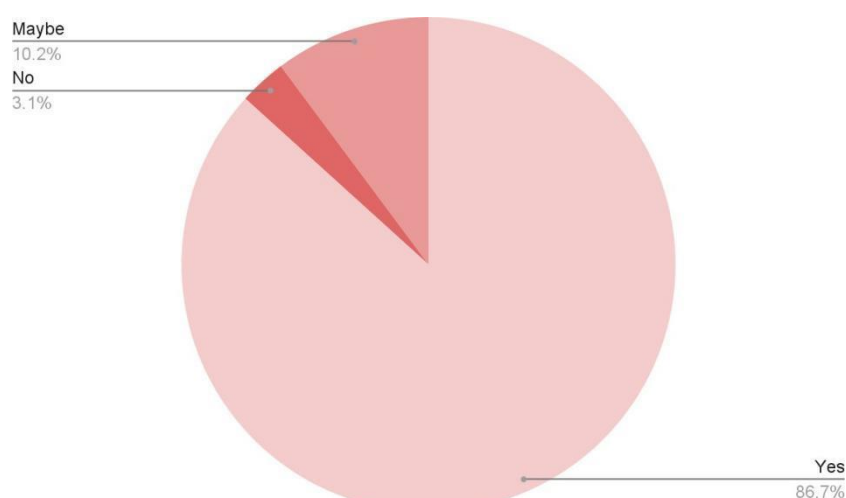


FIGURE 4.10 RISE IN STUDENT MIGRATION

When asked about the surge in students from Kerala going abroad to pursue education in foreign countries, the respondents provided the following data: 86.7% of the respondents agree that there has been a stark rise in the number of students pursuing foreign education in recent years, 10.2% of the respondents are of the neutral opinion that there may or may not have been an increase in student migration, 3.1% of the respondents believe that there has not been a rise in student migration from Kerala in recent years.

TABLE 4.11 INFLUENCE OF THE RISE IN STUDENT MIGRATION

| Influence of rise in student migration | Number of Respondents |
|---|------------------------------|
| Very High | 16 |
| High | 31 |
| Moderate | 42 |
| Low | 5 |

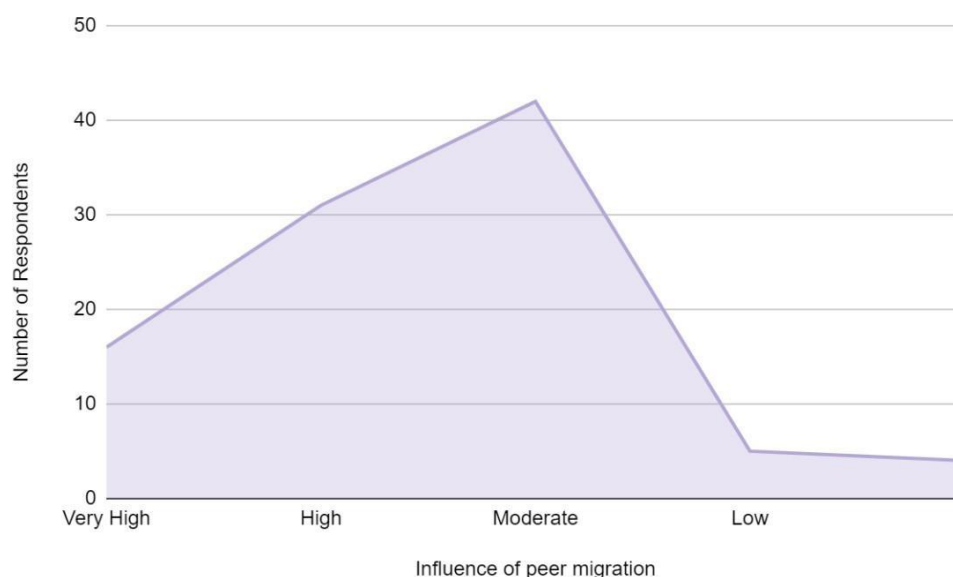


FIGURE 4.11 INFLUENCE OF STUDENT MIGRATION

From the data obtained from 100 respondents, the following information has been inferred: 16.3% of the respondents admit that the rise in the number of students going abroad for education has had a high influence on their decision to go abroad, 31.6% of the respondents have said that it has had a high influence on their decision to pursue higher education abroad. For 42.9% of the respondents, the increase in peer migration has only had a moderate effect on their decision, 5.1% of the respondents say that the above trend has had a low influence on their decision and 4% of the respondents believe that it has not influenced their decision at all.

TABLE 4.12 MARKETING OF STUDY ABROAD AGENCIES

| Influence of Study Abroad agencies | Number of Respondents |
|---|------------------------------|
| High Influence | 22 |
| Moderate Influence | 49 |
| No Influence | 26 |

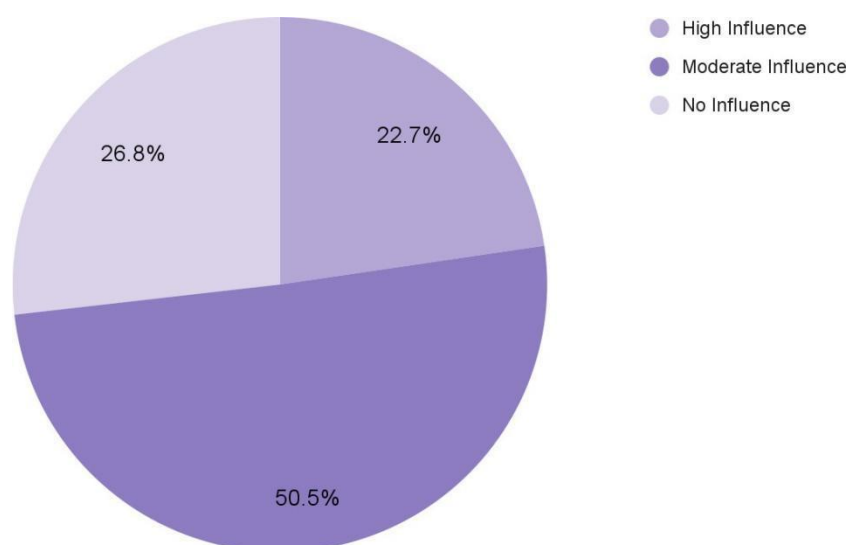


FIGURE 4.12 MARKETING OF STUDY ABROAD AGENCIES

The above chart is presented to show the influence of the marketing of study-abroad agencies on student migration from Kerala. The data collected from 100 respondents showed the following: 22.7% of the respondents agree that the marketing strategies of study abroad agencies have had a great influence on their decision to go abroad, 50.5% of the respondents feel that although there has been an influence, the marketing of study abroad agencies has not had a high impact of their decision to migrate for higher studies and 26.8% of the respondents say that the marketing of study abroad agencies has not influenced their decision to go abroad.

TABLE 4.13 IMPORTANCE OF INTERNATIONAL EXPOSURE

| Importance of International Exposure | Number of Respondents |
|---|------------------------------|
| Important | 57 |
| Neutral | 39 |
| Not Important | 1 |

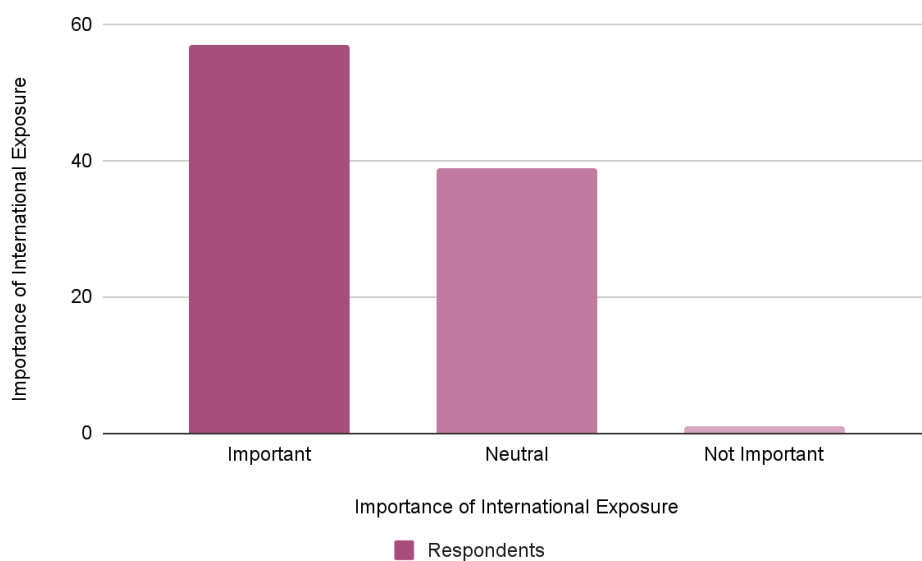
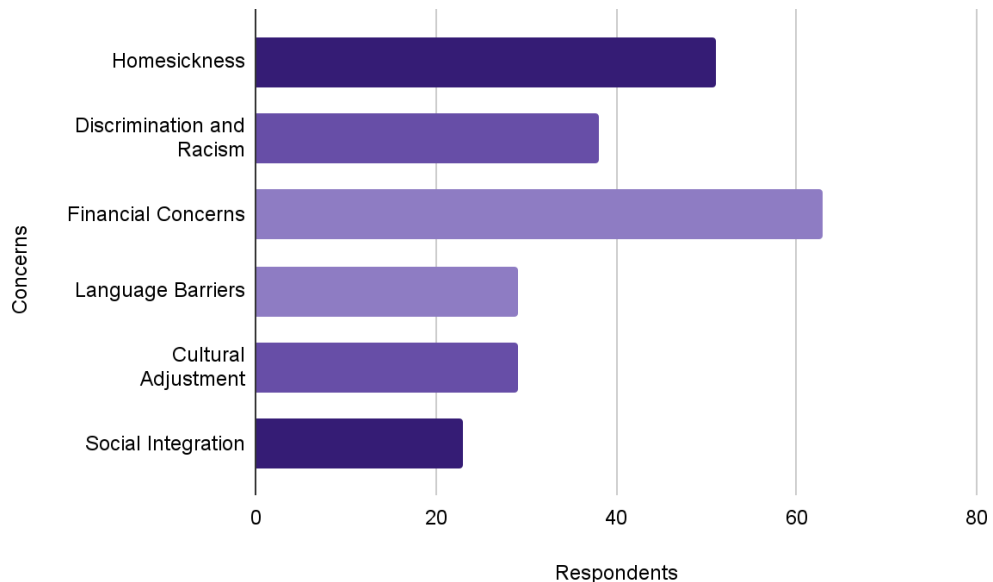


FIGURE 4.13 IMPORTANCE OF INTERNATIONAL EXPOSURE

The above data shows how important the respondents think international exposure is. 58.8% of the respondents believe that the exposure gained through pursuing education abroad is important, 40.2% of the respondents have a neutral opinion on exposure through foreign education, 1% of the respondents believe that exposure gained through foreign education is not important.

TABLE 4.14 CONCERNS WHILE MIGRATING

| Concerns while Migrating | Number of Respondents |
|---------------------------|-----------------------|
| Homesickness | 51 |
| Discrimination and Racism | 38 |
| Financial Concerns | 63 |
| Language Barriers | 29 |
| Cultural Adjustments | 29 |
| Social Integration | 23 |

**FIGURE 4.14 CONCERNS WHILE MIGRATING**

The above table shows the concerns of the respondents while migrating to foreign countries. 53.1% of the respondents are concerned about homesickness, 39.6% of the respondents are concerned about the discrimination and acts of racism that they may face while in a foreign country, and 65.6% of the respondents are concerned about finance-related problems. Funding is a major concern for a large number of students moving abroad for studies, 30.2% of the respondents are concerned about the language barriers, 30.2% of the respondents are concerned about adjusting culturally to a new country, 24% of the respondents are concerned about social integration once they have settled abroad.

TABLE 4.15 FUND FOR EDUCATION

| Fund for Education | Number of Respondents |
|-------------------------------|------------------------------|
| Part-Time Jobs | 51 |
| Loans/ Financial Aid | 15 |
| Financial support from family | 9 |
| Scholarships | 18 |

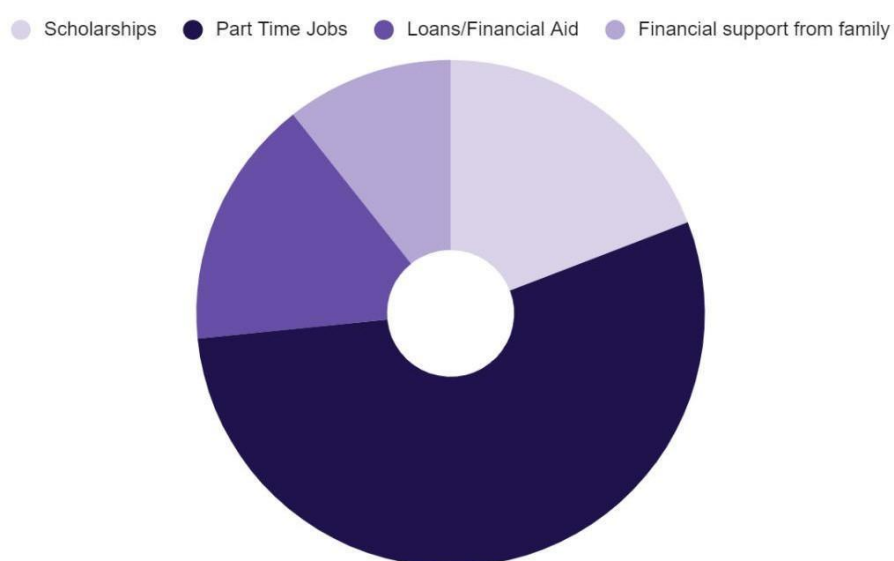


FIGURE 4.15 FUND FOR EDUCATION

The above chart shows the sources of funding for education and living expenses once the respondent has migrated. 19.1% of the respondents are planning to use the money received from various scholarship schemes to fund their expenses abroad, 54.3% of the respondents are planning to take up part time jobs to fund their expenses, 16% of the respondents are planning to use the option of loans and financial aid to support themselves financially, 10.6% of the respondents are planning to make use of the financial support from their family

TABLE 4.16 LIKELIHOOD OF RETURNING

| Likelihood of Returning | Number of Respondents |
|-------------------------|-----------------------|
| Very Likely | 14 |
| Likely | 23 |
| Neutral | 38 |
| Rarely | 14 |
| Unlikely | 6 |

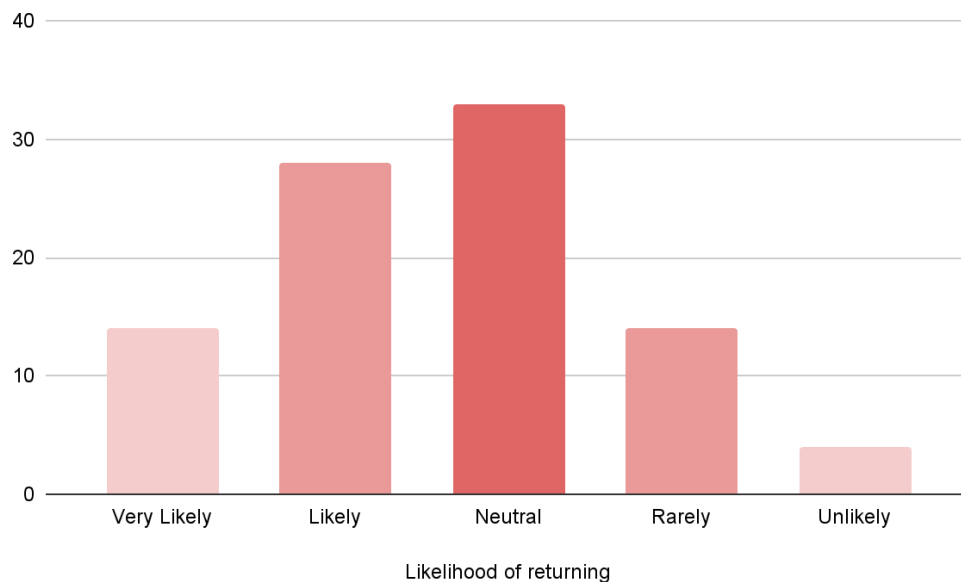


FIGURE 4.16 LIKELIHOOD OF RETURNING

The above chart shows the likelihood of the respondents returning back to Kerala. 14.7% of the respondents say that it is very likely for them to come back to Kerala after their studies abroad, 29.5% of the respondents believe that it is likely that they will come back to Kerala after completing their course abroad, 34.7% of the respondents have a neutral opinion on the subject. 14.7% of the respondents believe that it is rare that they will come back to Kerala once they finish their studies abroad and 4.2% of the respondents say that it is unlikely that they will come back to Kerala.

TABLE 4.17 FACTORS THAT WOULD HELP RETAIN STUDENTS IN KERALA

| Retention of students in Kerala | Number of Respondents |
|---------------------------------|-----------------------|
| Increased Wages | 59 |
| Enhanced quality of life | 48 |
| Better Infrastructure | 33 |
| More job opportunities | 43 |
| Others | 5 |
| None of the above | 1 |

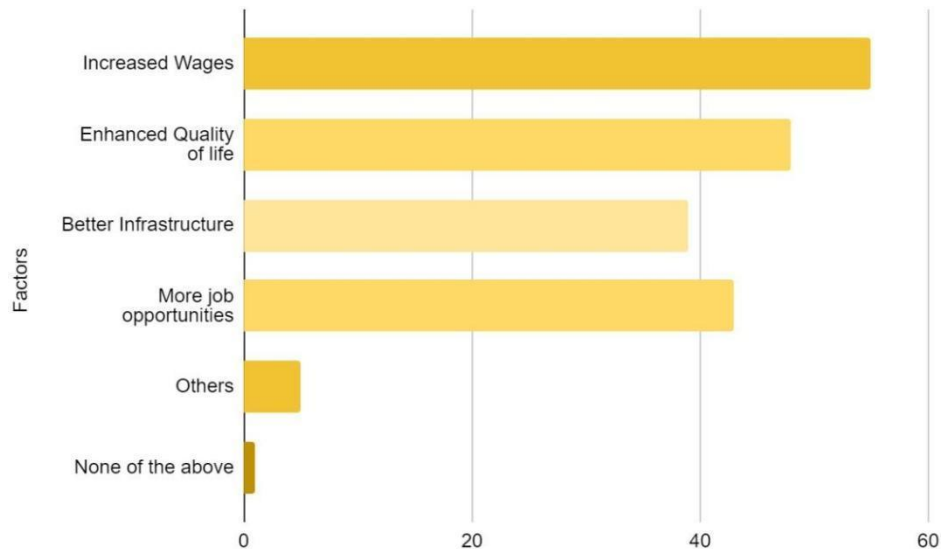


FIGURE 4.17 RETENTION OF STUDENTS IN KERALA

The above chart shows the various factors that the respondents feel like would make them stay in Kerala instead of pursuing higher education abroad. 59.8% of the respondents want higher wages for them to stay back in Kerala, 52.2% of the respondents believe that enhanced quality of life will make them stay in Kerala, 42.4% of the respondents feel that if provided with better infrastructure, they would stay back in Kerala, 46.7% of the respondents believe that more job opportunities and a varied job market would make them stay in Kerala rather than going abroad, 5.4% of the respondents chose other factors and 1.1% of the respondents believe that none of the above factors would make them stay in Kerala

TABLE 4.18 MITIGATION OF PROBLEMS IN THE HOME STATE

| Mitigation of problems and likelihood of returning | Number of respondents |
|--|-----------------------|
| Most Likely | 6 |
| Likely | 25 |
| Neutral | 44 |
| Rarely | 12 |
| Unlikely | 4 |

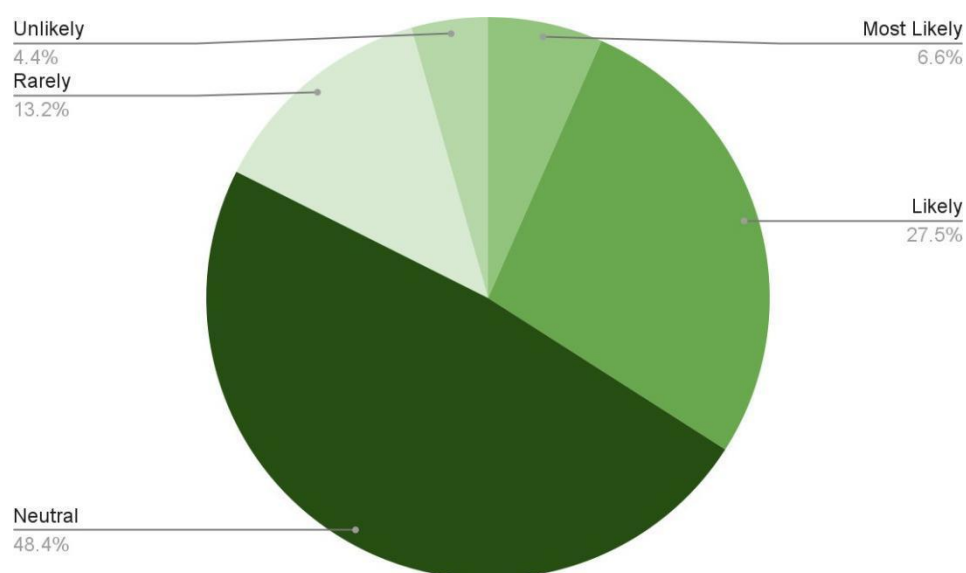


FIGURE 4.18 MITIGATION OF PROBLEMS

The above chart shows the likelihood of the respondents returning if the mitigation of certain problems is carried out in Kerala. 6.6% of the respondents stated that they are most likely to come back in the event of mitigation of problems in Kerala, 27.5% of the respondents state that they will likely come back if certain problems are mitigated, 48.4% of the respondents are neutral on the subject, 13.2% of the respondents believe that they will rarely come back even if problems are mitigated 4.4% of the respondents feel that it is unlikely that they will come back even if problems are mitigated.

CHAPTER V

FINDINGS, SUGGESTIONS AND CONCLUSIONS

5.1 FINDINGS

- 1) It was found that the demographic of the study mostly belonged to the age group of 20-25 followed by the age group of 15-20. 77% of the respondents were female and the highest educational qualification of 66% of the respondents was an Undergraduate degree. The field of study of the majority of respondents was Commerce.
- 2) The study revealed that out of 100 respondents, it was highly likely for 24% to pursue education abroad followed by 42% who stated that is likely that they will choose foreign education as compared to the 9% who responded that it is unlikely that they will pursue foreign education.
- 3) The majority of the respondents reasoned that a better standard of living provided abroad is an incentive for migration, comprising 56.5% of the total respondents. This was followed by 50.6% who chose better employment opportunities as a major deciding factor. A low standard of life and the inability of the State to bridge the gap between demand and supply of employment is driving students away from pursuing education and consequently settling in their homeland.
- 4) Among the 100 respondents, the most popular country preferred for migration was the United Kingdom with 21.7% of the respondents choosing it. Australia came a close second with 19.6% of the total respondents.
- 5) It was observed that 37.5% of the respondents believe that it is strongly agreed that career advancement can be achieved through migration. 44.8% of the respondents also agreed to the statement. This implies that potential career advancement is a major contributing factor to the outflow of students from Kerala to foreign countries

- 6) It was found that 22.9% of the respondents are of a strong opinion that the current socio-political environment in Kerala has influenced their decision to migrate. 43.8% of the respondents have agreed to the same. This reveals that a majority of the respondents prefer migrating abroad rather than settling in a society rampant with political unrest, social injustice, and corruption.
- 7) The study revealed that 86.7% of the respondents agree that there has been a stark rise in the number of students leaving Kerala to foreign countries to pursue education in recent years.
- 8) From the responses received, it was observed that the increased rise in migration among students in Kerala has had a high influence on 31% of respondents. Observing an increasing number of their peers moving abroad for education has prompted them to do the same.
- 9) It was found that the marketing strategies of study abroad agencies has had a high influence on 22.7% of the respondents and they have decided to move abroad for education because of the said marketing. In recent years, study abroad agencies have increased in number in Kerala, therefore their marketing strategies have a significant influence on students who are exposed to them.
- 10) Through the study, it was observed that international exposure gained through migration is considered an important reason why students opt to study in foreign countries rather than stay back in Kerala
- 11) Homesickness and lack of financial resources are the main concerns of the respondents while preparing to migrate abroad.
- 12) 54.3% of the respondents plan to finance their living and educational expenses by taking up part-time jobs. Financial support received from Scholarship schemes is also a preferred source of finance.

13) The likelihood of respondents returning is found to be high. This implies that the primary reason why the respondents choose to go abroad is for education which subsequently points to the lack of opportunities and resources relating to education in Kerala.

14) It was found that by providing increased wages, ensuring enhanced quality of life for the citizens, and providing plenty of job opportunities, Kerala can see a fall in foreign migration of their students and can retain their potential workforce within the state itself.

15) The study revealed that even though problems that are of concern to the respondents are mitigated, 17.6% of the respondents would not return to the state. Almost the majority were neutral on the subject.

5.2 SUGGESTIONS

1) The introduction of branches of various reputed foreign universities in Kerala as suggested by the Finance minister will help the students to attain quality education on par with international standards without making the trip abroad.

2) Educational reforms that focus on practical knowledge and its application should be brought to force. Education, especially at the college level, should focus on preparing the students for the job market and Indian institutes sadly have to take a step back when it comes to this aspect as it mainly focuses on gaining theoretical knowledge. An article by India Today in 2019 revealed the shocking fact that 80% of engineers in India are unemployable as they lack the technological knowledge required by employers. Outdated syllabuses have to be updated to incorporate new information.

3) There has to be an overall development of the state in terms of bridging the gap between demand and supply of employment, enhancing the overall quality of life in the state, and increasing wages.

- 4) Some students prefer to study abroad in the hope that it will be easier to get jobs there by doing so even if they prefer education in India. This might be due to the toxic
- 5) work environment in the state. So ensuring an efficient working culture and improving the work-life balance in Kerala can improve the desirability of working in the state.
- 6) Providing students with a variety of courses can help retain students who migrate in search of a particular course.
- 7) Having control on student politics and political unrest in the state can help provide a healthy environment for students to thrive in.

5.3 CONCLUSIONS

This study focused on the migration of the student population from Kerala to foreign countries in search of greener pastures. The United Kingdom, Australia, and Ireland are top among the top countries students want to migrate to. There are various factors that lead them to take this step. Poor quality of life, lack of opportunities, discrimination, etc. make people want to migrate. We should mitigate such problems in our state if we want to make studying here desirable to students. It was found that international exposure and better opportunities for career advancement attract people to the global hubs of the world.

Student migration is a complex phenomenon with both advantages and disadvantages. If the students migrate in search of knowledge and return to their home country for work then the state can benefit from the improved human capital. But if those students choose to settle there then it will lead to brain drain.

By providing a better quality of life, job opportunities, top-tier education, and a healthy environment for an individual to thrive in we can mitigate the problem of student migration and the subsequent brain drain.

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ANNEXURE

1. Name

2. Age

3. Gender

- a) Female
- b) Male
- c) Non-binary
- d) Prefer not to say

4. Highest educational qualification

- a) Highschool degree
- b) Undergraduate degree
- c) Post graduate degree
- d) Doctorate

5. Field of study

- a) Commerce
- b) Science
- c) Arts/Humanities
- d) Other

6. How likely are you to pursue higher education abroad?

- a) Highly likely
- b) Likely
- c) Neutral
- d) Unlikely

7. If yes, why?

- a) Better quality of education
- b) Better standard of living
- c) Higher employment opportunities
- d) Cultural experience
- e) Higher pay

8. Which country do you plan or wish to migrate to?

- a) United Kingdom
- b) Canada
- c) Australia
- d) Ireland
- e) United States Of America
- f) Other

9. Do you believe migrating to a different country can enhance your career advancement

- a) Strongly agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly Disagree

10. Does the socio-political environment in your home state influence your decision to migrate?

- a) Strongly agree
- b) Agree
- c) Neutral
- d) Disagree

11. Do you think there has been a stark increase in the number of students pursuing higher education abroad in recent years?

- a) Yes
- b) No
- c) Maybe

12. To what degree did the above given trend influence your decision to pursue higher education abroad?

- a) Very High
- b) High
- c) Moderate
- d) Low
- e) Very Low

13. Has your exposure to the marketing strategies of study abroad agencies influenced your decision to go abroad?

- a) Yes, it has played a major role in my decision to go abroad.
- b) No, but it did not have major influence.
- c) No, it did not have any influence.

14. How important is the international exposure you gain from studying abroad.

- a) Important
- b) Neutral
- c) Not important

15. What are your major concerns while migrating?

- a) Homesickness
- b) Discrimination and Racism
- c) Financial Concerns
- d) Language Barriers
- e) Cultural Adjustment
- f) Social Integration

16. How do you plan to finance your education and living expenses abroad?

- a) Scholarships
- b) Part time jobs
- c) Loans/Financial aid
- d) Financial support from family

17. How likely are you to return after completing your course abroad?

- a) Very likely
- b) Likely
- c) Neutral
- d) Rarely
- e) Unlikely

18. What factors would make studying in Kerala as desirable as that of studying abroad?

- a) Increased wages
- b) Enhanced Quality of Life
- c) Better Infrastructure
- d) More job opportunities
- e) Other

19. Is there any problems in your home state the mitigation of which will increase your likelihood of returning to your home state?

- a) Most likely
- b) Likely
- c) Neutral
- d) Rarely
- e) Unlikely

20. If yes, please specify the problem/problems briefly.
