

**GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF HIGHER EDUCATION**

**LOK SABHA
STARRED QUESTION NO. 84
ANSWERED ON 29.07.2024**

Students Migration to Foreign Countries

***84 Prof. Sougata Ray:
Dr. Shashi Tharoor:**

Will the Minister of **Education** be pleased to state:

- a. whether it is true that India is world's second largest country after China which sends students abroad and the number of Indian students has increased four times in the last 14 years and if so, the details thereof;
- b. the number of students migrated to foreign countries for education since the last ten years, State-wise;
- c. whether the Government ascertained the longstanding impact on students' migration of such magnitude which has become a major source of capital and brain drain for India while hugely benefitting the economies of the advanced countries and if so, the details thereof;
- d. whether the Government had conducted any study to find out the reasons of large scale students migration;
- e. if so, the details thereof and steps taken to check such migration and to prevent brain drain; and
- f. whether the Government has made any attempt to understand the reasons of increasing emigration of Kerala students for higher education abroad?

ANSWER

**MINISTER OF EDUCATION
(SHRI DHARMENDRA PRADHAN)**

(a) to (f): A statement is laid on the Table of the House.

STATEMENT REFERRED TO IN REPLY TO PARTS (A) TO (F) IN RESPECT OF LOK SABHA STARRED QUESTION NO. 84 FOR REPLY ON 29.07.2024 REGARDING “STUDENTS MIGRATION TO FOREIGN COUNTRIES” ASKED BY PROF. SOUGATA RAY AND DR. SHASHI THAROOR

(a) to (b) Bureau of Immigration (BoI), Ministry of Home Affairs maintains the departure and arrival data of Indians. Studies abroad are a matter of individual will and choice. Moreover, there are no restrictions on cross-border student mobility, which is contingent on a variety of factors such as affordability, access to bank loans, exposure to foreign societies, aptitude for particular branch of studies etc. Purpose of Indians going abroad for higher education is captured manually based either on their verbal disclosure at the time of immigration clearance or the type of visa obtained for the destination country. The number of Indians, who disclosed their purpose of visit as Study/Education while going abroad to BoI, is follows:

Year	2016	2017	2018	2019	2020
Number	369876	455072	518787	587313	260363

Year	2021	2022	2023	2024 (as on 20.07.2024)
Number	445582	752111	894783	360588

(c) to (f) The Government recognizes the reality of a global workplace, especially in an era of knowledge economy. A successful, prosperous, and influential diaspora is viewed an asset for India. The Government’s efforts are also aimed at harnessing the potential of the diaspora, including the sharing of knowledge and expertise.

The Government has taken a number of initiatives to improve access to higher education for Indian students. The implementation of the National Education Policy 2020 has seen many initiatives being rolled out to achieve the objectives of access, equity, inclusivity and quality laid down under the policy. NEP 2020 has also laid great emphasis on internationalization of education and on establishing India as a global destination for education.

In order to promote access to inclusive and high quality higher education we have set up more institutions across the country. As a result,

- i. The number of Universities has increased to 1,168 in 2021-22 from 760 in 2014-15. The number of colleges has increased to 45,473 in 2021-22 from 38,498 in 2014-15.
- ii. The total enrolment in Higher Education has increased to nearly 4.33 crore in 2021-22 from 3.42 crore in 2014-15. The female enrolment has increased to 2.07 crore in 2021-22 from 1.57 crore in 2014-15.
- iii. We now have 48 Central universities, 23 IITs, 21 IIMs and 25 IIITs as against 40 CUs, 16 IITs, 13 IIMs and 9 IIITs in 2014.

Various measures are also being undertaken to improve quality of higher education and to develop a globally competitive education landscape in the country such as:

- i. Efforts have been undertaken to make higher education more learner-centric. National Credit Framework (NCF) which subsumes National Higher Education Qualification Framework (NHEQF) and National Skill Qualification Framework (NSQF) was adopted to provide students the much-needed flexibility, allowing creative combination of subjects, providing multiple pathways, establishing equivalence and mobility to the students.
- ii. Higher Education is being made multidisciplinary, flexible with multiple entry-exit options. An Academic Bank of Credits (ABC) platform has been established and made available to the students and institutions enabling recognition of credits across Higher Education Institutions (HEIs).
- iii. A number of initiatives are being taken to integrate technology in the management of education as well as to increase accessibility to learners by leveraging technology, which includes offering Online and ODL learning. Enabling regulations have been made allowing students to get up to 40% credits of courses using SWAYAM platform resulting in enhanced flexibility and on-demand learning. Currently, 305 HEIs have adopted SWAYAM regulations. SWAYAM courses have total cumulative enrolment of more than 4.30 Crore with 10 lakh certifications/year. For administration and governance of Universities / HEIs, a technology enabled ERP system named SAMARTH has been launched
- iv. Guidelines on Professor of Practice have been brought in to enable HEIs to work with industry experts in developing courses and curriculum to meet the industry and societal needs. Schemes such as National Apprenticeship Training Scheme (NATS) and SWAYAM Plus have been launched to ensure industry-academia connect in HEIs.
- v. Enabling regulations have been notified to promote academic collaboration between Indian and Foreign Universities through Joint/dual degree or twinning arrangements. About 40 Indian institutions have entered into collaboration for twinning, 21 for Joint degrees and 40 for dual degrees.
- vi. The University Grants Commission has also brought in enabling regulations setting up and operation of campuses of Foreign Higher Educational Institutions in India. World-Class Foreign Universities and Institutions have been allowed to establish their campus in Gujarat International Finance Tec-City (GIFT City) and offer courses in Financial Management, FinTech, Science, Technology, Engineering and Mathematics. Two Australian Universities i.e. Deakin University and University of Wollongong have already set up their campuses in GIFT City.

These initiatives have brought transformational changes in the higher educational standards in India, leading to improvement in the global ranking of our institutions as follows:

- i. The number of Indian HEIs in global top 500 has increased to 11 in 2025 as compared to 7 in 2015 QS World University Rankings.
- ii. Two Indian institutions figure in top 150 of QS ranking
- iii. Total number of Indian HEIs in the QS ranking in 2024 is 46 as compared to 9 in 2014
- iv. India stands as one of the world's most rapidly expanding research centers as our research output surged by an impressive 54%, which is more than double of the global average in the QS Subject Rankings 2024.
- v. India has improved its ranking in the Global Innovation Index from 76th rank in 2014 to 40th rank in 2024.
