



# INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

## GLOBALIZATION AND STUDENT DIASPORA

Dr.Ramachandrappa S, Teaching Assistant, Department of Studies in Sociology, Davangere University, Davanagere-07

### ABSTRACT

**Diaspora:** The concept of diaspora is understood as people gainfully employed or settled beyond the boundaries of their homeland with the retention of the cultural identity in the host country. The impact of globalization which has facilitated huge amount of migration of people to different destinations for better employment opportunities, adventurous nature of individuals, knowledge seeking behaviour as in case of student diaspora, and a desire to have multiple homelands. According to the Report published by the Ministry of External affairs there are approximately 31.2 million Indian diaspora resident outside India. India had been an important player for long time amongst the main brain drained countries supplying skilled professionals. Apart from professionals the students were also introduced to the world market research and higher education respectively. Therefore, higher education and research became a part of what is called as “Scientific Diaspora”. It is in this background the present research article focuses its attention to understand the “Student Diaspora”. The objective of the study was to examine the nature and extent of diversity of student diaspora and to understand and analysis the impact of India student diaspora. The Research article is mainly focused on content analyses of secondary source of information and limited information sought by interacting with a few students who are presently pursuing education, especially medical education mainly in four countries Georgia, China, Ukraine and Russia.

Key Concepts: Diaspora, Student Diaspora, Globalization, Cultural Identity and Host country

### Introduction

**Diaspora:** The concept of diaspora is understood as people gainfully employed or settled beyond the boundaries of their homeland with the retention of the cultural identity in the host country. Research studies have revealed various reasons for people to migrate from the native place to different distant lands. The forces that have affected migration can be noted as political persecution, displacement of people due to natural calamity, the economic distress, refugees, people in exile, etc. The impact of globalization, which has facilitated huge amount of migration of people to different destinations shows other reasons quite different from the above mentioned. They are for instance better employment opportunities, adventurous nature of individuals, knowledge seeking behaviour as in case of student diaspora, and a desire to have multiple homelands.

**The Indian Diaspora:** Indian diaspora is understood as non-resident Indian and person of Indian origin (NRI-PIO) also called overseas Indians or Indian Diaspora are the people of Indian birth or descent who live outside the Republic of India. According to the Report published by the Ministry of External affairs there are approximately 31.2 million Indian diaspora resident outside India. The concept of Indian diaspora has become very popular concept in usage among the different social sciences and especially in literature. It is been quite frequently used both by media and academicians. Research studies on Indian communities settled abroad for over a few decades show that Indian diaspora is complex and heterogeneous phenomena. Dr. N Jayaram in his editorial book “Diversities in the Indian Diaspora, Nature, Implication and responses” says that there is a long way to go before theorizing the Indian Diaspora. Accordingly he said that it is very important to reveal the diversity of diaspora in as many perspectives as possible so that in due course the data will help in building theory.

**Indian Diaspora-History, Growth and Development:** It is been observed that the term “Diaspora” is not new term but “Indian Diaspora” is a new one. Diaspora is as old as the history of Babylon where Jew or Jewish people were scattered in exile outside Palestine their homeland. Understanding India Diaspora is said to be a confusing one as migration to other countries took place even before the partition of India. Therefore the subcontinent India and India after partition that is Political State of India are not same. Therefore Indian diaspora has to be discussed from the socio- historical as well as politico-economic context and as a relativistic construct that is empirically heterogeneous in nature.

The emigration of Indians to different destinations has a very long history. Historical evidences reveal that in ancient period the Buddhist bhikkus had travelled to remote corners of Central and Eastern Asia. The Palas of Bengal and the Cholas of South India had ventured their expedition to Indonesia Empire. The early emigration also took place to countries like East Africa, Sri Lanka, Burma, Malaysia and Thailand. With the advent of European colonization large scale emigration of Indians to other emerging capitalist countries took place very rapidly. The development in transportation and communication along with geographical discoveries that led to mines and plantations in Asia and Africa promoted large scale labour force to migrate to these new destinations in search of new life. Tinker (1977) says that “there was a combinations of push and pull”, the push of inadequate opportunities in South Asia and the pull of the better prospects in the West.

The History of overseas emigration of Indians is discussed by scholars in terms of three phases

1. The Ancient and medieval phase
2. The Colonial Phase
3. The Post-Colonial Phase

**The Ancient and medieval phase-**Indians had trade and religious relationships with the Greeks and the Mesopotamians. The Buddhist monks had travelled across the South East Asia. The Palas of Bengal and Cholas of South India is said to have led expedition to Indonesia Empire. Indian communities like Ismailis, the Hhoras, Rayans and Chetiyars even had trade relationships with East Africa.

**The Colonial Phase-**During British rule in India the colonial Government officially sponsored individual labourer's to work in sugar plantations on contract bases. They were moved to Guiana (Guyana) 1838, Fiji (1878), Trinidad (1845) and Jamaica. The labourers were called as indentured labour. People mostly from Western Bihar, Uttar Pradesh, Bengal and Orissa were recruited during this period and were supposed to sign a contract for 5 years after 5 years completion they could either get back to the native land or sign a new contract. The indentured labour system came into practice with the ban of slavery but according to Tinker(1977)indentured labour systems become a "New system of Slavery".

**The Post-Colonial Phase-**Comparatively the post-colonial emigration was different from ancient, medieval and pre-colonial period as the migrant population included people from middle class with English education and skill. The educational system of post Independent India that was bases on British and American pattern of education system led to the production of professionals. As there was underemployment and unemployment due to out numbering of professionals and lace of job opportunities the qualified professionals started looking for better opportunities available in foreign destinations. This situation led to migration of professionals and semi-professional to industrially advanced countries like USA, UK, Canada and Australia.

During 1960 and 1970shuge migration of professional Indian doctors, engineers, scientists, teachers and other semi-professionals, skilled and semi-skilled labour to Western countries and Gulf countries took place. Migration of professional and semi-professionals to highly advanced industrial countries came to be called brain-drain. Especially countries like USA, UK and Canada attracted more intellectuals. On the other hand migration of the skilled and unskilled to Western Asia came to be known as skill drain.

The above discussion shows that India had been an important player for a long time amongst the main brain drained countries supplying skilled professionals. Apart from professionals the students were also introduced to the world market research and higher education respectively. Therefore, higher education and research became a part of what is called as "Scientific Diaspora". It is in this background the present research article focuses its attention to understand the "Student Diaspora".

## **Justification or importance of the study**

The Diaspora has been the most common and inevitable to people from time immemorial. Research time and again to understand the immigration and emigrant characteristics of people since ancient time has proved that people are mobile in nature. This process has been accelerated due to globalization and the impact of government policy changes with respect to the immigrant population. Therefore, today we not only see more people moving towards different foreign destinations for various reasons and purpose, but the kind of people moving away from their homeland in search of better opportunities is also very different especially the younger generation of skilled and semi-skilled professionals and students. Therefore the present article focuses on understanding the nature of student diaspora and the reasons for the migration to far of Nations.

## **Objectives**

1. To examine the nature and extent of diversity of student diaspora
2. To understand and analysis the impact of India student diaspora

## **Methodology**

The research article mainly relied on secondary source of information. The number of scholarly books and research articles helped in understanding the concept of Indian diaspora, its historical past, different types and how the diaspora people helped in the social development of India by contributing both in knowledge and support like for example Punjab diaspora that helped in National Movement and Politicalconsciousness of the mass in India during freedom struggle. Apart from secondary sources the research article also includes information drawn by the researcher through interaction with few students who have completed their education in foreign countries and working in those countries. As well as students who are presently pursuing their higher education in foreign countries, especially in USA, UK, China and East European country like Georgia, Ukraine, Russia and Philippe.

## **Limitations of the study**

This Research article mainly focuses on content analyses of secondary source of information. Though direct firsthand information was sought by interacting with a few students who are presently pursuing education, especially medical education mainly in four countries Georgia, China, Ukraine and Russia. No methodological schedule was followed. Georgia an East European country that has more than six Medical Universities catering to the need of most of the Indian students, China another renowned country that also has many Universities that are internationally recognized. Ukraine, Russia and Philippines are some the other countries that cater to the medical education aspirants from India.

## **Discussion and Analysis**

The host countries are taking semi-finished human capital from India along with professionals holding post-graduation degrees or diploma from Indian institutions of higher education. Professionals holding graduate degree from India are not the only ones who are considered of value in host countries. Many of Indian immigrants in the United States of America who fuelled the Silicon Valley were educated in America at the post-graduate level after the emigrated with first qualifying degree like B.Tech/B.E from India Institutions of Technology or Regional Engineering Colleges and Doctor's with MBBS from All Indian Institute of Medical sciences. Many students work as agents to take students from India to the Universities after completing their course or while still studying. Many Medical students in Russia, Ukraine Georgia, and Philippe are helping the new aspirant's student in this way.

According the analysis of UNESCO the number of students studying abroad rapidly increased in between 1999 to 2006 but between 2006 and 2013 the growth is said to be little slow. The number of students studying in USA, UK, Australia and Germany has been gradually increasing. The other preferred destinations are Canada, New-Zealand and China. Romania, China Philippe, Russia and Ukraine are the countries where Indian students prefer to study medicine. India is said to be the second largest country after China to send students abroad.

There are several factors attributed to the massive flow of Indian students beyond the borders. Some of them are development of technological revolution, globalization of education, policy change of the native as well as host countries and subsidization of educations in the developed countries and Bank loans for Education. Internationally renowned educational institutions, shopping for knowledge capital I. E to woo the Indian students (Hindu, 2000) It is said that in October 2000 alone four countries mounted education fair. The education fairs in Indian cities followed by, year after year. Diplomatic mission projects to facilitate the search of a foreign education to Indian citizens the countries also compete against each other for the generic Indian the "Semi-finished Human Capital-The Students".

The education counselor at the US Educational Foundation in India (USEFI) seems to have said- "Indian students are rated the highest in the international student community-Indian students are in demand for their merit and hard work. After US the British is also going all out to revive a situation that has slipped from their hands. The education counselling service officers of the British Council Division in New-Delhi voiced biggest ever British education fair in India till 2000. Canadians also initiated to increase the number of students' arrivals from India. They have exchange programmes for students and faculty of the India Universities under Indo-Canadian Institute established for bilateral relations with India. The New Zealand government was promoting the movement of qualified people to the Island both professionals and students. Germany also has an academic Exchange Service (DAAD) in India. Germany has also relaxed visa and even tried to amend legislation for allowing foreign students to work there on completion of their studies. It has also offered tuition



free education to Indian students if they arrange for living costs. France stock of Indian students rose from 3 fold from above 150 to 1000 in 2000.

The domestic condition in India with respect to higher education, there seems to be a wide gap in demand and supply in higher education. The parents rising income level has helped them to provide for the education of their children. Along with their income Bank loans has been motivating factor for especially the middle class families who are either the first or second generation learners to encourage their children move beyond borders to achieve a quality higher education. Parents feel that in way it would help their children to climb the socio-economic ladder in the so called caste based society like India where still there is visible amount of discrimination at various levels including in education system especially professional education.

The government of India realizing the massive problem of student diaspora is putting efforts to expand higher education by increasing the number of institutions as well as allowing for public funding. The government of India is also encouraging state governments to set up educational cities and special education zones that are in fact initiated by states like Karnataka, Andhra Pradesh, Maharashtra, Tamil Nadu and Haryana.

The possibility of student diaspora to return to the homeland after completion of their course is another important question to be discussed while looking into student diaspora. Hall points out that the link between these communities and their 'home land' the possibilities of a return to the past are much more precarious than usually thought. In a contemporary global situation the student diaspora always thinks about shifting to a better place after completing their course. While discussing with the Medical students who are studying in East European countries and most of the South Asian countries said that after they complete their MBBS/MD (as referred to by some of the Medical Institutions for MBBS degree) said that they are already preparing along with their regular course to competitive exams in USA & UK for higher specialization that means the sense of coming back home is still a big question. Some of them also said that they would like to work at least for a few years outside the country to gain good experience to stabilize life.

### **Conclusion:**

Despite all the efforts both by central and state governments along with private institutions the student diaspora is increasing over the years. There are a number of overseas educational agents and consultants who attract students through educational fairs, easy and quick processing of documents, visa and institutional permission. Many consultants go to the extent of even accompanying students who go for the first time to host countries. They even arrange accommodation on arrival and do follow up work to keep track of students. This has helped parents to encourage their children to opt for foreign universities that would give their children not only international expose but will help them to settle in countries with better opportunities.

The universities in India also encourage foreign students to take up higher education in our institutions but many courses that need international standard is lacking, resulting in less stakeholders from foreign countries compared to our students going abroad. The Government of India also introduced the Scholarship Program for

Diaspora Children (SPDC) in 2006 to make higher education in Indian universities/Institutions in different fields (except medicine and related courses). The incidents of racial attacks in host countries that had created tension has not stopped student diaspora. In this respect many host countries have promised to have zero tolerance for such attacks on India students. For instance, Foreign Minister Stephen Smith of Australia made an open statement to The Hindu Newspaper regarding zero tolerance of any attacks on Indian with racial intension.

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