

## Mass Migration of Students to Abroad Countries Proves Failure of Indian Higher Education System

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### Abstract

The United Nations has declared the year 2022 as the International Year of Basic Sciences for Sustainable Development (IYBSSD-2022). India's performance in regards of achievement on sustainable development is far from satisfactory. India's SDG (Sustainable Development Goals) preparedness ranking continues to decline to 180<sup>th</sup> place in Environmental Performance Index and 121 in 2022 SD index. Recent data presented in Rajya-Sabha shows that more than 12 lakh students are studying abroad. The annual amount spends abroad by Indian students is around thirty billion dollars. Indian educational institutes have not been able to make a brand value to become renowned world level universities as India was known for that in the past.

Reframing the educational system on all fronts can prevent mass exodus to some extent. Indian educational institutes will have to develop a brand value, firm faith of students, valued trust of parents, much needed advance knowledge in the new build educational campuses. New Education Policy can be helpful in this regard if implemented with sincerity, rust and great faith.

**KEYWORDS:** exodus, valued trust, sustainable, goals

### Introduction

Indian educational institutions have not been able to develop industrial collaborations to make necessary changes in the curriculum with demand with the industry. They are also not having proper facilities for outsourcing of their students, lack of alumni supports, lack of industry support and so on. Collaboration between an Institution and Institution for higher research or University P.G. department of research is missing.

Exchange of faculty, exchange of resources, exchange of research facilities, exchange of students, exchange of laboratory facilities are missing in Indian educational institutions.

Indian educational institutes lack student friendly atmosphere, academic friendly environment, congenial relationship between the mentor and the mentee in the campuses probably due to traditional and orthodox *Guru-Shishyaparampara*[Teacher-Students Traditional Relationship Practiced in India Since Centuries Ago, that is from Vedic Period (or even earlier than that)]

### Theory and Discussions

#### I: Training Institute

Every educational institute must be recognised as a training institute for imparting softs skills, communication skills, knowledge of hardware, computer laboratory sessions, rounds of practical sessions, special practice sessions, hands on practice sessions, handling of instruments, functioning of equipment, understanding the

principle of working of advanced devices and how to repair, maintain, how to find faults etc. techniques.

## II: Other Areas of Backwardness

Indian research journals are also of not that quality as of China or other countries, because of poor research facilities, poor research analysis, lack of institutional motivation, etc.

As in early days, Indian caste system basically was based on the *bara-balutedars* (twelve service providing castes) and 27 *alutedars* (semi-skilled service provider sub-castes) including, carpenters, smoulders, welders, masons, gardeners, plumbers, fitters, etc. workers. Therefore it is in the blood of Indian people to carry out all such machinery and artistic works, ground work with more precision and in depth accuracy, only proper training and practice with practical today is lacking.

Online courses like MOOCs courses, NPTEL, with practical sessions must be provided to aspiring students, dual degree course, applications based courses, research with teaching for post graduate students, simultaneous career orient courses must be provided with reasonable fees in the institution itself.

Fellowships, scholarships, studentships, schemes of academic assistance also are lacking part of the Indian educational institutions.

Motivation is lacking, encouragement for developing professional skills, moulding the intelligence into an application, boosting the confidence to transform into a useful personality, practise of acquired knowledge is also lacking part of Indian educational system.

The value based educational institutions is the need of hour. The institutions like *Shantiniketan* are still holds a dignified place in the society even today. In Europe, Oxford, Cambridge and more other institutions upholds the great legacy of imparting quality education, brand of knowledge, great values, dignified mannerism etc.

Sky scraping structures, heavy to very heavy infrastructure, big hoardings, decorated banners, big campuses, vastly spread campus areas are not required for imparting quality education, only hard-ware will not do work, also institutional values, all inclusive culture, friendly atmosphere, congenial surrounding will do the good to the student fraternity.

Indian science and technological institutions are lacking advance instruments, analytical equipment, synthesizing modern devices, well equipped laboratories, most advanced machineries for analysis and detailed researches.

It is now a high time to teach and practise cherished and proved Indian values, great Indian traditions, rich Indian culture, Indian varied heritage, Indian ethos to Indian and foreign students, human dignity, humanitarian attitude, peaceful co-existence, universal brother-hood-ness.

## III: Forgotten Great Legacy

*Vasudhaiva Kutumbakam* as mentioned in *Upnishdas*, *Vedas* must be firm objectives of Indian educational system and hence educational institutions. *Parasparupagraho*

*Jivanam, Sevaparamdaivatam, Ahimsa paramodharmahare* the basic Indian teachings since long centuries ago.

Takshila, Nalanda were centres of academic excellences in good olden days where fairly many students from all over the world use to learn philosophy, mathematics, logic, economics, trade, history, geography etc. subjects.

The qualities like problem solving, persuasive research mentality, innovative-ness, action-taking mindset, detail and in depth analytical ability must be taken care of and must be developed and encouraged in the Indian institutions.

#### **IV: Root Cause of Backwardness**

Regionalism, racism, irrationalism, groupism, casteism, partism, favourism, linguistism, *relationalism*, red-carpetism, gender discrimination, political interference, corrupt academicians, dominance of upper castes in research fields, negligence towards so called lower class staff members, non-teaching staff, malpractices in examination conduction, evaluation process, unhealthy competition among staff, jealousy, are amass and galore in Indian education system.

Excessive stress is given to engineering, technology and medical sciences than basic sciences in India. Basic sciences and other useful sciences is totally neglected and is given as last option in preference of careers in India is also one of the reason for mass exodus of students to abroad countries.

Compromise with quality equipment, no useful changes in syllabi, outdated curriculums, low quality of books, low standard of local books, low standard research journals are also cause of failure of Indian higher education system. Most of the research papers are published for academic promotions only which makes them bad to worse as far as the usefulness and applications is concerned.

#### **V: People's mandate for choosing and preferring university in abroad countries**

Exodus or mass migration of the students for higher education to abroad countries is justifiable. People are fed up with ill-practices, mal-practices, in Indian education systems, scarcity of expert teaching staff, unavailability of expert non-teaching and supportive staff, closed laboratories, mass absentism, outdated and outmoded equipment, unhygienic conditions in the laboratories, total negligence towards cleanliness, old management people with old-orthodox ideas, appointments of only close relatives, are the causes of mass exodus of students to abroad countries. Non-working mentality of the people in the institutes, un-willingness to assist or help to students also hampers the basic interest of the students.

Non-existence of work culture, lost faith, lost affiliation amongst the teaching and non-teaching staff, mass lethargy towards performing the allotted duties also affects efficiency and output i.e. results of the institution. Lack of English speaking staff, supporting staff, mass collection of illegal money, illogical donations, open-door or under-table donation system, illicit relationship with political people, interference of local leaders, influences of local leaders, corrupt government officers of educational departments, finance sections, fund releasing office. *Dis-obediency*, unlawful practices of excess fees collections on the name of student welfare funds, missing idealism in institutions, entry of goons, miscreants, eve-teasing in the broad day-light, are few more reasons for mass exodus of students off the Indian colleges.

Seniority is measured in terms of years and age rather than academic excellence, promotions are sanctions on the caste basis, talented people are neglected, discouraged, depressed. Teacher unions are governed by political leaders and local political influence. Universities are run by national or regional level political parties. These people know nothing about education, knowledge or dignity of educational culture. Meek and weak people regulates the educational institutes.

Most of the Indian private institutions are run by political leaders, for them education means only business, way of earn money, utilisation of power, family feudalism, *personificatedominance*. They have no mercy for poor students, deprived staff, economically backward reserve category people, class three class four staff members.

### **Remedial measures that can be incorporated by educational Institutions for checking the mass migration of students**

- 1- Reforms suggested in New Education Policy 2020, can solve problem of exodus of students to some extent.
- 2- Government involvement in recruiting new staff in the institute can heck the mass corruption in higher education institutes.
- 3- Educational system needs to be changed, needs to be reformed, needs to be re-energised, needs to be re-instated, re-shaped, re-juvenated, re-evoked, re-located, re-persecuted, re-re-framed ,re-booted, re-framed hence renewed.
- 4- Institutions must go for innovative courses with innovative ideas.
- 5- Remuneration to the staff and other technical support staff in private colleges must be given as is given abroad.
- 6- Institutions must be made job giving places or hub for creating jobs for their own students.
- 7- Colleges can seek help of alumni for offering jobs and can organise placement sessions with the help of placement committee of the college.
- 8- The institutions must focus on a) the brand value b) basic and applied courses simultaneously c) Inclusion of new blood in the decision making committees d) Attracting foreign companies for campus selection e) creating more and more job opportunities
- 9- We will have to open our economy, give new impetus to our economy, make our education industry as a job giving industry, will have to invest in the collaborative industry for creating more job opportunities.

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