

ABSTRACT

The present century of higher education is characterized by increasing mobility, exchange of ideas, application of technologies across geographies, use of English as the medium of instructions, overwhelming emphasis on science and technology subjects, more stress on interdisciplinary curricula, more private capital in higher education, digitalisation of teaching learning processes and so on. Thus, the impact of globalisation on tertiary education is visible in all countries of the world including India.

India as a higher education service provider still carries colonial legacy. The globally highest ranked universities are mostly located in the United States. The Indian students in STEM fields interested in studying science and technology subjects enroll in the U.S, universities. A vast section of the student community prefers to stay back in the U.S. after their study period is over by availing of the facilities of H1B visa and Optional Practical Training (OPT) rules of the U.S. universities. They contribute to the progress of the developed economies of the west, which is often termed as “Brain Drain”.

The intangible resources such as skill, knowledge, experience and work culture for example can be transferred to India also by direct or indirect means. However, it is not easy to prove the consequence of brain drain or brain circulation per se on the economy of India as a developing country. In the study the outward student mobility on long term or permanent basis has been considered as a loss of precious human merit which could be used for the betterment of the Indian society in general. During the research, the reputed science and technology institutions, universities and departments are selected. The feedbacks of faculties are obtained about the consequences of globalisation on their respective institutions. The students in India were accessed by participatory approach, whereas the Indian students abroad were approached by snowball sampling techniques after selecting some students. The objective of the study is to get the real picture of mobility intentions of the students, divided into two sections – the Indian scholars who are prospective migrants and the students who are already enrolled in the U.S. and are staying there on visa. The research period has been limited to 2009 to 2016. The students who study science and technology (S&T) were studied. Apart from management and mathematics, the students in S&T are mostly mobile in terms of job as well as international

enrolment. The universities in the United States are most popular in the world. The U.S. universities occupy the highest ranks in the world.

The factors controlling mobility intentions of the students studying in the U.S. campuses include income prospects, gaining experience in a developed country like the United States, H1B visa policy, optional practical training or OPT, better education and training in the U.S. universities etc. and at the same time a vast section of students were open to go back to India due to improving job opportunities in India in at least certain sectors like the information technology; whereas, the students who study physical or natural sciences are less inclined to move back to India at least in short term. India still lags behind in innovation as well as very low investment in research and development (R&D) in physical and natural sciences. In that regard the U.S. institutions occupy the niche positions. The Indian students who are pursuing their education in India are surveyed in order to know their mobility intentions. It should be noted that settling down in the U.S. is no longer a main motto of students in all the Institutions surveyed. The pull factor of the U.S. seems to be declining mainly after the recession, surfacing of other countries as their job markets is becoming diversified, the quality of higher education offered by the source countries is improving, and the governments are encouraging the potential migrants. The teaching faculties in different higher education institutions are also surveyed. They are asked about the direct and indirect impacts of globalisation on their institutions in particular and general impact as well. Although the reaction is mixed, there is a consensus that globalisation is inevitable.