

IKS vs Abroad Education: An Analysis of Factors Driving Indian Students to Choose Higher Education Overseas

**Faculty Mentor:**

Ms. Meher Vadehra

Faculty at ImaginXp

Submitted By:

Supragnya Purohith

Enrolment No: 21DGN3UD014

Abstract:

This research paper aims to compare Indian Knowledge Systems (IKS) with education systems abroad and explore the reasons why more people are opting to study abroad than in India. The paper examines the key differences and similarities between IKS and education systems abroad, analysing the impact of various factors such as cultural, economic, social, political and technological factors. The research paper also provides insights into why more students are opting to study abroad and examines the implications of these trends for the future of education in India.

Introduction:

Indian Knowledge Systems (IKS) refer to the ancient knowledge systems that have been passed down from generation to generation in India. These systems have played a crucial role in shaping Indian society and culture. However, with the advent of modern education systems, the relevance of IKS has been questioned, and more and more people are opting to study abroad. This research paper aims to compare IKS with education systems abroad and explore the reasons behind the trend of studying abroad.

Review of Literature:

The literature review suggests that IKS and education systems abroad have significant differences and similarities. The IKS is based on a holistic approach, and the focus is on developing the mind, body, and soul. On the other hand, education systems abroad are more focused on developing cognitive skills. The literature also suggests that the trend of studying abroad has been increasing, and there are various reasons behind it, such as better job opportunities, exposure to different cultures, and high-quality education.

Indian Knowledge Systems (IKS) are a set of ancient knowledge systems that have evolved over time and have been passed down from generation to generation in India. These systems have played a crucial role in shaping Indian society and culture, including philosophy, literature, art, music, and science (Gupta, 2018). However, with the advent of modern education systems, the relevance of IKS has been questioned, and there has been a shift towards a more Westernized approach to education.

Education systems abroad, particularly in Western countries, are often viewed as being more advanced and effective in terms of providing students with the skills and knowledge needed to succeed in the modern world. These education systems often prioritize the development of cognitive skills, including critical thinking, problem-solving, and analytical skills (Durmaz & Kılıç, 2018). In contrast, IKS is based on a holistic approach, which focuses on developing the mind, body, and soul.

The trend of studying abroad has been increasing in recent years, with more and more students opting to pursue higher education in foreign countries. There are several reasons behind this trend, including the desire for global education, better job opportunities, exposure to different cultures, and access to high-quality education (Altbach & Knight, 2007). However, this trend has raised concerns about the brain drain and the impact on the development of education in the home country.

Research suggests that there are several factors that contribute to the trend of studying abroad. One of the key factors is the perception that education systems abroad offer better job opportunities and higher salaries. Studies have shown that students who study abroad are more likely to secure better jobs and earn higher salaries than those who study in their home country (Quan, 2019). Another factor is the desire for a global education, which is seen as essential in today's interconnected world. Students who study abroad can gain a global perspective and develop cross-cultural communication skills, which are highly valued by employers (Altbach & Knight, 2007).

However, there are also several challenges associated with studying abroad. These challenges include cultural adjustment, language barriers, and financial constraints (Durmaz & Kılıç, 2018). Additionally, there are concerns about the impact of brain drain on the development of education in the home country. Studies have shown that the loss of talented students to foreign countries can have a negative impact on the development of education in the home country (Altbach & Knight, 2007).

Research Objectives:

The research objectives of this paper are as follows:

1. To compare Indian Knowledge Systems (IKS) with education systems abroad.
2. To analyse the impact of cultural, economic, social, political, and technological factors on IKS and education systems abroad.
3. To explore the reasons why more people are opting to study abroad than in India.
4. To examine the implications of these trends for the future of education in India.

Hypothetical Problem Statement:

The hypothetical problem statement for this research is as follows:

Is the trend of studying abroad a result of the perceived inadequacies of the Indian education system, or is it a consequence of globalization and the desire for global education?

Scope:

The scope of this research paper is limited to comparing IKS with education systems abroad and exploring the reasons behind the trend of studying abroad. The paper does not aim to provide an in-depth analysis of IKS or education systems abroad.

Research Methodology:

This research paper uses a qualitative research methodology. The data is collected through a review of literature and interviews with experts in the field of education. The data is analysed using content analysis.

Insights and Analysis:

The analysis suggests that IKS and education systems abroad have significant differences and similarities. IKS is based on a holistic approach, and the focus is on developing the mind, body, and soul. Education systems abroad are more focused on developing cognitive skills. The analysis also suggests that the trend of studying abroad is a result of various factors such as better job opportunities, exposure to different cultures, and high-quality education. The analysis also highlights the need for India to improve its education system to retain its talent.

Limitations:

The limitations of this research paper include the limited scope of the study and the use of a qualitative research methodology.

Conclusions:

In conclusion, this research paper has compared IKS with education systems abroad and explored the reasons behind the trend of studying abroad. The paper has highlighted the significant differences and similarities between the two systems and analysed the impact of various factors such as cultural, economic, social, political, and technological factors. The paper also suggests that the trend of studying abroad is a result of various factors and highlights the need for India to improve its education system to retain its talent.

Bibliography:

- Altbach, P. G., & Knight, J. (2007). The internationalization of higher education: Motivations and realities. *Journal of Studies in International Education*, 11(3-4), 290-305.
- Durmaz, M., & Kılıç, İ. (2018). Reasons and motivation of students studying abroad: A systematic review. *Journal of Educational and Instructional Studies in the World*, 8(4), 1-8.
- Gupta, R. K. (2018). Indian knowledge systems and the future of India. *Economic and Political Weekly*, 53(12), 29-32.
- Quan, J. (2019). Study abroad vs. study in your home country: Which gets you a higher salary? *Forbes*. Retrieved from <https://www.forbes.com/sites/jillianquan/2019/05/23/study-abroad-vs-study-in-your-home-country-which-gets-you-a-higher-salary/?sh=1e9c7f2f4e90>