

Cross-border student's flows in higher education: International student's motivations for joining South Asian University, New Delhi, India

Om Prakash Sonalki [1]

*M.A. in Sociology
South Asian University
New Delhi, India*

Md Sazzad Hossain [2]

*Bachelor of International Studies
Jeonbuk National University, South Korea*

Sharif Md Mithun [3]

*M.B.A in International Business
Ajou University, South Korean*

Md Abdur Razzaq [4]

Global Trade and Finance

Graduate School of International Studies

Dong-A University, South Korea

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I. Introduction

1.1 Proposed Research Aim

In this research, my topic is "Cross-border student's flows in higher education: International student's motivations for joining South Asian University, New Delhi, India". SAU established under an agreement signed on behalf of the respective Government of the member's states of SAARC. My proposed research question is an advantageous because my interest and aim is to promote SAU ambitious vision of regional consciousness among SAARC & Non-SAARC countries people in terms of quality of higher education, good academic facilities, several scholarships opportunities, multilingual, multicultural, wider diversity. And SAU become best example in terms of educational institution to make strong relations between SAARC nations. However, SAU vision of best higher education is for their nation and around globe students. On the other hand, it is important I have focused each SAARC nation's lacking academic facilities. My research site is SAU campus; particularly my participants are currently batch 2016 enrolled students, also faculty members and administration staffs are involved in this research, in New Delhi, India.

I have explored my interest that why students usually come to SAU and various factors have contributed towards this decision. The reason for choosing SAU students, I have asked respondents that "Why students choose abroad universities like SAU over the universities in their home countries? My research identified various factors which motivate to South Asian students to pursue higher education at SAU for abroad exposure, on the other hand, how advertised characteristics of the SAU attract them, what the constraints faced by the current batch students and what are currently unfulfilled expectations of students at SAU.

Further, I have identified through international higher educational migration process and passive learning which is going on in South Asia. In this regard it is important, I have questioned that what are each SAARC nation's lacking educational pedagogy? However, I have identified entire each SAARC nation's institutions lacking facilities in higher education.

However, I have critically identified class migrant background, critical political economy perspectives and implemented SAU weakness in various policies and did SAU scholarships and advertised awareness sufficient motivate students. Further, I came across attractive

motivations to South Asian students however my proposed research is beneficial on the notion of education motivation as transformation, learning, freedom-like rigors idea of freedom and social improvement. It is incredible motivations to give authentic familiarities about best higher education system at SAU, and ambitious awareness to win best scholarships opportunities for SAARC and Non-SAARC students. Moreover, my research is helpful to fulfill the SAARC ambitious initiative; on the other hand, my research is a very beneficial contribution to SAU, to success in coming soon a plot of land measuring a 100-acre in Maidan Gari, in South Delhi, which will be complete in 2018.

Though, as I understood, the national and international materials aimed to consider social, cultural and educational impacts of international students on domestic students and secondary and tertiary educational institutions.

Significantly, I have focused in the theoretical perspectives, like Economic globalization, higher education internationalization, and cross-border movements are the component of the macro context of international student mobility etc. Both are dynamics processes rather than fixed situation and have different effects in different societies. Moreover, I have investigated the role of international migrant education literatures, the role of class background perspective, critical political economy perspectives, legal SAU documents and more useful sources, etc.

According to my research topic, it has become essential for me to understand by the empirical research. However, South Asian people has been facing difficulties such as: the less quality of higher education opportunities, fewer scholarships, very expensive privatization educational system and limited education knowledge in their home countries like only national languages fluency, limited cultural awareness, the old regime academic syllabus's, less update digital technological system of education, lack of well qualified faculties' staff, less diversity and less reservation minorities quota and after getting higher education degrees the absence of job opportunities problems because bad politics involvement and corruption are major factor.

Moreover, I have collected a sampled portion of students, faculty members, and administration staffs through their experience views interpretation being a South Asian. This research study is useful to motivate that how students faced these issues and how to make betterments for student's life through SAARC platform.

Finally, when I am abroad, I always built it rules never to criticize the any government. Studying abroad is more improving significantly than more your future is also about shaping the future of your countries and the world we are share. Nowadays, mostly people continue their studies outside of their home country. But living in an overseas country might be uncomfortable at times. Studying abroad is an excellent opportunity to choose, but the advantages and disadvantages should be weighed, very suspiciously before a student leaves the home country. The dream of studying abroad is no longer the outlying dream, which only a few chosen people can afford.

1.2 Introduction to South Asian University

Higher education is the greatest significance for modernization of an economy and formation of a knowledge-based society. The South Asian Association for Regional Cooperation (SAARC) is a regional intergovernmental organization and geopolitical union of the covered eight nations like Afghanistan, Bangladesh, Bhutan, India, Nepal, Maldives, Pakistan, and Sri Lanka, in South Asia, which founded in Dhaka on 8th December 1985. The SAARC organization promotes the development of economic and regional integration. However, it is fact that, Regional cooperation in cross-border higher education was not intended to increase the income gap between less developed and more developed nations. "Rather, it was aimed at promoting 'equitable and inclusive development', equal access to education and poverty reduction".¹

The report of 13th Prime Minister of India, Dr. Manmohan Singh, made during the 13th SAARC Heads states meeting in Dhaka, 2005, became the originator of the South Asian University vision, "The people of our subcontinent are at the cutting edge of scientific and technological research and in the ranks of the knowledge society across the world. Wherever an enabling environment and world-class facilities are made available to our talented people, they excel. Let this become a forum where our academician, scholars, researchers and gifted students can work together in the service of human advancement" (SAU Annual Report 2011: 5). However, the idea of SAU instantly appealed to all the SAARC nations and preliminaries for setting up the world-class University, in New Delhi, India. According to SAU establishment article 1, "There is hereby established an institution to be known as the South Asian University (hereinafter referred to as the "University")

¹*Roadmap for an ASEAN Community 2009-2015*, 95. Moreover, the Declaration states that one key goal for regional cooperation in cross border education is social integration. Connectedly, if one country were to benefit

exponentially more than another, this could create unhappiness, thereby impede efforts to strengthen socio-cultural ties across the region.

which shall be a non-state, non-profit self governing international education institution which regional focus for the purposes set forth in this agreement and shall have full academic freedom for the attainment of its objectives” (SAU Inter-governmental-Agreement 2007: 1).

13th president of India, Pranab Mukherjee laid the foundation stone of the SAU campus, Government of India provided, free of cost, a plot of land measuring a 100-acre in Maidan Gari, in South Delhi in 2008, which will be complete in 2018, but temporary current SAU campus is located in Akbar Bhawan, Chanakya Puri, New Delhi. The capital cost of establishing the SAU is being provided by the Indian government, while all South Asian member nations share the operational costs in proportions that are mutually agreed upon. Certificates and degrees awarded by SAU are recognized by the UGC in India and also by other SAARC nations, the degree recognition under SAU agreement article 7, “This Agreement shall facilitate the mutual recognition of degrees and certificates awarded by the University in all the SAARC Member States at par with the degrees and certificates issued by their respective national universities/institutions” (SAU Inter-governmental-Agreement 2007: 4). And alongside the degrees are also recognized by universities/institutions around the Globe.

1.3 SAU Academic Vision

SAU established under an agreement signed on behalf of the respective Government of the member's states of SAARC on 4th April 2007. The South Asian University Act, 2008 of the Government of India gives effect to the said agreement. Prof. Chadha played a vital role in the establishment of SAU. He was first as the CEO of the SAU project office later become the first president of SAU in 2011-14 and at present honorable president Dr. Kavita A. Sharma also playing vital role.

SAU started its operations from the academic year 2010 in several faculties. Currently, university offers postgraduate and doctoral programs in various disciplines such as Computer Science, Biotechnology, Development Economics, Legal Studies, International Relations, Mathematics, and Sociology. Further, SAU soon in 2018, the University will ultimately expand to accommodate 12 post-graduate faculties and faculties of undergraduate studies in all with more than 5000 students from South Asia and around the globe. However, it is true that SAU offers post-graduate and research programs all disciplines, “Unlike the other universities in SAARC nations, SAU offers a unique blend of multicultural and cosmopolitan experience drawing students and any faculty from across South Asia” (SAU Brochure 2016: 3).

Symbol of SAU “Knowledge without Borders” and objectives of SAU “The core objectives of the SAU consist of three elements i.e., building a culture of understanding and regional consciousness; nurturing a new class of liberal, bright and quality leadership and building the capacity of the region in Science, technology and other disciplines considered vital for inspiring the quality of life of the people” (SAU Brochure 2015: 1). However, the mission of SAU is best and to go beyond the horizons of learning and knowledge by including values of togetherness among students. In the world, this on the one hand is marked by globalization and yet is unable to break away from the shackles of the nation-state. But, I hope so SAU will strive to dissolve borders in a South Asian region that shared a common history and come together by trying to overcome the limitations of the present and foresee a possible and progressive future.

The SAU is an ambitious and bold academic initiative that is bound to demonstrate the world that in spite of strife, political, occasional clashes and mutual distrust that have stayed on in the South Asian region, however, the SAU quality of education is best, “The university offers quality education and research infrastructure at par with some the – The university best universities in the world” (SAU Brochure 2016: 27). Also, SAU has been conceived as a widespread University where knowledge in all the spheres of human activities will be pursued.

Significantly, SAU “The university is fully furnished with latest equipment and infrastructure that is at par with many well established and older universities” (SAU Brochure 2016: 22). Moreover, according to SAU Brochure (2016) SAU hostel facility is provided to all outstation students, in line with the SAU university policies of promoting intra SAARC harmony, it is ensured that students sharing the same hostel room are from different countries. The hostel mess serves is good both non-vegetarian and vegetarian food, and the menu is decided by the students. SAU campus has high-speed has Wi-Fi internet connectivity. The students also have access to a standard computer lab where they can do class assignments, write papers/reports and have access to online resources. SAU sports facilities, understanding the importance of sports in a student's life; the SAU encourages students to take active in various sports activities. Student activities in SAU from

everycorneroftheSAregion,in fact, a melting pot of the South Asian culture, the reflection of which can be witnessed during any student event such as Cultural Fest, International Independence day celebration, Hostel fest, and International Mother Language day, etc.

Moreover, according to SAU Brochure (2016) SAU attracts students from whole South Asia and around the world by its bold and ambitious goal. A university should, therefore, a purpose not only of training the students for specific careers; however, SAU also consider itself as a sacred site where human knowledge is transferred from one generation to another generation, and in fact, new knowledge is generated all the time. To attract quality talent, attractive salary and benefits packages have been designed for teachers, of the University have also be predominantly from the South Asia and also up to 20% of teachers may be from Non-SAARC countries. SAU admission procedures notification is released in the month of January. The admission advertisements appears in leading newspapers, social media sites in all South Asian nations and around globe, however, "Admission detail like eligibility criteria, fee structure, mode of payment of entrance test fee, test centers and documents required to be submitted can be accessed from the university website www.sau.ac.in and admission blogs" (SAU Brochure 2016: 25).

Finally, as I earlier discussed as per SAU Intergovernmental-Agreement that SAU is not a private property and primary purpose of eight intergovernmental is to promote South Asian consciousness, and SAU is an international world-class unique university, provides the best quality of higher educational facilities. Moreover, best faculties, vibrant and diverse culture and stimulating academic environment. However, SAU is not for the sake of capital profit but most foreign universities motives are to make the capital profit for own sake, However, SAU is not a market-based university and not for the capital profit, that's way I chose SAU for the proposed research to promote SAARC ambitious initiative.

1.4 Organization of Dissertation

Chapter 1, Introduction to SAU and the research study aim to understand, that, why students choose abroad universities like SAU over the universities in their home countries? Further, it is important which I have focused each SAARC nations lacking educational pedagogy. Chapter 2 describes the proposed research methodology, data analysis, subjectivity, validity and ethical issues encountered. Chapter 3, is about world view, critical literature reviews with my arguments, examined the academic mobility and education exchange across borders like educational programs movements, Globalization, internationalization, national-international characteristics of higher education, and cross-border student mobility in higher education through historical changes in South Asia and around the world. It has tried to examine education movements and student motivation in South Asia.

Moreover, Chapter 4, I have focused on my collected data major findings, theory, arguments and implications to SAU. However, before joining SAU awareness in SAARC and Non-SAARC countries people, student motivations in home countries to join SAU and educational facilities in their home countries. Similarly, chapter 5 focused expectation and experience at SAU, however, SAU academic facilities, feeling SAU consciousness and expectations not fulfilled at SAU.

Finally, in Chapter 6 I concluded my major findings, theories and implications for SAU and each SAARC nations based on my collected data.

II. Research Methodology

2.1 Data Collection

This chapter research methodology focused on the methods and process, through which the data had been collected, analyzed and important developed themes. My research participants particularly belong from SAU currently enrolled batch 2016 students, however, faculty members, and administrative staffs are also part of my research, on the other hand I have visited to collect interview with international students at OP Jindal Global University, in Sonapat, Haryana, India. I have been interacting with different countries students at SAU as a friendly; it is suitable place because SAARC and Non-SAARC countries students are representative of their countries, these are intellectual, liberal and good academic knowledgeable, all these become helpful for my proposed research. Sure access site for the interviews is inside SAU campus at New, Delhi.

However, my research is interesting because I discoursed to share motivational research ideas with SAU intellectual and liberal friends like due to rising poverty and lack of scholarship opportunities in South Asian countries. However, in this time youth is suffering to get the higher education, such as, Political conflicts, economic issues, and corruption are major social problem for young people in South Asia. I observed, being a

student part of SAU got higher education scholarship opportunity on merit base fully funded, I decided to do beneficial research to make betterment for youth due to scholarship opportunities based on meritocracy in SAU because highest level of education is tolerance.

Further, SAU intellectual students and high qualified respected faculty members encouraged me because this is pivotal research so they have shared their experience through discussion while I collected interviews. I have developed the good rapport, while conducting ethnography have not become a major challenge in common by me because I have not been treated as an outsider from the student community, mostly good friends and teachers have trust on me.

There are approximately 400 students in Master and M.PHIL/Ph.D. programs, however I have collected total 11 interviews, all are currently enrolled in SAU, also I have interacted with faculty and administration staff's. They have provided the proper response to my research. I have selected these participants because they were willing being educated, scholar and high qualified faculty professors. There is place SAU hostel students no time boundary because we are friends any free time we are gathering. In my pivotal proposed research, I kept on negotiate with well scholars who belong from different countries in SAU campus. There are multiple sites and single sites also pre-structured for betterments to do qualitative research. These are well qualified like, artists, writers, professors and intellectual scholars become helpful to participatory in my research study.

Significantly, I have made theoretical choices from European studies, South Asian studies and from different international higher education cross-border studies which become useful. Media/documents sources collected from various channels like Times of India and BBC News channels, lectures, documentaries, websites, etc. These data sources are suitable for my research because all are relevant, and mostly well scholars have done studies on student motivations from the European side. But among South Asian international higher education cross-border students motivation remained less discoursed not much success to get easy access to higher education scholarship opportunities motivations in my perception so that's way I have done better through my proposed research.

Consequently, I have done my qualitative research study by Maxwell book contributions there are four main components like 1. The research relationship which I have established those I studied.

2. Sampling. 3. Data collection. 4. Data analysis. I have chosen these because these are essential suggested by mentioned good researchers in that book, so I have followed that components for the betterment of my proposed research.

Finally, above mentioned techniques are useful to collect data after understanding through Maxwell book. These are all suitable; I wanted to follow that experienced researcher in that book. A method or plan has chosen to bring about the desired future, such as achievement of a goal or solution of problems. I have applied five techniques, 1. Research questioner. 2. Interviews face to face and FGD. 3. Collection and analysis of data. 4. Developing or modifying theories, and 5. Treating validity issues.

2.2 Data analysis

Data analysis is the procedure to furnish useful, reliable data which is relational to my research study. Although mostly researchers suggest that assembling, coding and then sorting and sifting similarly I have followed while my data analyzed part become the primary path to analyzing data. They also fit the notice, collect and think process invariably also belonging to my data analyzed process.

However, firstly as I did plan through the process made a memo diary for collecting raw data with planning framework such as face to face interviews individual and Focused group discussion (FGD), and another sort of data. In the thought process, I have followed the researcher examines the things that have been collected will look for patterns and relationships both within the collection, and also across groups and to make general discoveries about the phenomena of researching similarly I have followed relational parts, data analysis process become useful and narrated my dissertation. I have furnished data through tools and techniques like assembling and coding process, etc.

2.3 Subjectivity, Validity, and Ethical issues

As my research is based on, why do student choose abroad universities like SAU over the universities in their home countries? I being a student of SAU, I have two year experience with several countries students; have not let my subjectivity become a barrier in my research process. As an individual, everyone has a biased towards their subjectivity, but if it comes throughout the process, I have put it in the form of memo while interpreting the data. Further, I have focused on the objectivity in my data collection. As far as the ethics and validity has been

concerned.

However, according to Crotty (1998) after all, my research will be valid only if I am working with possible threats. Validity, in the qualitative research, this is final components of design depends upon my relationship conclusion. I have used validity in a reasonably uncomplicated, rational way to refer to the correctness or reliability of a description, conclusion, explanation and interpretation, "Validity is not a commodity that can be purchased with techniques" (Maxwell 2012: 121). Also its fact, here in the sense of validity that how I might be wrong if my research would be purposeful.

Finally, of course ethical issues become part of my qualitative research by hostel students from some countries in SAU campus. I have tried to follow the rules have informed to the selected students these were happy to give rational information. Because, I have already discussed about my research never harms to participants any physical, emotional and psychological, like participant's data name, their religion and nationality have remained confidential to me.

III. Academic mobility and education exchange across borders

3.1 Globalization and Internationalization academic mobility

It is true that academic mobility and education exchange across borders have been an innermost characteristic of higher education for centuries long standing. However, "The fact that "universe" is key the concept of university demonstrates the presence of the international dimension since the founding of universities as institutions of higher education and research" (Knight, J 2006). Asia-Pacific region cover ups half of the world's population, broaden across some forty countries, with an extensive range of economic development. "It is the largest regional source of international students, providing 43% of foreign students studying in OECD countries in 2001" (OECD 2004: 138).

Interestingly, "Globalization is transforming the world and internationalization is changing the world of higher education" (Knight, J 2006). Firstly, the Internationalization mobility of scholars and students are very old varieties of academic mobility but, it is merely during last two decades that more prominence has been placed on the movement of educational programs, higher education organizations and latest commercial offers across national borders. Secondly, the Globalization is a process that is growing the flow of students and teachers, Ideas, culture, knowledge, values, technology, and the economy across borders, resulting in a more interconnected and independent world, globalization also effects positive-negative consequences, in terms of a nation's own history, culture, traditions resources and priorities.

So the higher education is one of the good sectors impacted by globalization. Further, Internationalization of higher education, "the process of integrating an international, intercultural, and global dimension into the purpose, functions (teaching, research, service) and delivery of higher education"; a different process than globalization".²

Interestingly, according to Varghese, N. V. (2008) argued that Globalization of higher education has turn into a market-oriented movement attracting overseas capital, producing a profit and

² Knight, J. (2006). "Cross-border Education: An Analytical Framework for Program in J. Smart and B. Tierney (eds.). Higher Education Handbook of Theory and Practice: Springer, Dordecht, Netherlands.

inviting competition at times higher than that in other factors. Globalization of higher education can be seen as component of internationalization.

Consequently, now a day, knowledge has become vital and an international good to be traded and it exceeds national boundaries more rapidly than capital and people. This also gives knowledge-based economies a global orientation, operation and scope, making them catalytic mediators in the process of globalization.

3.2 Cross-border higher education movements in South Asia

The cross-border higher education refers to the movements of public, providers, programs, ideas, knowledge, services and projects across the national boundaries. However, "The term is often used interchangeably with "transnational education," "offshore education" and borderless education."³ There are subtle but important differences between these terms."⁴ However, according to Varghese, N. V. (2008) argued that cross-border higher education has become a significant approach of globalizing higher education as it engages providers,

programs course substances, students or teachers moving beyond national boundaries.

Also with globalization, the invention of knowledge itself has become a progression dependent on the market forces. This has implications for the institutions engaged in knowledge invention. However, the historical fact of cross-border student flow observed "During the colonial period, a good share of the students flow was from colonies to the world capitals. During the Cold War era, the rival powers were competing to influence the direction of the flow. During the period of globalization, it became a market-driven activity and, at time, a commercial activity traded under GATS" (Varghese N. V 2008: 5).

Consequently, early time of cross-border student mobility in South Asian region, foreign education in the colonial period, specially before World War II higher education was based on the best guess that the graduates would come back to the homeland to serve the colonial administration after increasing the skills and absorbing the significances of the colonial leaders, importantly, "Overseas education during colonial period served the dual function of "efficient administration and a means of social control" (Varghese N. V 2008: 13).

³CVCP(Committee of Vice-Chancellors and Principals) (2000). *The Business of Borderless Education: UK Perspectives*. CVCP, London.

⁴Knight, J. (2005). *Borderless, Offshore, Transnational and Cross-border Education: Definition and Data Dilemmas*. October 2005 Report of the Observatory on Borderless Higher Education, London.

Further, its fact that, the impact of the Cold War on overseas aid and on the funding of foreign students cannot be underestimated, and on other hand overseas aid and technical support were valuable modes containing communism and stemming the control of the Soviet Union in developing countries, also the Cold War era helped fund for higher education and promote foreign study programs, etc.

After the end of the Cold War era also marked a return to dependence on the market for the decision-making procedure in the productive and social divisions of the economy. The submission of market standards in higher education introduced the laws of paying for the services provided. The public universities started introducing fees, which was previously the case in private universities that depend on their endurance and development. However, many of the private universities were affiliated to overseas universities and levied fees at stages close international pricing and further its fact that, "These changes - the emergences of the private sectors, cross-border institutional linkages, and full of educational services - contributed to bringing education under trade laws (GATS)" (Varghese N. V 2008: 15). So it also suggests that private universities established and strengthened markets for cross-border higher education within both the abroad and home country.

Importantly, programs movements across borders, twinning, franchising, joint/double degrees and a variety of articulation models are the more admired methods of cross-border programs academic mobility, "the movement of individual education/training courses and programs across national borders through face-to-face, distance or a combination of these modes. Credits towards a qualification can be awarded by the sending foreign countries or by an affiliated domestic partner or jointly."⁵

Moreover, the long era of impressive economic growth in East and Southeast Asia, albeit punctuated by downturns in the 1980s and late 1990s, generated a fast growing middle class in the Asia-Pacific countries, but it is fact that "Including South Asia, to the OECD countries, especially the English language providers, and in the movement of educational programs and whole campuses from the OECD countries into the nations of the East and Southeast Asia" (OECD 2004).

⁵Knight, J. (2005). *Crossborder Education: Programs and providers on the Move*. Research Monograph 10. Canadian Bureau for International Education, Ottawa, ON, Canada.

Further, the third generation on, higher education hubs is the newest constitute and development of the third wave of cross-border higher education initiatives. An higher education hub is a concerted and planned efforts by a country also city and zone to construct a critical mass of knowledge and education actors and strengthen its endeavors to put forth more influence in the new marketplaces of higher education. So by the 2005 numbers started to develop exponentially, and some countries started to develop a critical mass of foreign providers, students, programs and third generation in the variety of higher education hubs, zones and cities.

However, the new developments in cross-border higher education are an incredible boost that presents here enormous challenges and also opportunities. "The demand for international education is forecast from 1.8 million international students in 2000 to 7.2 million international students in 2025."⁶ However, it is not known what percentage of the demand will be met by students, but it is pretty clear that there will be exponential expansion in the movement of programs and institutions/provider across the national borders. "A fascinating but very complex world of cross-border education is emerging. The last five years have been a hotbed of innovation and new developments."⁷ However, it is clear that a key feature in program mobility is who rewards the course credits or ultimate documentation for the program. As the progress of programs proliferates, there will definitely be further changes to regional, international and even national regulatory frameworks.

3.3 Characteristic of higher education in National-International level

According to Kandel (1955) described educational pedagogy, the features of educational liability of National have only recently begun to be put into practice, and the international has still presented as considerable difficulties as in the past. By the National education definition, the function of education is to guide the citizen in terms of good quality, less diversity, limited national base education like old regime syllabus, few languages and less cultural environment, less fund, etc. But from the international education definition the function of education is to guide the citizen as a human being in terms of best quality of education, multicultural, multilingual, wider diversity, well developed syllabus, broad understanding exposure, scholarships support, building nations strong relations and personal intellectual growth, etc. The early reform

⁶Bohn A., D. Davis, D. Meares and D. Pearce (2002). *The Global Students Mobility 2025 Report: Forecasts of the Global Demand for International Education*, IDP, Canberra, Australia.

⁷ These examples taken from Observatory on Borderless Higher Education (OBHE) (2002-2004), *Breaking New Stories from 2002-2004*. OBHE, London. <http://www.obhe.ac.uk>

moment in western countries in 18th, 19th centuries represents an era of great activity in educational principles, and there was uproar of new ideas, some of which in time formed a transformation in school and classroom, the influence of Jean Jacques Rousseau was insightful and great. Interestingly, Comenius defined education pedagogy "The only hope for mankind lay in a universal rededication of minds and in a system of ideas and feelings to promote internal peace of the spirit; in modern terms, he saw the need of an educational program to resolve the tensions that prevailed in his day within each nation and between nations" (Kandel 1995: 5).

On the other hand Emile Durkheim argued that there can be no universal aim in education, "It is therefore always to the study of society that one must return; it is only there that one can find the principles for his speculation" (Kandel 1995: 7). I understood the international aspect means the booster of a new spirit into the content of education are the complement. The international study of examinations, which showing that how an ordinary hit could be made on a common problem without imposing consistency on any of the participating nations. It confirmed that the issue of assessments had to be resolved from within a national method of education and that international cooperation in its solution did not mean position from without. The development of international-mindedness does not mean the rejection of national-mindedness. It demands a consciousness of the place of one's nation in a world society. Consequently, Kandel (1955) described education's history and pedagogy I agree this briefing to help me about SAU education system which is better. But I argued that missing part of motivations to students like about educational systems and policies national-international and how education can be rise and promote in futures of the SAU should need to rectify. So I have to resolve through motivations that how abroad study is really promoting SA students.

Interestingly, the figure of the increased demand for international education that consequences in student mobility remain unknown, "Current thinking sees international higher education as a commodity to be freely traded and sees higher education as a private good, not a public responsibility" (Knight & Philip G 2007: 291).

But the movement of programs and education gives across national borders will radically grow. Similarly Chanda & Shahana (2012) says the demand for foreign students exists for diverse motivations. Foreign students in top host nations like the UK & USA are mainly precious to this marketplace. A vital motivation for attracting foreign students is also because they increase the showing standards of these universities, which are crucial as it accepts an optimistic, persuade on their global position.

Similarly, Bray & Mei (2007) described student motivations through the particular case of mainland Chinese students in Hong Kong and Macau. This couple of territories adds to the wider theoretical understanding of the nature of cross-border flows for higher education, played a double role, as an objective in itself for higher education and as a springboard for students' further international development. The author further says, the push-pull form for international student mobility means, "that some students were pushed by unfavorable conditions in their home countries, while others were pulled by scholarships and other opportunities in host countries" (Bray & Mei 2007: 793). The motives of individual students were categorized into four groups: academic, economic, social and cultural, and political. However, "Academic motives included pursuit of qualifications and professional development; economic motives included access to scholarships, estimated economic returns from study, and prospects for employment; social and cultural factors included a desire to obtain experience and understanding of other societies; and political motives embraced such factors as commitment to society and enhancement of political status and power" (Bray & Mei 2007: 795).

Consequently, Bray & Mei (2007) provides much of the existing research on cross-border mobility focused on the comprehensive systems and associations simply compared mutual territories benefits but I argue that author didn't describe much about how to promote scholarships through motivation to students for other countries, and I would say that several scholarships are available at SAU but how scholarships and other facilities like diversity, quality of education attracts to students to join SAU. Also I have observed that how students mobilize and how to make strong relationships among SAARC members for future developments around the world. However, Institutions of higher education promotes internationalization but also impacts on the attitudes and successive careers and lifestyles of the students themselves.

Interestingly, "It was inferred that students are generally attracted by a stronger economy, standard of living, safety, security and lifestyle available in Australia and New Zealand" (Beibei 2014: 7). However, Beibei (2014) study is based on a doctoral proportional study that aims to understand the connections between international education, student migration, and government policy but missing part uncovered other faculty's students, and she didn't mention about plans for motivation's to less developing countries for rest of world students. I agree in some case that these policies help me to understand how to make strong relationship and how to reduce negative impact in SAU need implements in policies to achieve best outcomes and will be useful to make strong relationship among SAARC nation through motivations to SA students in future by SAU vision.

Moreover, Academic capitalism, "The metaphor of academic capitalism reveals a powerful global trend but blinds us to the power of national traditions, agencies, and agents in shaping the work of higher education, as well as to the local agency exercised by students, faculty, non-faculty professionals, and administrators, pursuing prestige, knowledge, social critique, and social justice" (Rhoades Simon 2002: 287). I observed that colleges and universities are promoting international exposure and at the same time local performers. However, the consequence of U.S. global corporations and the related attraction of the MBA in this employ market create a functioning market for U.S. programs abroad. I think SAU need marketplace programs which attracts to students through motivations may it will be useful for employment career opportunities. Consequently, Rhoades, Simon (2002) describes in conceptions of national-international markets, and systems of higher education institutions, I agree it is useful to promote SAARC nation's, need to study how local players and institutions expand their activities to the international stage and in what ways do local colleges and universities progress in world surrounds.

Significantly, regarding Asian universities understating through ranking according to Sukhbaatar (2006) Asia's modern universities have been figured largely by the colonial past and by Western educational models, their role in producing the supposed Asian economic vision was less than one would expect. Interestingly, "the importance of Asian universities in building knowledge-based economies is increasing as more and more countries connect their economic development and international competitiveness to university education and research" (Sukhbaatar 2006). The Singapore presents the best example of developmentally related higher education that is viable equally economically & academically as an outcome of government regulation. I agree with Sukhbaatar (2006) crucial motivational ideas of best example developed outflow of Asian students to the best Singapore universities educational attractive policies to good motivations to the Asian students.

Consequently, now the impact of educational technology, according to Ziguras (2001) inspects suitability of using educational technologies to boost the flexibility of learning in transnational higher education in South East Asia. He argued that it is essential for educators to recognize how their actions relate to local social changes in countries in which their students are situated,

“transnational education increasingly relies on information and communications technology to facilitate the routine crossing of borders by information, staff and educational materials” (Ziguras 2001: 8). The SAU has expressed a desire to use the educational system to improve the skills of students, achievement motivation, and attitude towards excellence and to the fostering of the entrepreneurial spirit. Further, it is illustrating a close connection between internationalization, learning technologies and educational innovation which expressing motivations to SA students.

Finally, in this approach, my activities are to gather an in detail understanding of the human behavior of SAARC nation students. And the reasons that govern such behavior in qualitative research methods especially in social science method refer to a well-groomed plan, techniques or way of doing something in particular by a definite plan or a systematic procedure or mode of inquiry employed a particular discipline or art.

IV. Before joining SAU - consciousness among SAARC and Non-SAARC countries' people

4.1 SAU's awareness in home countries

It is my collect data-based chapter, all participants belong to SAARC and Non-SAARC countries and their personal data is confidential to me but I have mentioned just their nationality and academic programs in my analyzed data. However, all participants provided me good response through their broad understanding about higher education motivations in their home countries.

Firstly, I have discussed about race, class, caste conflicts and SAU laws & weak points. According to JBHE (2007) investigated, the major turn down has been in some universities in past, the race might be used as a reason in admissions decisions. The University of Chicago has ended the most notable progress in increasing black freshman enrollments over the last decade. However, decline factor and race prohibited by laws, “three of the seven universities that have seen a decline in black first-year enrollments are now banned by law from using race as a positive factor in their admissions decisions” (JBHE 2007: 17). I agree with JBHE (2007) that race issues assessment which is necessary to understand at SAU so let me discuss through collected data.

In the above theme my concern is that SAU's awareness in home countries. Though, I have focused students educational and class backgrounds, three students belong from poor class family, six belong from middle class family and two belong from high class family. However, educational previous background mostly belongs from sociology and some belongs from economic, biotechnology, and international relations, but I found that fewer student joined SAU even though they did already master degree from their home country and mostly student said that our passion is to get abroad exposure and curiosity of learning new experience and one student said as compare to bachelors background in electrical engineering but he said it's my passion to pursue M.A. Sociology in SAU.

Significantly, getting information about SAU: Firstly, I asked that how student knew about SAU? Six students said we have joined SAU by previous friend's suggestions, US student said, “I actually came across SAU while living in Thailand. A Thai friend recommended that I look at universities in India”, and Afghan student said I came, “Through my friend who studied here in master, he let me know about this university and motivate me to choose this university for several academic reasons” also he did his bachelors from India. Few of them knew about SAU admission by self efforts through social media and leading news papers, however, importantly two students said similarly, Nepali student said:

“I mainly got this information from media and internet. I had also come across a few alumni of this university advertisement in Kathmandu” also Afghan student said: “I saw the SAU notification at Kabul University in 2011”. However,

Secondly, I asked that how other's know about SAU in home countries: however, six student said that other people get to know about SAU in their home country through leading newspaper, social media, SAU advertised poster and global network connectivity, notably, Nepali students said: “Other also usually know from advertisement and features news published and broadcasted from the TV's”, similarly, Ph.D. students said: “A large number of people

have come to know about SAU in recent years through conventional and social media”, I think SAU advertised factor is good because now a day modern technology mass media is key player and I found previous SAU students also motivating others to join SAU.

Consequently, of course I agree with participants and according to SAU the admission advertisements appears in leading newspapers, social media sites in all SAARC nations and around globe, it's true, “the process of admission at South Asian university begins with the breaking of media admission advertisement campaign in major newspapers of all SAARC countries, FM radio stations and select TV channels. Exhaustive information detailing the admission process, eligibility criteria, feedback mechanism, details of admission volunteers and other related information were uploaded on the university website” (SAU annual report 2014: 10).

Importantly, according to SAU admission notice (2017) SAU country wise quota of seats for master's programs 50% seats are reserved for Indian applicants in all programs, 10% seats may be allocated to applicants from outside the South Asian region, 10% seats are reserved for applicants from Pakistan and Bangladesh, and 4% seats are reserved for five countries like Afghanistan, Nepal, Sri Lanka, Bhutan, and Maldives. If the seats allocated to a particular nation are not filled, they will be allocated to applicants from other countries, as per SAU rules and regulation, and also

merit lists will be prepared country wise, and the competition will only be amongst students within each nation. However, SAU M.Phil./Ph.d. programs admission reserved seats are available in each program will be divided as follows 50% for Indian students and remaining 50% for all seven SAARC countries put together. Further admission procedure for Non-SAARC countries students do not have to take an entrance test and will be admitted on the basis of their past academic performance. And also they are not eligible for any scholarship which offered by the SAU university.

Finally, I agree with (JBHE, 2007) race issues assessment which was necessary to understand, however as earlier I discussed, and I agree with participants that in SAU by laws there is no any race, class or caste conflicts for admission in any academic programs, having fact, “to create a world class institution of learning that will bring together the brightest and the most dedicated students from all countries of South Asia-irrespective of gender, caste, creed, disability ethnicity of socio-economic background – to impart them liberal and humane education and to give them the analytical tools needed for the pursuit of profession and inculcate in them the qualities of leadership” (SAU Inter-governmental Agreement 2007: 2). The diversity from SAARC & Non-SAARC countries student are eligible to apply for admission with several scholarship opportunities on merit base selection at SAU.

4.1 Student's motivation's in home countries to join SAU

Subsequently, the few student said SAU attracts us, SAARC brand University, research based high quality of education, best qualified faculties and well organized updated courses structure, However, it is true that SAU offers post-graduate research programs all disciplines, “Unlike the other universities in SAARC nations, SAU offers a unique blend of multicultural and cosmopolitan experience drawing students and any faculty from across South Asia” (SAU Brochure 2016: 3). Importantly,

Nepali student said: “SAU is one of the unique Universities in South Asian region” with well organizational structure as he said unique means I have not found in other part of SAARC region. Mostly student said that, SAU attracts us through its critical orientation which means new SA and western perspective knowledge, regional nature of the institution and disciplinary relevance like rich library in SAU, multi-cultural environment, and India's diversity. Interestingly, Sri-Lankan student said:

“Less tuition fees and scholarships scheme attracts me”. Further, two student said similarly things only one Sociology departments attracted us, Nepali student said:

“SAU's aspiration to have a South Asia-oriented sociology attracted me. I came here because of my passion for Sociology/anthropology even though I had got scholarship to study political science elsewhere” and US student said: “Curriculum in field of sociology and diversity attracted me”. Moreover,

Mostly students said that we come to SAU, self motivated through SAU education good disciplinary and well organized curriculum, self desire and passion, exploring diversity of South Asia and mutual understanding of SAARC & Non-SAARC regions, and India living standard, interestingly, 2nd Nepali student said:

“People discouraged me in Nepal but I decided to join SAU because sociology department structured interdisciplinary attracted me”. On the other hand, 3 students said we were motivated by previous SAU students. However, Bangladeshi student said: “My professors motivated me to join SAU”. Similarly,

About family and relatives reactions when coming to India, Mostly student said, family and relative encouraged nicely and okay. However, Sri-Lankan student said: "Opposed all except only Mother". But Nepali student said: "My parents were okay but my friends were surprised, many of my class mates went overseas after graduation. I was the only one from my batch who chose to study in India". Interestingly Pakistani student said "They feel very happy for study in SAU. It is because they like the SAU and Its culture". Importantly Bangladeshi student said: "Anxious about religious activities but I found no discrimination at SAU". However, US student said: "Friends very supportive but family was more apprehensive" because parents were saying she is going to live alone and security issue but I motivated them.

Consequently, the push-pull form for international student mobility means, "Pointed out that some students were pushed by unfavorable conditions in their home countries, while others were pulled by scholarships and other opportunities in host countries" (Bray & Mei 2007: 793). However, mostly student said that we come to join SAU to get abroad exposure which quality of education and faculties. Because, in home country universities providing like: less quality of higher education, and less scholarships scheme, etc.

Importantly, Bhutan student said: "to get quality education from more renowned international university and to share our unique culture and values of my country to rest of the world".

Similarly, Afghan student said: "Get to know from the science and knowledge developed in other part of the world, developed system of education in Abroad". However,

Sri-Lankan student said particularly about IR department: "Interested in IR department, to get practical experience with diverse culture and communities' interaction at SAU",

Notably, two students said differently, Bangladeshi student said: "to explore India and Indian education system". Significantly, US student said I love India: "SAU is obviously completely different than one I would have at an American university. Although it has been a big adjustment, I'm glad with my decision to come to SAU. I feel like my education at SAU extends beyond just academics. I'm growing personally in so many ways. I wouldn't get the same experience studying in the SAU". Interestingly, 2nd Bangladeshi student said about SAU: "Good research based, multi-lingual, multi-cultural environment better than home country".

4.2 Educational facilities in home countries and Students preferred to join SAU

It is fact to understand home countries educational system in terms of good and bad things and various reasons to choose particularly SAU. According to (OECD, 2004) the core variety of cross-border higher education is the pursuit by students of a full foreign degree, abroad or at home country, on a fee-paying basis. The student demand is become key driver. The conducting policy foundation for governments in various developing countries is capacity building. So after World War II, during the time of decolonization, cross-border education was basically aid-based and planned to provide a substitute path of development to that presented by communism. However, "Students from South and Southeast Asia, selected mostly by home governments, travelled to the OECD nations – mostly the United States, the United Kingdom, Canada and Australia – for advanced training and research degrees" (OECD, 2004).

However, I would say the Universities, even though they are national entities, have been recognized as some of the most international organizations, and also during ages of aggressive nationalism. Internationalization tends to deal with the increase in border-crossing activities amidst the national system of higher education. The scholars and knowledge have been moving around the world for centuries ago. Any higher education study indicates that academic mobility has been taking place for a very long time experience. But its fact that, "Late in the 20th century, the movement of programs and higher education institutions across borders became more popular and numerous" (Knight, Jane, 2012: 03).

Further, I argued shifting in the 21st disputes in the internationalization which is one of the main powers impacting and influential higher education as, "Cross border education has gradually shifted from a development cooperation framework, to a partnership model, and now to a commercial competitiveness model" (Knight, J 2012: 01).

Significantly, I analyzed data about educational facilities in home countries and student preferred to join SAU: I codified: mostly student said about home countries universities providing less quality of higher education, fewer scholarships and traditional structured course syllabus and less quantity of academic programs so mostly student said SAU is better than home countries universities. However, Nepali student said: "Disillusioned higher educational system in Nepal". Similarly, Bhutan student said: "Bhutan universities don't offer courses which I am pursuing in SAU". Importantly, Bangladeshi student said: "SAU is better than Bangladesh universities". Further, Four Student said to get abroad exposure, Nepali student said: "I thought PhD is better here than in my home country". Importantly, Nepali student said about intellectual growth: "I also wanted to have a change in

my environment to get new experiences which I think is important for intellectual growth". Interestingly, Pakistani student said: "Good experience of education in home country but got chance on scholarship based excellent education in SAU". Also I am from Pakistan, I would say that Pakistani universities offer fewer scholarships; I have got better opportunity at SAU. Further, Bangladeshi Student said about scholarship: "I already completed MA but got chance scholarship based". Importantly, US student said about Asia: "Universities in the United States are extremely expensive. I also love living in Asia and thus wanted to stay living in this part of the world while getting an education".

On the other hand, firstly, I have discussed good things in home universities: mostly student said free education and low casting fees in public Universities, satisfactory quality of education. However, Bangladeshi student said:

"Good law casting, home environment, more experience professors". Importantly, Pakistani student said "In home country universities, the best things is time-saving", I would say some universities providing good quality of education, free and satisfactory scholarships for only nominated candidate based on high performance like: LUMHS university in Sindh, IBA Sukkur university soon. Differently, US student said "Professors

are very organized. Classes are very structured and a lecture involves lots of powerpoints, notes on the board, etc. and Administration is also top notch".

Secondly, I have discussed bad things in home universities: most of them said universities not producing outstanding scholar, less job orientation, bad lagging behind in terms of research, not satisfactory, etc. However, Bhutan student said:

"There is only one university in Bhutan. i.e. Royal University of Bhutan (RUB). It is very new university established under Delhi University, India. Being very young University it is not providing the entire course, but it provides only selected course based on the marked demand". But, Two Afghan students said: "Universities are traditional in their mindset and with less openness for change. They are occupied by a bunch of old generation resisting for change". Further, Bangladeshi student said:

"Universities under secular body but students are pro-religious interrupted domestic politics". However, Pakistani student said: "Lack international environment in terms of diversity of students". But, US student said: "Very expensive, less diversity and very western perspective". But, I would argue bad politics involvement in universities is creating various problems in terms of caste, class, religious discrimination, and institutionalized violence, etc.

Consequently, it is important to understand South Asian region because each country's students wanted to talk about social problems faced by them so SAU is best initiative of SAARC, its motive is to resolve various problems of South Asia through young generation in terms of quality of higher education, peace-building and regional consciousness motives at SAU. However:

Mostly students said good about their society like satisfactory, supportive, cooperative and helpful, good natural beauty and environment. Bhutan student said: "No caste system, no discrimination based on ethnic, religion or racial also safe environment" but bad thing is "Highly alcoholic consumption". However, two Nepali students said satisfactory but political bad environment and less social interactions. Importantly, two Bangladeshi students said: "Politicization, corruption, less governance in education" and "Gossipy workless". Significantly, Pakistani student said: "every society has good and bad things. In my society, I experience religion is an institution which has so many direct interaction with my state. Which I think is a good thing because religious practices can be good at the individual level and if any state is a central thing must face problems in multi-ethnic societies, like Pakistan". I think various factors are responsible like state, internal public and international interest also major factor which creating domestic violence, instability but also I would its unendemic but should be reduce through certain actions in each SAARC countries.

Further, I asked about international education system in home countries. Mostly student said no any international higher educational facilities provider institutions in home countries and fewer said yes. Two Afghan students said only one American university is there but limited disciplined, high fees, no any scholarships. Nepali student said: "Private colleges were affiliated international universities but no any social science faculties". However, Pakistani student said yes international higher education facilities are there but too much expensive and that universities not provided my interest in Field of Sociology. I argued that off course in Pakistan, international higher education facilities provider like American-British institution but these are providing language courses and limited programs. Interestingly, US student said: "Universities in the US are too expensive, less diversity, no personal growth".

Also, I got to know about private and government education facilities in home country. However, mostly students said government's institutions are providing free and less fees, satisfactory quality of education in terms

of national based, balanced, fair policies and limited faculty programs. On the other hand, private institutions, most of students said: quality of education is good as compare to government institution, but expensive. Nepali student said: "Less quality in government and private is better but expensive and unfair competition". I have knowledge about Pakistan, both private and government provides good quality of education depends upon states, good quality of education in metropolitan cities but rural and small cities where satisfactory quality of education and government education is free and private education is expensive only for profit earning.

Consequently, I asked about reserve quotas and policies of government and private universities in home countries, it is important because to understand minorities rights in academia:

Mostly students said it is important question, majority of student said no any reservation quota and mostly student said each government should bring reservation system which is beneficial for minorities and ethnic groups. Significantly, I inspired by Bhutan student argument: "No any reserved quota everyone treated equally merit base, economically poor students also get financial aid". However, Nepali student said: "good idea to bring marginalized sections into education". Also, Afghan student said: "If reservation is for ethno-cultural minorities and marginalized groups, I welcome it". Consequently, I argued that reservation quota factor is good and helpful to resolve multi-ethnic and minorities various problems in academia.

Finally, the Nations of the SAARC regions share various things, including climatic circumstances and geographic boundaries, a dense with exception of Afghanistan and increasing population, low per capita income, low literacy rates with the exception of Maldives & Sri Lanka, less involvement of women in any developmental process, and underdevelopment. There is under process but needs for Mutual cooperation is a key feature in dealing with various issues, especially in higher education. SAARC endeavors to go faster economic and social development in member nations, which needs optimal utilization of human resources. It has, therefore, underlined the consequence of promoting education, "At SAARC's ninth summit at Malé in 1997, it was acknowledged that illiteracy was a major factor impeding development of human resources of South Asia and contributed significantly to the region's socioeconomic backwardness" (Chauhan 2008: 44). However, higher education in SAARC Region member states, therefore, must evaluate the progress of higher education, both in quality & quantity, introducing interactive teaching methods, and reducing political activities on the campuses and also take corrective dealings.

Consequently, objectives of SAU University: "to take appropriate measure for promoting innovations in teaching-learning inter-disciplinary studies and application of knowledge to social advancement, and human welfare and to the promotion of regional peace and security" (SAU Act, 2008: 03). Establishing world-class universities of higher education will prevent youth being lured away by foreign institutions. So far, nearly all SAARC nations have been financing their education systems out of public funds. But the share of public funds for education is an insufficient percent of GNP, apparently the degree of underdevelopment, all governments must consider devoting more resources for educational motives.

V. Expectation and Experience at SAU

5.1 SAU academic facilities motivation to students

In this theme my aim is to understand in detail SAU academic facilities motivations to students. According to SAU Brochure (2016) SAU provides best quality of education, research based, rich library, and as per rule SAU covers several scholarships and financial assistance to the students. SAU candidate who qualified position in their country's merit list based upon performance in the entrance test, in any academic programs are offered a categorical scholarships like tuition fee waiver, hostel fee waiver and living allowance for all, Master's and M.Phil./Ph.D. programs, however, SAU provides medical facilities, medical officer, and medical staff available on the university campus free of cost, "All SAU students are also covered under Medical Group Insurance Scheme for which premiums are paid by the university" (SAU Brochure 2016: 23). And several other facilities are available, further:

I asked few important questions, but firstly, I asked when you joined and tell me about good and bad things at SAU:

All students said we joined SAU in July each year as per SAU norms. However, good things at SAU by student interactions: mostly student said which I codified like new good experience, multi-cultural and multinational interactive environment, satisfactory, best quality of education, cooperative and good facilities. Further I coated like Nepali student said: "Good things are that it is multicultural, multinational taste in teaching and learning", However, US student said: "I started at SAU in August 2016. I definitely experienced culture shock at the beginning and for a long time. It was wonderful meeting people from so many different countries. The culture

shock was hard though", because new environment sometime looks difficult to adjust. Moreover, Bad things at SAU, mostly student said congested only one building small space, Bangladeshi student said: "I was wandered to see only one mighty building.... It was unexpected". Significantly, Nepali student said: "Bad thing is that it is congested; sometime bilateral politics seems influencing university functioning and PhD programs focused on numbers", and Bangladeshi student said: "Bad thing food and free sociality with alcohol". Further,

I asked question to understand how you are feeling after getting admission and say about experience at SAU: I codified that mostly student said, feel happy and perfect, good full scholarship scheme, abroad exposure SAU provided us, like Bhutan student said: "happy and satisfied with what university has given to me, in terms of everything", importantly, Sri-Lankan student said: "Good research engagement with high quality of academic and multi-cultural environment". Interestingly, Nepali student said: "It is wonderful to be here. Gota chance to know, understand the south Asian political and cultural dynamics from the ground", similarly, Pakistani student said: "Good getting admission here. The reason of happiness in my financial help provided the SAU. The second thing is the course which I am enjoying more here with international students and teachers. I am happy to get a qualitative education here". Further, US student said: "It has been a hard adjustment but it is getting easier every day. I think the hardest part was not realizing exactly how different SAU would be to a university in the US". Further,

I asked what you feel about faculty members at SAU. It's important to know that as an international based university provides best faculty members:

Mostly student said: highly experienced and well qualified, young and energetic, cooperative and very nice and open minded and fewer students said some biasness is there like MA student said: "they are disciplined, hard worker and professional. Some are bias also" because treating nationality based. Significantly, US student said: "for the most part, I think the faculty is great at SAU. The professors are extremely knowledgeable". Particularly, Nepali student said about social science faculty members: "they are very nice, part of the reason why I'm here is also because we have good faculty members-both anthropologist and sociologist". Consequently, Bangladeshi student said: "well and good, but some more senior faculties are needed to success the visionary". Similarly,

I asked regarding administration that what you feel about the administration at SAU.

I codified, mostly student said: not satisfactory few of them are good and some of them treating student nationality base discrimination, very bad, nothing like international university standard, importantly, Nepali student argued: "Very few are good, others need orientation to deal in international environment", and MA student extremely argued that:

"pure brahminical hierarchy and excluded Non-Indians" because he said that no body from other countries accept India. Further, 2nd MA student said: "there are very few people in the administration who understand the humanity and respect them, while many are those, who don't know how to talk and behave. They are judging on the basis of the nationality of student". Finally,

I wanted to understand about student mutual communities understanding, I asked what you feel about student communities at SAU.

I codified, mostly student said: friendly, cooperative, nice gathering, and mutual respectively. Also most of them said student community is divided on the nationality like each countries student gathering with own community like afghan with afghan and Indian with Indian, so it is bad. Significantly, 1st MA student said: "Nice gathering of several cultures and traditions, sometimes they found clung of their nationalities unnecessarily", similarly, 2nd MA student argued: "they are divide, some are more radical and some are opportunist".

Consequently, Pakistani student said: "student communities of SAU are a core role in my study here. I am very lucky to have such as huge friends across all eight nations in this university. At the same times I am realizing still something is missing in between us which creates distance. I don't know the force which makes distance but I am happy to share my ideas with them and hope positive sign among SAU student community". Similarly, US student said: "many cultures in Asia have a strong sense of community and enjoy doing things together a lot; I experienced that same while living in Thailand. However, as an American, we are very individualist", other hand US student said "I love India. There's never a boring day in India. The culture is so rich, lively. Bad: sometimes life in India can be harder compared to life in the US, such as frequent power outages, etc."

5.2 SAU student's consciousness and mutual motivations

In this part I have asked various questions to understand about students consciousness and mutual motivations at SAU, however most of the students said: we feel good SAU facilitated usfull scholarships scheme, international environments with different part of the world students, best quality of education, goodfacultiesprofessors guidance, and value of personal growth SAUprovided us. However, "Quality Education- the University offers quality education and research infrastructure at par with some of the best universities in the world" and "meritorious students and needy students are awarded scholarships and financial support"(SAU Brochure 2016: 27). Significantly,

First,IaskedtostudentsthatwhatyoufeelaboutSAARCcountriesafterjoining SAU.

However, six students said that after coming here with new perspectives at SAU like compulsory subject introduction of South Asia and each SAARC countries friendsgathering got positive and some negative nature of all SAARC nations. Some of them said among SAARC countries there is lots of a similarity like culture, linguistic, living standard, colorful diversity and youth aspirations, etc. Significantly, I coated like Bangladeshistudent said: "It's very nice, now I have friends from all the eight countries. Myperception got changed about some countries after admitted here", importantly,Pakistani student said: "to be honest, my views about SAARC countries change after coming here. The earlier there were blurred concepts for these countries. I have only limitedknowledge.Whilewith the passageof time andlivingtogetherwith them and also reading history about each country in a "neutral perspective" change my view into a mature way to understand their identity", and US students said: "this is perhaps the best partaboutmyexperienceatSAUsofar.Everyoneissoincrediblyfriendly.I'mblownaway with how nice and welcoming everyone has been". Yes, it is true, young generation with positive understanding among South Asian student promoted by SAU environment. Consequently, 1stMA student said differently: "feeling of dominant and dominated is rampant among the nationals of different countries, seems lack of trust in many cases, though SAU is good forum to challenge this", and 2ND MA student argued: "south Asia is myth for me. And India is dominating everywhere", because, SA is myth in terms of historical conflicts based on religion, language, politics, etc. And India is largest country in SA so he said Indian strong economy is playing vital role to building strong relationsamong nations in the world. Further,

Iasked,howwillyoumotivatetootherstojoinSAU?

I codified, mostly student said: definitely we will motivate others based on our best experience at SAU like fame of SAU experience sharing with other, south Asian diversity, SApassionandexploringregionwheregoodcooperativenatureofSAUstudent,

wonderful education and very good faulty professor and several scholarships schemes at SAU, motivate through social media applications and face to face in our country, etc. like Bangladeshi student said: "I will motivate others diversity and international education system at SAU". Similarly, MA Afghan student said: "yes, I already circulate the news this university to those whom I know and even in my face book page", and interestingly, PhD Afghan student said: "I came to SAU because of my desire for knowledge and tried continuously to encourage other young generation to join SAU for increasing their capabilities and knowledge". Consequently, Pakistani student said: "I would like to say, follow their passion and explore South Asia as a region where still need for more scholar to understand each other in a critical way". Similarly,

Iasked,doyourecommendotherstudentsinhomecountryifyesthenhow?

All of them said: yes we will recommend other in home country like abroad exposure and to learn south Asian consciousness, quality of learning, better academic prospects, rich library latest books and other material and various programs in MA, PhD field. Significantly, Nepali student said: "yes, I don't remember promoting the university ever but I do promote our sociology program to those back home and elsewhere who are seriously lookingforrigorousMA program". Specifically, Bangladeshistudent said: "highly recommends to other because multi-lingual and multi-cultural environment only SAU provides in South Asia". Similarly, Pakistani student said interestingly: "I encourage my country fellow to come here and explore, I urge them to study here because it is an internationaluniversitywithincredibilefacilities.Thesecond,youwillfindanewparadigm to see what is a South Asian region". Importantly, MA student argued that: "yes, ofcourse, because this is their university; their government has invested for them". However,

Consequently,Iaskedthatwhatyourplanisafteracompletedegreefrom SAU.

I codified, mostly student said: to get job in academic field and serve in home country,fewofthemsaid to pursuePhD in SAU. Like NepaliPhDstudentsaid: "Iwill be back to my country and serve their", similarly, Sri-Lankan PhD student said: "continue my careerwhile utilizing experience gained from SAU", interestingly, US student said: "I plan to go back to teaching (I was teacher before this program). I hope to find a teaching job in

India and continue living here". Finally,

I asked, do you think a degree from SAU will help you to get a job? How?

I codified major themes by collected data like mostly student said: SAU is an international university its degree is competitive, SAU trained and skills gained students personal growth is valuable and valid with in SAARC and also Non-SAARC countries, of course as I earlier mentioned SAU agreements that SAU is international, unique and competitive university in SA. However, Bangladeshi student said: "yes it will, because alumni's are doing well and SAU graduate are more efficient in thinking with their visionaries, I guess, efficiency got increased by interacting with multi-cultural and multi-lingual environment", and Bhutan student said: "yes, since SAU being the university of SAARC, so the degree is valid in all the eight country, so the probability of getting job within SAARC region is more", significantly, PhD Nepali student argued: "of course helps, SAU degree is competitive. Training in SAU is better than any in any national universities within SAARC", similarly, PhD Bangladeshi student said: "yes, it is very much competitive". Consequently, PhD Sri-Lankan student argued: "I think, degrees we obtain from SAU or any other institution can only fulfill employment requirements to some extent. Therefore, in addition to the degree, it is essential to enhance other skills, knowledge required by the employment". Interestingly US student said: "I hope so, I think it will, having an MA degree is always an advantage, I plan to do my dissertation related to education so I think that will be an advantages as well". As well as finally I have focused on unfulfilled expectation at SAU.

5.3 Unfulfilled expectations at SAU and my implications

In this part, I have discussed my arguments major finding, theory, and implications, based on collected data, that what students are feeling difficulties at SAU. Also student's recommendations which are beneficial to improve SAU ambitious vision in future. Moreover, I have interviewed with administration and faculty staff to get more knowledge so I have written base on collected data which are more important for SAU to resolve these issues carefully for future SAU vision. Students have come with broad expectation in SAU for bright future with desirable hopes. Particularly,

I have codified: mostly student argued that, less stipend in MA program, less quota for SAARC countries accept India, very high fees for Non-SAARC countries even though no any financial fund, faculty staff biasness treating nationality base and less marking scheme especially in sociology and

economics department but as compare to other faculties very low, very less teachers from SAARC countries accept India, SAU is less familiar in SAARC-Non-SAARC countries, sociality free alcoholic space is bad thing in SAU, very less students from Pakistan, Maldives, Sri-Lanka, and Non-SAARC countries, so on. Consequently, I want to quote students data with my arguments and implications get to know which is more reliable:

I observed that why few students coming from SAARC countries excluded India, like Bhutan student argued: "No information about SAU, less stipend for masters students, student opt to go to third countries like Australia, Japan, Thailand, Korea, etc.... where they get better earning". Similarly, Sri-Lankan student said: "SAU is not popular at all in Sri Lanka", on the other hand few students said about all SAARC countries: "there may be many reasons, but it may mainly due to lack of awareness about the SAU among students in those countries". Similarly, US student said: "not many Americans study in India so they're unaware of universities in this country". However, Pakistani students argued differently: "it is true some countries are lacking to present their full student's ratio. For example, Pakistan is a country where very fewer students come. The reason is political discourse between two countries, sometimes good relation and sometimes bad relation in terms of both countries government. I am giving you numerous examples of banning Bollywood movies, actors and actress of Pakistan country, Uri attack and much more which create a negative impression, so I think very fewer student come from Pakistan". Further,

Significantly, PhD student argued: "Feeling of dominant and dominated is rampant among the nationals of different countries, seems lack of trust in many cases, though SAU is good forum to challenge this" further he said about SAU is SAARC intergovernmental vision so all nations student should treat equal at SAU "yes of course. Because this is their university; their government has invested for them". Further,

I observed regarding bad things at SAU, like PhD student argued: "Bad thing is that it is congested; sometimes bilateral politics seems influencing university functioning and PhD programs focused on numbers" other student said: "The bad things are small space of SAU building to study I was used to studying in a big space", however US student said: "sometimes life in India can be harder

compared to life in the US, such as frequent power outages, etc”, and PhD student argued: “Sociality free alcoholic space in SAU is bad thing”.

Significantly, I have observed about faculty members, administration, and student communities interactions of all nations. Firstly about faculty members some students argued about some faculty staffs that some faculty members are treating students on nationality bases biasness and some time less cooperation and discrimination regarding less marking so we cannot go against straightforward but SAU should deal this issue through making some special, like students argued: “they are disciplined, hard worker and professional. Some are bias also”, and some students argued regarding less faculty staff from SAARC nation accept India: “some more senior faculties are needed to success the visionary”. Further,

I observed about administration staff at SAU:

Some students argued: “pure brahminical hierarchy and excluded Non-Indians”, and some students argued: “administration of this university is bad. Nothing like of international university standard”, particularly few students argued: “not fully international organized very few staff and some people creating biasness on the basis of nationality”. Moreover,

I observed about student communities at SAU:

Some students argued: “sometimes they found cling to their nationalities unnecessarily”, similarly few students argued that: “they are divided basis of nationalities it is bad, some are more radical and some are opportunist”.

Finally, SAU all faculties attract students but some students said biasness regarding less marking scheme in Sociology and Economic department, student said that we have hardly spent 2 year at SAU but after getting less marked degree we are not eligible to get job and further study orientation, our future expectation is dark, so SAU need to resolve our issue at least SAU should provide degree to student eligibility criteria to success in future.

High ranking and prestigious universities in various countries around world providing fully funded scholarships stipends and employment opportunities but SAU should improve stipend in MA program and SAU at least recommend students to provide trainings in international organizations during vacations for professional expertise, in India.

SAU quota for SAARC nation students as per SAU rules is sufficient but while interviewed from administration office about enrolled 2016 batch in all programs each countries students, like,

MA program enrolled student 2016 from all countries like “India-123, Af-26, B-19, Bh-7, M-0, N-12, Pak-6, SL-2 and Non-SAARC only 2”, in PhD program “Af-6, B-6, N-6, P-1, SL-1 & Ind-30”.

The lacking reasons, I observed that why fewer student comes from Pakistan, Maldives, Sri-Lanka and Non-SAARC countries. Some students from each SAARC country as I earlier said that less awareness, SAU need invite openly seminars in leading universities SAARC home countries, at least one time in a year activities in the month of SAU admission. On the other hand I found, Non-SAARC students said we are not getting any financial fund but fees are also expensive so SAU need to reduce satisfactory fees it will be attractive feature for other Non-SAARC countries. Further,

Finally, Pakistani student said some issue regarding restricted specific areas visa issue, Visa and resident permit under article 6, “The member states shall provides appropriate visas to the students, faculty and staff for travel in all the SAARC Member States and grant necessary resident permit for students, faculty and administrative staff to work in the University and its different campuses, centers and collaborative educational institutions” (SAU Inter-governmental- Agreement 2007: 04). All Pakistani said we should be treated as par to all other SAARC nations as per SAU article 6, at SAU. And very few enrolled students Pakistani like only 1 student in PhD, 0 MPhil, also in MA program only 6 student in 2016 batch, 2 students left because they felt biasness and several other reason in SAU, on the other hand Pakistani students said we are facing SAU degree recognition because Pak (HEC) is not accepting 18 year but 17 year certification so previous batch are facing career orientations because there is eligibility criteria only 18 year degree, however, all students comes in SAU 4 year Hon's degree, so SAU need to solve this issue, however, Recognition of the degrees under SAU article 7, said, “This Agreement shall facilitate the mutual recognition of degrees and certificates awarded by the University in all the SAARC Members States at par with the degrees and certificates issues by their respective national universities/institutions” (SAU Inter-governmental-Agreement 2007: 04).

VI. Conclusion and Recommendations

Finally, in this chapter I have concluded my major findings, theories and implications based on my collected data. The study focused on Cross-border student flows in higher education: International student's motivations for joining South Asian University, New Delhi, India.

In this proposed research my aim and interest is to promote SAU ambitious vision of regional consciousness; moreover I have focused each SAARC nation's lacking educational pedagogy.

However, firstly, I have concluded, higher education best opportunities at SAU for their nation and around globe students, significantly, appreciating the need to educate men and women, who – permeated with human values, researcher feelings and a loyalty to social justice, brilliant with democratic ideals, a pledge to tolerance, secular co-existence and multicultural, and steeped with a scientific and critical outlook – strength of quality SAU is providing leadership not only in their own nations but all the way through the region.

Moreover, it is rewarding to witness the students coming from different nations and different backgrounds learning and living in harmony, indeed the diversity works as an improvement in creating a more enriching academic experience for the students. Among them, the students bring different understandings and observations of many common challenges and issues. It is true that a joint venture of the eight nations and realized through support of the people of a very important region of the world today, SAU is dignified idea that has transformed into an all-surrounding regional university balanced to become an international academic institution, owing to its pure uniqueness and the articulateness with which it is following its academic ambitious vision.

Significantly, I codified recommendations for SAU to resolve these issues carefully for future SAU vision. Students have come with broad expectation in SAU for bright future with desirable hopes. I found based on collected data, mostly student argued that, less stipend in MA program, less quota for SAARC countries except India, very high fees for Non-SAARC countries even though no any financial fund, faculty staff biasness treating nationality base and less marking scheme especially in sociology and economics department but as compare to other faculties very low, very less teachers from SAARC countries except India, SAU is less familiar in SAARC-Non-SAARC countries, sociality free alcoholic space is bad thing in SAU, very less students from Pakistan, Maldives, Sri-Lanka, and Non-SAARC countries, and no any fund for research work, so on. On the other hand, I have codified about faculty members, administration, and student communities interactions of all nations. Firstly about faculty members some students argued about some faculty staffs that some faculty members are treating students on nationality bases biasness and some time less cooperation and discrimination regarding less marking so we cannot go against straightforward but SAU should deal this issue through making some special, like students argued: “they are disciplined, hard worker and professional. Some are bias also”, and some students argued regarding less faculty staff from SAARC nation except India: “some more senior faculties are needed to success the visionary”. Further, I observed about student communities at SAU: Some students argued: “sometimes they found clung to their nationalities unnecessarily”, similarly few students argued that: “they are divided basis of nationalities it is bad, some are more radical and some are opportunist”.

Specifically, SAU all faculties attract students but some students said biasness regarding less marking scheme in Sociology and Economic department, students said that we have hardly spent 2 year at SAU but after getting less marked degree we are not eligible to get job and further study orientation, our future expectation is dark, so SAU need to resolve our issue at least SAU should provide degree to student eligibility criteria to success in future.

High ranking and prestigious universities in various countries around world providing fully funded scholarships stipends and employment opportunities but SAU should improve stipend in MA program and SAU at least recommend students to provide trainings in international organizations during summer vacations for professional expertise, in India.

The lacking reasons, I observed that why fewer student comes from Pakistan, Maldives, Sri-Lanka and Non-SAARC countries. Some students from each SAARC country as I earlier said that less awareness, SAU need invite openly seminars in leading universities SAARC home countries, at least one time in a year activities in the month of SAU admission. On the other hand I found, Non-SAARC students said we are not getting any financial fund but fees are also expensive so SAU need to reduce satisfactory fees it will be attractive feature for other Non-SAARC countries.

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Agreement 2007: 04). All Pakistani said we should be treated as par to all other SAARC nations as per SAU article 6, at SAU. And very few enrolled students Pakistani like only 1 student in PhD, 0 MPhil, also in MA program only 6 student in 2016 batch, 2 students left because they felt biasness and several other reason in SAU, on the other hand Pakistani students said we are facing SAU degree recognition because Pak (HEC) is not accepting 18 year but 17 year certification so previous batch are facing career orientations because there is eligibility criteria only 18 year degree, however, all students comes in SAU 4 year Hon's degree, so SAU need to solve this issue, however, Recognition of the degrees under SAU article 7, said, "This Agreement shall facilitate the mutual recognition of degrees and certificates awarded by the University in all the SAARC Members States at par with the degrees and certificates issues by their respective national universities/institutions" (SAU Inter-governmental-Agreement 2007: 04).

Secondly, Cross-border higher education has become a vital mode of globalizing higher education, it occurs when a provider, course material, academic programs, teacher and students goes beyond the national boundaries, Today knowledge has become an international good to be treated, and it transcends national boundaries faster than capital and people, importantly, internationalization of higher education, "the process of integrating an international, intercultural and global dimension into the purpose, functions (teaching, research, service) and delivery of higher education"; a different process than globalization" (Knight. J. 2006).

However, each SAARC nations lacking educational pedagogy I observed through data base various issues in their nations so that mostly student flows abroad , the major reasons for abroad higher education study such as: lack of domestic facilities, particularly in assured subject area, encouraged many students/governments to seek education in other countries. The profitable values of an overseas degree encouraged person to look for higher education aboard and expressive and gaining experience in a different country and culture promoted many to seek higher education in overseas countries. I have concentrated on the behalf persistent pieces of indication like the discuss with them regarding poorly educated youth facing a lot of issues relating to the lack of higher education scholarship opportunities on merit base, the cause of poverty political and economic problems, corruption, and lack of awareness facing South Asian youth. However, "Desirous of establishing an institutions that will advance a sense of South Asian community by bringing together the future generations of South Asian in a common pursuit of quality education and prepare them for the challenges of the time" (SAU Inter-governmental Agreement 2007: 01).

Subsequently, I codified mostly student argued: less quality of higher education, fewer scholarships and traditional structured course syllabus and less quantity of academic programs in home countries, universities not producing outstanding scholar, less job orientation, bad lagging behind in terms of research, not satisfactory, etc. further About reserve quotas and policies of government and private universities in home country, it is important because to understand minorities' rights in detail, mostly student said: reservation system should bring all nations for minorities' and ethnic rights, accept Bhutan, India. So far, nearly all SAARC nations have been financing their education systems out of public funds. But the share of public funds for education is an insufficient percent of GNP, apparently the degree of underdevelopment, all governments must consider devoting more resources for educational motives.

This research is useful to promote higher education opportunities for South Asian students at SAU. Through this research, I have highlighted the issues faced by students at the SAU University and each SAARC home countries. However, problems are not stop signs but these are guidelines. Thus, SAU should handle these issues carefully as it will be beneficial for fulfilling the ambitious future vision of the university, on the other hand, SAARC countries need to resolve their student's issues.

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