

# A STUDY OF DYNAMIC GLOBAL TRENDS ON OVERSEAS EDUCATION PREFERENCES AMONG INDIAN STUDENTS WITH SPECIAL REFERENCE TO DELHI NCR

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## ABSTRACT

Unrecognised potential and unexplored resources will lead to poverty and failure of the study of dynamic worldwide trends on overseas education preferences among Indian students, with a particular emphasis on the Delhi National Capital Region (NCR), entails examining many aspects that impact students' decision-making processes while deciding to study abroad. This thorough research takes into account shifting worldwide educational environments, economic factors, the growth of professional objectives, and the influence of technology breakthroughs. The study intends to discover patterns, motives, and preferences among Delhi NCR students, providing insights into how these factors may affect the future of foreign education for this group.

**Keywords:** *Education, Geo-economics, Internal migration, Education, Youth, Exclusion, Delhi NCR.*

## 1. INTRODUCTION

A variety of reasons impact students' decision to pursue higher education overseas, including educational quality, employment options, exposure to different cultures, and personal growth experiences. For Indian students, particularly those from the Delhi NCR, these considerations are frequently balanced against the backdrop of local educational opportunities and socioeconomic circumstances. This research aims to untangle the intricate interaction of these processes, providing an overview of present trends and future prospects. Indian students often aspire to study abroad for a variety of reasons, backed by both personal motivations and factual trends.

**1. Quality Education:** Many Indian students believe that colleges overseas, particularly in the United States, United Kingdom, Canada, Australia, and Europe, provide a superior quality education with sophisticated teaching approaches, greater infrastructure, and access to cutting-edge research facilities. According to data from the Indian Ministry of External Affairs, the number of Indian students studying abroad has continuously increased over time, demonstrating a strong demand for high-quality education outside national borders.

**2. Global Exposure:** Studying abroad exposes Indian students to different cultures, ideas, and viewpoints. This experience is seen as useful in today's globalised society since it promotes cross-cultural communication skills, flexibility, and a larger perspective. According to a 2018 poll performed by Study portals, 83% of Indian students cited "international exposure" as a crucial reason in their decision to study abroad.

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**3. Employment Opportunities:** Many Indian students believe that studying abroad would lead to greater employment opportunities. Degrees from reputable foreign colleges are frequently highly valued by businesses globally, potentially leading to higher-paying positions and professional progression. According to data from the Organisation for Economic Cooperation and Development (OECD), Indian students who study abroad have a greater probability of obtaining work overseas, particularly in fields such as technology, finance, and research.

**4. Specialized Programs:** Some Indian students choose to study overseas to have access to specialised programmes that are not accessible in India or are provided at a higher level elsewhere. This might include specialised fields of study, new courses, or programmes designed to meet specific employment objectives. According to the QS Applicant Survey 2021, Indian students are interested in a variety of topics when studying overseas, including engineering, business, computer science, and medical.

**5. Migration and Settlement:** For some Indian students, studying abroad is a precursor to immigration and ultimate residency in a foreign nation. Countries such as Canada, Australia, and New Zealand provide appealing immigration opportunities for overseas students who want to work and eventually become permanent citizens. According to data from the Canadian Bureau for International Education, a large number of Indian students studying in Canada seek for permanent residency through various immigration programmes.

Overall, Indian students' decisions to study abroad are affected by a number of variables, including the desire for a high-quality education, exposure to other cultures, greater employment chances, access to specialised programmes, and the possibility of immigration and settlement. Indian students studying abroad face a variety of challenges, both academic and personal. Getting used to a new culture might be stressful. According to research published in the *Journal of International Students*, cultural adjustment concerns such as loneliness and language obstacles pose substantial hurdles to Indian students studying abroad. Many Indian students experience academic pressure as a result of India's tough educational system. Transitioning to a new school system with distinct teaching styles and evaluation methodologies can be difficult. According to a poll done by the Institute of International Education, academic pressure is a prominent issue among Indian students studying abroad.

Studying abroad may be costly, and financial restrictions provide a substantial problem for many Indian students. According to data from the Reserve Bank of India, the total amount spent by Indian students on education overseas has gradually increased over the years, demonstrating the financial burden they bear. Creating a social network and establishing friends in a new place may be challenging. Cultural differences and linguistic obstacles may make it difficult for Indian students to integrate socially. A British Council survey identified social integration as a major issue for international students, especially those from India.

Navigating the visa and immigration procedure may be complicated and time-consuming. Indian students may face difficulties such as visa delays, job limitations, and confusion regarding their immigration status. According to data from the US Department of State, Indian students frequently have difficulty acquiring student visas to nations such as the United States. The stress of studying abroad, along with homesickness and academic pressure, can have a negative impact on Indian students' mental health. According to a survey performed by the *Indian Journal of Psychological Medicine*, a large proportion of Indian students studying abroad suffer from anxiety and depression.

These challenges highlight the need for support systems and resources to help Indian students overcome barriers and thrive in their academic and personal lives while studying abroad.

#### Effect of overseas education on Economy

Here are several ways in which overseas education affects the economy:

1. **Foreign Exchange influx: Tuition Fees and Living Expenses:** Indian students studying abroad make a major contribution to the country's foreign exchange influx. Tuition fees, housing expenditures, and other living expenses paid by these students help the host country earn cash.
2. **Skilled Workforce and Brain Gain: Return on Investment:** After studying abroad, many students return home with enhanced skills and knowledge. This 'brain gain' helps to produce a highly trained workforce, which increases the country's total productivity and competitiveness.
3. **Technology Transfer: Knowledge and Innovation:** Students who pursue international education frequently acquire exposure to cutting-edge technology and innovative techniques. When they return home, they may carry significant information with them, helping to improve technology and innovation in their native nation.
4. **Global Networking: International Business relationships:** Students studying abroad form global networks, which create international business relationships. These links can lead to commerce, investment, and joint ventures between the students' home nation and the one in which they studied.
5. **Cultural Diplomacy: Cultural Understanding:** Students studying abroad help to advance cultural diplomacy by promoting mutual understanding across nations. This cultural interchange may have a favourable impact on diplomatic ties, encouraging international collaboration in a variety of areas, including trade and business.
6. **Entrepreneurship and Startups: A Global Perspective for Entrepreneurs.** Overseas education frequently fosters an entrepreneurial spirit among pupils. Returning graduates may help to strengthen the local startup ecosystem by bringing in new ideas and global views, as well as possibly attracting international investment.
7. **Education Industry Boost: Increased Demand for Educational Services:** The pursuit of foreign education creates demand for a variety of educational services, such as standardised exam coaching centres, language proficiency programmes, and counselling services. This promotes the growth of supplementary industries.
8. **Enhanced Soft Power: International Recognition of Educational Institutions:** Countries with well-known educational institutions attract students from all over the world. The presence of overseas students boosts the host country's worldwide prestige and soft power, which may attract foreign investment and collaboration.
9. **Reduced Unemployment: Global labour Market Integration:** Graduates of international education programmes frequently have skills that are in demand in the global labour market. This integration has the potential to lower unemployment rates since these individuals will contribute to the labour force when they return to their native country.

10. Government Revenue and Economic Growth: Taxation and Economic Activity: The economic activities linked with abroad education, such as tuition, lodging, and other costs, contribute to the government's tax income. This, in turn, contributes to overall economic growth.

## **II. LITERATURE REVIEW**

The number of globally mobile students increased from around 2.1 million in 2000 to 3.7 million in 2001, and is expected to reach 6.3 million by 2021 (UNESCO Institute of Statistics, 2023). This figure is expected to reach at least 8 million by the end of the decade (De Wit and Altbach, 2021). Because of the enormous discrepancy in educational capacities between the less-industrialized and industrialised worlds, international student flows have primarily been one-directional—from Asia to the Western world. For several decades, the United States and the United Kingdom have been the top recipients of international students (Glass & Cruz, 2023; Pawar, 2022). Interestingly, throughout the first decade of the new century, new "regional" and "South-South" international student flow pathways evolved (Chan, 2012; Glass & Cruz, 2023). Recognising ISM patterns and the underlying dynamics generating these flows has long been a priority for higher education policymakers and scholars (Guan et al., 2023; Mazzarol & Soutar, 2002; Pawar, 2023). However, the existing literature has long represented East-to-West student mobility via the lens of established English-speaking host country viewpoints. It is stated that, considering the growth of several Asian countries as more major HE destinations, more research is needed to examine inbound ISM trends in Asian study-abroad destinations (Kondakci et al., 2018; Pham, 2022; Pham et al., 2021; Sin et al., 2021). Given India's growing dynamism as a rising economy and aspirations to be a worldwide education centre (MHRD GOI, n.d.; Wei, 2013).

Choudhary, N., Kumar, M., Ravinder, R., Vipul, V., Prakash, J., and Bakyaraj, R. (2021) investigated the job, education, and personal experiences of overseas students, as well as the challenges they face. We've witnessed an overall increase in the number of individuals migrating overseas, with NRI students getting special attention. The purpose of this study is to better understand the problems they face. How they adjust on their own in the new country. This study used a questionnaire that includes both open-ended and closed-ended questions concerning the physical, mental, and emotional challenges that students face when studying abroad. A few interviews with parents of students in India were also done, and we attentively observed how they felt about being separated from their children Mehrotra, R., Sharma, M., Devi, M., and Bagaria, O. (2022) investigated the multiple challenges and issues that the Indian higher education system faces, as well as potential solutions. Colleges and institutions in the twenty-first century demand increased openness and accountability, in line with scientific studies on learning. India needs highly skilled and educated professionals who can propel the economy ahead. India's ability to supply highly trained workers to other countries makes it simple for the country to transition from emerging to advanced status. This study will help future researchers better comprehend India's higher education system.

## **III. RESEARCH METHODOLOGY**

The research takes a mixed-methods approach, integrating quantitative data from surveys and applications to foreign colleges with qualitative insights from interviews and focus groups. Participants are selected from a representative sample of students from the Delhi NCR region who are considering or have opted to pursue higher education overseas. The study's population consists of Indian students seeking higher education. Higher education should be characterised as graduate, postgraduate, PhD, and postdoctoral research. The researcher has chosen Delhi NCR as the research region. Most embassies are in this area.

Cities considered for sample collection are New Delhi, Gurugram, Meerut, and Faridabad.

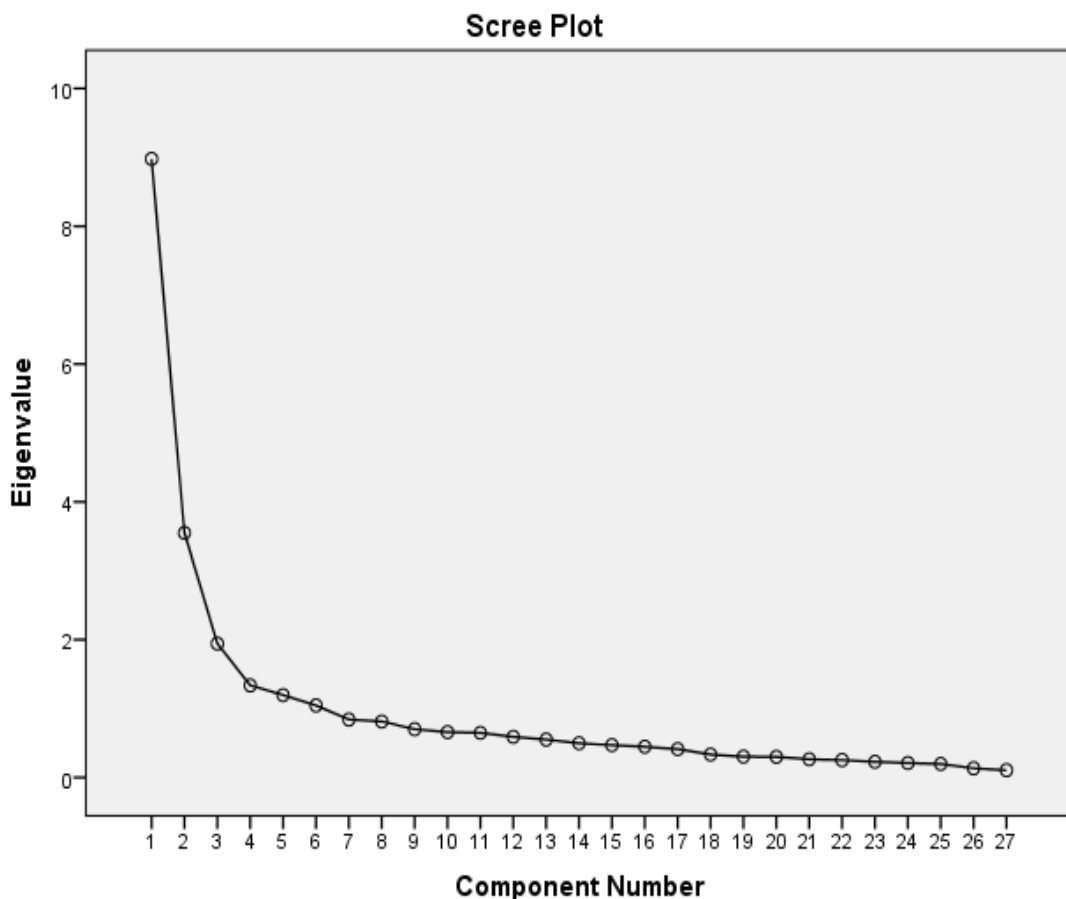
### Objective of the Research

With the discussion of the problem and related aspects the researcher has developed following objectives.

1. To examine the impact of abroad studies on holistic education.
2. To search the economic consequences of international education.

The Cattell scree test plots the components as the X axis and the corresponding eigen values as the Y-axis. As one moves to the right, toward later components, the eigen values drop. When the drop ceases and the curve make an elbow toward less steep decline, Cattell's scree test says to drop all further components after the one starting the elbow.

Scree plot shows that after 06 components the graph exhibits almost a straight line. Therefore, our research will consider 06 components or factor out of 27 questions tool.



Based upon the findings of the factor analysis the researcher has developed the following hypothesis:

H01: There is no significant impact of studying abroad and Job security

H02: There is no significant impact of studying abroad and Social Status

H03: There is no significant impact of studying abroad and financial success

H04: There is no significant impact of studying abroad and PR/Citizenship

#### **IV. FINDINGS OF THE STUDY**

1. Popular Destinations: Indian students have historically preferred the US, UK, Canada, and Australia. However, there is a clear movement towards non-traditional locations such as Germany, the Netherlands, and Singapore, owing to reasons such as reduced tuition rates, good post-study employment opportunities, and English-language courses.
2. Course Preferences: Students are more interested in STEM disciplines, including business and finance. This growth might be attributed in part to the increasing worldwide demand for specialists in these fields. However, there has been a noticeable growth in interest in liberal arts and social sciences, indicating a larger demand for a comprehensive education.
3. Scholarships and funding have a significant impact on the decision-making process. Scholarships, subsidies, and the availability of part-time employment possibilities all play an important role in destination decision.
4. Technology's Influence: Digital platforms are increasingly being used for university research, application procedures, and virtual campus visits. Furthermore, the advent of online learning and hybrid programmes has increased the number of possibilities for students.
5. Socioeconomic Factors: Students from various socioeconomic origins have unique preferences and obstacles. While some are hampered by financial restrictions, others value the global exposure and networking possibilities that studying abroad provides.
6. Career Aspirations: The desire to work for international corporations or pursue research and education heavily determines destination and course choices. Countries with favourable post-study work visa rules are strongly preferred.
7. There is a significant impact of studying abroad and Job security. The correlation value among the variable are 0.589. the value suggested strong correlation. This suggested that those students favour studying abroad have a firm believe that they will be having Job security.
8. There is a significant impact of studying abroad and Social Status. The correlation value among the variable are 0.612. the value suggested strong correlation.
9. There is a significant impact of studying abroad and financial success. The correlation value among the variable are 0.609. the value suggested strong correlation.
10. There is a significant impact of studying abroad and PR/Citizenship. The correlation value among the variable are 0.653. the value suggested strong correlation.

#### **V. CONCLUSION**

In conclusion, the study of dynamic global trends on overseas education preferences among Indian students, with special reference to Delhi NCR, has illuminated several crucial insights. The findings underscore the evolving aspirations and priorities of Indian students seeking education abroad, driven by factors such as academic quality, career opportunities, and cultural exposure. As the landscape of international education continues to evolve, it is evident that Indian students are increasingly inclined towards destinations offering innovative academic programs, robust support services, and diverse cultural experiences.

Moreover, the study highlights the significant role played by various stakeholders, including educational institutions, government bodies, and industry experts, in shaping the overseas education preferences of Indian students. Collaborative efforts aimed at enhancing accessibility, affordability, and awareness regarding study abroad opportunities are imperative to cater to the diverse needs and aspirations of students in Delhi NCR and beyond.

Furthermore, the emergence of new educational paradigms, such as online learning platforms and hybrid models, underscores the need for continuous adaptation and innovation in the global education sector. By embracing technological advancements and fostering cross-cultural exchange, stakeholders can foster a more inclusive and dynamic educational ecosystem that empowers Indian students to thrive on the international stage.

In essence, the study underscores the importance of staying attuned to the evolving dynamics of overseas education preferences among Indian students in Delhi NCR. By leveraging insights gleaned from this research, policymakers, educational institutions, and other key stakeholders can collaborate effectively to address the evolving needs and aspirations of Indian students, thereby facilitating their journey towards academic excellence and global citizenship.

The decision of Indian students to pursue education abroad is driven by a multitude of factors, encompassing both personal aspirations and systemic shortcomings within the Indian education landscape. The trend reflects a quest for enhanced educational opportunities, global exposure, and career prospects. Economic considerations, such as the availability of scholarships and favorable exchange rates, play a significant role in facilitating this movement. Additionally, the allure of prestigious institutions, cutting-edge research facilities, and diverse academic programs abroad attracts Indian students seeking to broaden their horizons and attain a competitive edge in the global job market.

Moreover, the limitations within the Indian education system, including overcrowded classrooms, outdated curricula, and a lack of emphasis on holistic development, prompt students to explore alternatives beyond national borders. The pursuit of specialized fields and niche disciplines not adequately catered to within India also fuels the inclination towards foreign universities. Furthermore, the aspiration for a more conducive learning environment, characterized by interactive teaching methodologies, research opportunities, and state-of-the-art infrastructure, propels students towards educational destinations abroad.

Cultural exposure and the opportunity for personal growth are additional driving forces behind the increasing number of Indian students opting for international education. Immersion in diverse cultural settings fosters cross-cultural understanding, tolerance, and global citizenship, shaping individuals into well-rounded professionals capable of navigating a multicultural world. The experience of living independently in a foreign country fosters self-reliance, adaptability, and resilience, qualities highly valued in today's interconnected world.

However, while the benefits of studying abroad are undeniable, challenges abound, including financial constraints, cultural adjustment issues, and homesickness. It is crucial for students to undertake thorough research, plan meticulously, and seek support networks to overcome these hurdles and make the most of their educational journey abroad.

Furthermore, the phenomenon of Indian students pursuing education overseas underscores the need for continuous improvement and reforms within the Indian education system. Efforts to enhance the quality of education, promote innovation, and foster a conducive learning environment are imperative to retain talent and fulfill the aspirations of Indian students within the country. Additionally, measures to make higher education more accessible, affordable, and globally competitive are essential to mitigate the brain drain phenomenon and harness the potential of India's youth for national development.

In conclusion, the decision of Indian students to pursue education abroad is a multifaceted phenomenon driven by a combination of factors, including aspirations for academic excellence, global exposure, and career advancement opportunities. While presenting numerous benefits, this trend also underscores the need for reforms within the Indian education system to retain talent and foster national development. Ultimately, studying abroad offers Indian students a pathway to personal growth, professional success, and global citizenship, contributing to their holistic development and enriching the global academic community.

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