



Mohamed Khider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages

MASTER THESIS

Letters and Foreign Languages
English Language
Civilization and Literature

Submitted and Defended by:

Khadidja BOUZOUAID

The Development and the Impact of the Indian Immigrants

Elite on the British Higher Educational System

Between (2007 -2016)

A Dissertation Submitted to the Department of Foreign Languages in Partial Fulfillment for the Requirement of the Master's Degree in Literature and Civilization

Board of Examiners:

Mrs. Amri Chenini Bouthaina	Chairperson	University of Biskra
Mrs. Zerigui Naima	Supervisor	University of Biskra
Mr. Smatti Said	Examiner	University of Biskra

Academic Year: 2019-2020

Dedication

To the soul of my father

Acknowledgements

Praise is to God, who helped me to complete this work.

I would like to pay tribute to all the staff of the English Language Department.

I would like to express my deep appreciation to my supervisor Mrs. Naima Zerigui, who makes me fall in love with the module of the British Civilization. And this thesis could not have been accomplished without her valuable guidance and comments.

I extend my gratitude to the chair of the jury, Mrs. Amri Chenini Bouthaina, and the examiner, Mr. Smtti Said, for having accepted to read and examine my dissertation.

Abstract

This dissertation attempts to study the issue of immigration to the United Kingdom. It attempts to shed light on the Indian immigrant elite, mainly those with high educational level and professional competence. Yet, the dissertation's major problematic is to find out the reasons and motives behind the immigration of this category of the Indian society to the UK and its major impact, specifically on the higher education system. The investigation, hence, aims to elaborate on the factors behind their migrations towards the United Kingdom. It examines the main features of these brain drains. The study adopts the historical and civilizational approaches to dig behind the history and behaviours of Indian immigrants. Then, it follows descriptive-analytical methods to describe the higher institutions of Britain. The analytical method is to mention statistics and achievements of these Indian brain drains. Therefore, the work is divided into three chapters. The first is a historical overview of the four periods of displacement from the Indian Sikh continent to the colonial country. The second chapter, however, highlights the role and importance of higher education, especially in Britain, according to the originality and legacy of its institutes and universities. The last chapter provides living examples of Indian-British professors at British Universities. The study's timeline is the period from 2007 to 2016 when the British government is headed by former Labor Party Chairman Gordon Brown and former Prime minister of the British government and Conservative Party leader David Cameron. It highlights the issue of immigration not only from the economic and political perspectives but also from the social and cultural ones.

Key terms: Brain drain, Elite, Higher education, Immigration, Indians, United Kingdom.

List of Figures

Figure 1.....	15
Figure 2.....	16
Figure 3.....	23
Figure 4.....	32
Figure 5.....	37
Figure 6.....	39
Figure 7.....	46
Figure 8.....	78
Figure 9.....	80

List of Tables

Table 1.....36

Table 2.....40

Table 3.....42

Table 4.....53

Table 5.....55

Table 6.....57

Table 7.....60

Table 8.....64

Table 9.....77

Table 10.....87

List of Maps

Map 1.....	26
Map 2.....	69
Map 3.....	81

List of Images

Image 1	88
Image 2.....	89
Image 3	90

List of Abbreviations

A Level:	Advanced Level or General Certificate of Education (GCE)
AS-level:	Advanced Subsidiary level
BTEC Level 3 Diploma:	Business and Technology Education Council. It counts the same as one A-Level
BTEC Level 3 Extended Diploma:	Business and Technology Education Council. It is equivalent to two A-Levels
Cert HE:	Certificate of Higher Education
CMS:	Critical Management Studies
COVID-19 :	Coronavirus Disease 2019
CV:	Curriculum Vitae
DipHE:	Diploma of Higher Education
EEA:	The European Economic Area
ENQA:	The European Association for Quality Assurance in Higher Education
EU:	European Union
FRS, FMedSci:	Fellow of the Royal Society , Fellowship of the Academy of Medical Sciences
GCE:	General Certificate of Education
GCSE:	General Certificate of Secondary Education
GEM:	The Global Ecological Monitoring Network

GPD:	Gross Domestic Product
HEIs:	Higher education Institutions
HESA:	Higher Education Statistics Agency
HNC:	Higher National Certificate
HND:	Higher National Diploma
HNS:	Health National Service
Hons:	Honours
HSMP:	The Highly Skilled Migrant Programme
IFM :	International Financial Management
IIMs:	Indian Institute of Management
IISERs:	Indian Institute of Science Education and Research
IITs:	Indian Institute of Technology
MCA:	Migration Advisory Committee
MPhil:	The Master of Philosophy
NERC:	Natural Environment Research Council
NHS:	The National Health Service
NIO:	Non-Resident Indians Overseas
ONS:	Office for National Statistics
PGCE:	Postgraduate Certificate of Education
PGDip:	Postgraduate Diploma

PhD:	Doctor of Philosophy Degree
PIO:	Persons of Indian Origin
QAA:	The Quality Assurance Agency
RTH :	Resistance to Thyroid Hormone
STEM subjects:	Science, Technology, Engineering, and Mathematics
TISS:	Tata Institute of Social Sciences
TOEFL:	Test of English as a Foreign Language
UCD:	University College Dublin
UCL:	University College London
UK:	The United Kingdom
UKIBC:	The UK-India Business Council
UKIERI:	The United Kingdom's Research Council and the UK and India Education
USA:	The United States of America

Table of Contents

Dedication	II
Acknowledgements	III
Abstract	IV
List of Figures	V
List of Tables	VI
List of Maps	VII
List of Images	VIII
List of Abbreviations	IX
Table of Contents	XII
Defintions of Terms	XVI
General Introduction	1
 Chapter One: Theoretical and Historical Framework of the Concept Immigration	
and Indians in UK	7
1.1. Introduction	7
1.2. Immigration, Migration or Emigration.....	8
1.3. Working Theories	9
1.3.1. Civilizational Approach	9
1.3.2. Postcolonialism	10
1.3.3. Descriptive Anaytical Method	12
1.4. Historical Overview of Immigration to the United Kingdom	13
1.4.1. Motives for Immigration to the United Kingdom	16

1.4.2. From Asia to the UK: Waves of Indian Immigration	17
1.4.2.1. The Pioneers Generation.....	18
1.4.2.2. The Second Generation.....	19
1.4.2.3. The Third Generation.....	21
1.4.2.4. The Fourth Generation (Contemporary Generation)	22
1.5. The Indian Immigrants Groups in the British Society.....	23
1.5.1. The Location of Indian Immigrant Groups in the British Society.....	24
1.5.2. The Socio-Economic Contribution of the Indian Immigrants.....	26
1.6. Conclusion	28
<u>Chapter Two: The Indian Immigrants Elite (Teachers and Students) and the British Higher</u>	
<u>Education System</u>	30
2.1. Introduction	30
2.2. The Design of the Higher Education System in the United Kingdom.....	31
2.2.1. Time-line of the British Higher Education	33
2.2.2. The Significant Period of the British Higher Education.....	36
2.2.3. The Incomes of the Higher Education Institutions of the United Kingdom	37
2.3. The Higher Institutions in India.....	40
2.4. Motives for Opting the UK Higher Education Institutions.....	44
2.4.1. Teachers' Motivation.....	45
2.4.1.1. The Rational-Economic Factor.....	45
2.4.1.2. The Model of Society.....	45
2.4.1.3. Motivation through Self-Realization.....	46

2.4.1.4. Motivated Complex Model.....	47
2.4.2. Students' Motivation	48
2.4.2.1. Qualified and Internationally Recognized Universities Route to the UK.....	49
2.4.2.2. The Quality of Education	49
2.4.2.3. Opportunities in the UK Higher Education System.....	50
2.4.2.4. A Basic Research Framework.	50
2.4.2.5. Studying as well as Working	51
2.4.2.6. The Permission to Work after Completing Study	51
2.4.2.7. Scholarship and Funding Supports.....	52
2.4.2.8. Advantages of Health Service.....	52
2.4.2.9. Experience Cultural Diversity.....	53
2.5. Subjects of Study in the UK Higher Education Institutions	54
2.5.1. Academic Staff	56
2.6. The Quality of the British Higher Education Institutions.....	58
2.6.1. The European Quality of British Higher Education Institutions	58
2.6.2. The International Quality of British Higher Education Institutions	60
2.7. Conclusion.....	60
<u>Chapter Three: The Impact of the Indian Immigrants Elite on British Higher Education</u> <u>between 2007 - 2016</u>	62
3.1. Introduction	62
3.2. The International Scene	62
3.3. The Domestic and the European Scene.....	67

3.4. From Brain Drain to Brain Gain.....	69
3.4.1. Indian Brain Drain during the Labour Government Gordon Brown.....	75
3.4.2 .Indian Brain Drain during the Conservative Government David Cameron.....	79
3.5. The Impact of the International Academic Staff and Students on the British Higher Education	81
3.5.1. The Impact of the Indian Teachers on the British Higher Education.....	82
3.5.2. The Impact of the Indian Students on the British Higher Education	84
3.6. Case Study: Indian Elite at British Universities	85
3.6.1. A Sample of Indian British Professor at Oxford University.....	86
3.6.2. A Sample of an Indian British Professor at Cambridge University	89
3.6.3. A Sample of an Indian British at National Health Service.....	90
3.7.Indian Immigrants after Brexit	91
3.8. The British Identity Crisis.....	92
3.9. The Indian Brain Drain between Diaspora Feelings and Experience.....	93
3.10. Conclusion.....	96
General Conclusion.....	97
Works Cited.....	100
Abstract in French.....	111

Definitions of Terms

Brain Drain:

(informal) It is the movement of highly skilled and qualified people to a country where they can work in better conditions and earn more money (Hornby et al. 169).

Diaspora :

It is a group of people who live outside the area in which they had lived for a long time or in which their ancestors lived.(Webstar).

Elite:

Elite are those who have social, political ,social stauts. It is argued that elite can be defined as people and given their strategic location. In multiple or other pivotal organizations and movements. The élite has the power to influence political and with an essentially organized mechanism.(qtd. inVergara 33).

Emigration:

The verb is to emigrate and the person who goes to live in another country is an emigrant.*Emigrate is to leave your own country to go and live permanently in another country.*(Hornby et al.478).

Higher Education:

It is the third level of learning. It takes place at universities and colleges. It includes undergraduate and postgraduate study. Higher education gives student the chance to study a subject is interested in and to have a career for his / her future.It is argued that higher instruction covers a more extensive extend of higher learning teach counting the college. This higher learning teaches may be organized in several ways, commonly inside a college and in an isolated institution as college and other tertiary learnings teach. For occurrence, a college, from the British perspective, is an institution with its control to grant its own degree and is preeminent within the field of investigating (Alemu 210). By and large, higher instruction may be a set that constitutes the college, which may be a subset of higher education.

Immigration:

It is a permanent movement of people from one country to another country. The verb is to immigrate and the one who immigrates to another country is called an immigrant. *It is the process of coming to live permanently in a country that is not your own.* (Hornby et al.745). The focus point is the permanent live in another country.

Migration:

It is not a permanent movement of people and/or animals from one place to another place. For example, every year, certain birds migrate to the south in winter. The verb is to migrate and the person who migrates is a migrant. From Oxford Advanced Learner's Dictionary, *migration is the movement of large numbers of people, birds or animals from one place to another.* (Hornby et al.930)

General Introduction

The five continents of the world are characterized by a large population. Each country has a special atmosphere of history, built through people's actions. The movement of persons, collectively or individually, is a crucial phenomenon. Along with the movement of people and human experiences, the nation's civilization was built. Man creates these experiences with regard to the motherland as well as in foreign countries. The phenomenon of immigration is on the physical and mental side or even both sides. United Kingdom and the Asian Indians have historical, economic, social and political relations behind this phenomenon. Immigrants seek different demands such as jobs, studies and asylum to satisfy their spiritual, mental and physical hunger. Therefore the Asian Indians elite are those immigrants who contribute and influence the British higher education in terms of quantity and quality.

Then, the process of immigrants' elite has passed throughout different stages which are related to various immigration waves. The psychological factor of colonization plays a necessary role in the brain drain that looking for better conditions in suitable countries. In this way, the immigrants' elite in the United Kingdom has a distinctive position. This position appears in their participation in different sectors of British life.

Initially, some researchers agree that immigrants' elite movement is viewed positively for social and economic effects. According to Alex Nunn, elite immigration is "a core mechanism in cultural and historical social learning and development" (8). This development gives a society a specific atmosphere among the other societies in the world. "A well-established research finding in the economics of crime literature is that education lowers criminality" (Bell et. al.). And their arrival increases good productivity and creativity which make the country powerful (qtd. in Nunn 8). Thus, the Indian teachers and students make their way to be among British society aiming for realizing their private and scientific goals.

In particular, the link between Indian immigrants' elite and their individual or collective skills influence the British higher education system in different domains. Many Indian immigrants' elite has high scientific levels that help them in building a new atmosphere of the higher education system.

“Education is a key concept for the interaction between the long-term residents and new immigrants and the latter do not create entirely new tensions.” (Hickman, et al. 11). These interactions are in terms of intelligence and competence as well in terms of conflict. Schools and colleges are areas of bringing solution and solving conflicts (ibid.). The existence of immigrants is, hence, a challenge and opportunity because they are between social acceptance and their private achievement.

Therefore those teachers and students immigrants elite are considered as a double-edged arm. It is beneficial when they came up with new findings and hence enrich the research fields, but it is negative when they impact the origin culture. Generally, evaluations of the social effect of migration in Britain tend to appear the populace decently equitably part, with generally break even with extents saying it has been great and awful for our culture. (Duffy and Frere-Smith 60). Moreover, Pareschi and Albertini claim that “phenomenon that is associated with problems” most notable crimes and unemployment (17). It is noticeable that immigrants have two sides positive as well as a negative one. So, the degree of the impact of immigration differs from place to another.

Their intellectual position indeed puts them between the status of remaining in the receiving country or returning to their homeland regarding the sense of diaspora (Wahaba 2). The question of identity thus will be raised and the Britishness issue shifts from small view to an open view. (Saggar and Somerville 10). In the sense that, Indian immigrants elite become a source of threat on the English cultural card. It is a threat due to the alien features. They carry with them as teachers who influence their students. Students who have an impact on their colleagues.

Yet, Britishness migration emerges because of The Highly Skilled Migration Programme (HSMP). HSMP is a programme set by the Labour government. In his book, *Immigration after Brexit*, David Goodhart argues that with Brexit, the danger of these particular groups takes another direction. Therefore the government sets policies for regulating their position. It is an arrangement that is planned for EU immigrants who come from different parts of European countries (5). Immigrants put different governments under pressure to research their status within the host community at all levels.

For these reasons, Immigration is not the same in countries in terms of quantity and quality. It differs in focus from one generation to another. McKeown argues that immigration has mostly been its historical focus on the so-called Greater Atlantic economy. It symbolizes only a third to 40 per cent of international long-distance migration in modern times up to 1940.(qtd in.Ferrie and Hatton11). The movements of Indian immigrants to the United Kingdom have a long history. This history has multiple aspects and various phenomena. Britain and Indian relationships rooted back to the arrival of Sikh in the eighteenth century.

It is cleared that there were 50 million or more immigrants from regions as India and southern China to areas with little work such as Burma, Ceylon and parts of Southeast Asia farther on the coast of Africa, South America and the Caribbean. Migrations increased in number in the mid-nineteenth century. They were closely linked to the development of world trade in primary commodities. So, more than 50 million or so people have migrated from Northeast Asia and Russia to Manchuria, Siberia, Central Asia and Japan. Migrations were from Russian and Chinese regions to Siberia and Manchuria from the 1890s. This migration linked to reaching abundant lands and partly because of the competition between the Russian and Chinese governments (ibid.). It is noticeable that the mid of the nineteen century witnessed a wide movement of immigration.

Then, the Indians emigrated, among them the elite. They are almost looking for an appropriate life. Conditions in which serve them personally, and practically. Hence, the intended elite in this study is teachers and students. The latter immigrate to the United Kingdom. Hence, the investigation revolves around the relationship (s) between British higher education in terms of development and impact. Considering the term of the Labour government led by Gordon Brown, and the Conservative government led by David Cameron between 2007 and 2016.

The Indians within the British community constitute a large ethnic group. Then, the presence of Indian ethnic communities, particularly those in the United States and the United Kingdom has become known for their economic success and generally peaceful coexistence. But despite the millions of Indians

who are on a temporary contract in the Middle East, rights are limited and a lesser future.(Sapovadia 4). Accordingly, this study examines the relationship (s) between Indian immigrants' elite and the British higher education. It is noted that the development of the nation is linked to this type of elite. Immigration is a movement phenomenon for various reasons; the political, social and economic factors method.

Therefore, there is a goal to answer the following research problem: what are the factors lay behind the emigration of this particular group of people to the UK? This question gives the way to the following sub questions: What is the difference between migration, immigration, and emigration? What distinguishes immigrants' elite from brain drain? What are the various immigration waves towards the United Kingdom? How was the British higher education system developed? And what are the impact of the Indian immigrants' elite, teacher and students on the British higher education? These questions are an attempt to put a limitation to the research to explore on behalf of the Indian immigrants are elite as a reason of intelligence associated with success and enhancement of the higher education of the United Kingdom. Taking the era of the former prime minister, and the leader of the Labour Party Gordon Brown. Besides, the former prime minister of the Conservative Party David Cameron from 2007 to 2016.

Along these lines, immigrants arrive from the European and non-European countries. All member states of the European economic area, they have the right to live and work in any of the European Union member states. Like the UK as a member of the European Union, it cannot prevent EEA citizens from coming to the UK for employment-related circumstances (Devlin et al. 16). This study includes a brief history of the Indian four waves to the United Kingdom, census about universities in the United Kingdom as well as the registration of teachers and students Indians. The line is from two different governments from two different parties, Labour and Conservative respectively.

Over history, in this work, there is an attempt to establish the following hypotheses: It is assumed that the immigrants' Indian elite teachers and students are highly skilled not only in the Indian context but at the international level. This skill, consequently, affects UK higher education. It affects the form as well as the content. Besides, it is hypothesized this type of elite is assumed to bind different factors; economic,

social, and political. Consequently, the importance of immigration is noticeable in policies established by the government not only in Britain but throughout the world.

Then the objective of the current research, furthermore, highlights the development of the formerly colonizer country via the role(s) given by people of the formerly colonized country. It is to examine the phenomenon of immigration movement focusing on the case of the elite. Furthermore, the significance of the study indicates that immigrants' elite is a special and specific case in itself. Indian immigrants' elite, teachers and students, therefore furnish a replacement thanks to the British society throughout raising its instruction system. For showing this change, the study includes some statistics and investigations. They are associated with the examination of the Indian immigrants' elite as an exceptional phenomenon of development within the British nation.

Therefore, the purpose of the study is to examine the relationship between teachers and students of Indian immigrant elite with the development of the British higher education system. Moreover, the study clarifies the factors behind their migration from India to the UK. It explores the skill, competence, and uniqueness of this particular group of immigrants. Additionally, it explores the quality of British universities as taking a sample from the University of Oxford and presenting the competence of these elite teachers and students by providing a sample of Indian origins; Professor Yadvinder Malhi of Ecological Sciences from the University of Oxford, Professor Krishna Chatterjee at Cambridge University. The field of this professor is of genetic and research endocrinology. Besides, Dr. Aseem Malhotras that is an NHS Expert Cardiologist. The presence of Indian mind migration in the British host community may cause debatable issues such as the identity crisis.

In this work, there is a try to explore the relationship between the Indian immigrants' elite and the British higher education. This relation is in terms of development, success, and impact. The study, therefrom, aims to elaborate on the factors behind their migration towards the United Kingdom. It explores the main features of these brain drain groups. The latter, then, have their contribution to improving the British higher education in terms of form and content. By answering the previous

questions, it is to have a deep view of this phenomenon. Indians as a special case, regarding the government of Gordon Brown's as well David Cameron's government as factors of influence. In that event, the study aims to demonstrate the difference between terms migration, emigration and immigration. Besides, to distinguish between the terms' immigrants elite from brain drain. Moreover, the study examines the development of British education concerning the contribution and the impact of the Indian immigrants' elite teachers and students.

According to what mentioned, this work follows the historical and civilizational approaches and descriptive-analytical methods to treat the study. Consequently, in the first chapter, the approaches that are be going used are the civilizational approach. It digs after the behaviour of human being along with time. Besides, the use of the postcolonial approach mentions the relationships between the former colonizer country and formerly colonized country. Then, the descriptive method is for the second chapter, where there is a description of the British and the Indian higher education systems. Furthermore, this description indicates the relationships between Indian teachers and students' immigrants' elite. Also, it elaborates and their role in developing of the British higher education. The third chapter, thus and so, the method is the analytical method. This method is the way to conduct the practical part of the study. The examination presents throughout samples of an Indian Professors Immigrants elite.

To sum up, the investigation is an attempt to dig behind an issue that is associated with the option of literature and civilization. The study requires numbers, rate, and census to indicate the mass movement of immigrants. The latter is found in many studies and researches because of its importance. Also, taking the elite as a sample makes working particularly in detail. As a result, students with this option can get a brief introduction and benefit from it.

Chapter One: Theoretical and Historical Framework of the Concept Immigration and Indians in UK

1.1. Introduction

Immigration is looking at life in a different way to achieve desired aspirations at all levels. Migrants live many paths behind them, forcing them to live with time and space. Those who have faced problems in the homeland and thus, think to look for their chances outside are indeed the positive immigrants. They seek for being in an appropriate status whatever are their orientations and ideologies. Particularly, a category of those immigrants find refuge in their former colonizer countries. Indians, such as having reference with the United Kingdom directly or indirectly, consciously or unconsciously form a large community in Britain. They feel a sense of attachment to the formerly colonizer in the sense that they are pushed into a circle of subversion and subjection to the “*Self*”.

Indian migration to the United Kingdom was the result of various circumstances. Undeniably, the period between the 1950s and 1960s is historical evidence of the increase of the flowing of Indians into their former colonized due to the British Nationality Act 1948 that allow migration from the Commonwealth with very few limits. Those Indian immigrants were welcome in a great country like Britain because of their skills for they were the elite of their society. Obviously, this new environment urged them to alternate their lifestyle in the content material as nicely in form. Indian immigrants’ elite, hence have been painting a scene of development after years of colonization.

The current chapter which is theoretical includes three essential sections. The first introduces the theoretical background of the study, focusing on the civilizational and postcolonialism approaches and the descriptive-analytical method. The second part provides a historical overview of Indian immigration to the UK. The third section discusses, briefly, the role and place of the elite of those Indian immigrants in England.

1.2. Immigration, Migration or Emigration

Immigration is moving from one place to another temporarily or permanently in residence, whether immigration is carried out by one person or by a group of people. Many migrations have occurred throughout the history of mankind. Migration is as follows; migration between continents, countries within a particular continent, or regional migration (within the same country). The goal of immigration is to reach a specific goal and throughout it. Then there is a marriage in customs and traditions, as well as ideas and methods.

Then, the process of immigration is associated with the movement of the individual as well as groups. It is making someone be a citizen after some time. In the Oxford dictionary, the seventh edition "immigration, noun, the process of coming to live in a country that is not your own." (Hornby et. al. 745). Immigration, historically, is related to economic, social, and cultural changes. Immigrants are those who immigrate to reach the objectives of their lives. The immigrant is a term related to two areas; the place of birth and nationality. The term indicates those foreign-born populations who change the residence from their homeland into a new country. It is a migration process of a population of immigrants. The latter remains to have their homeland nationality inside the receiving country. Another definition of immigration "is the act of leaving one's countries and moving to another country of which they are not natives, nor citizens, to settle or reside there, especially as permanent residents or naturalized citizens, or to take-up employment as a migrant worker or temporarily as a foreign worker". (Immigration). Immigration, hence, is moving from the motherland into a new county for various reasons.

Besides, migration in which there is no permanent movement of people and/or animals from place to another. Moore argues that migration is an important issue. It takes place in media as well as in the political parties' agendas during the elections times. It is a common-sense issue that is considered as one of the necessary topics in public life and opinion polls. It is noticeable that migration has importance in both social life and political scenes. Migration is deeply traced to a political issue. Also, it is an excited and debatable subject. Migration, therefore, remains as an open concept within a political nature and

meaning. (Moore 1). Thus, migration is an important political issue because of the continuous movement of people towards different destinations.

Then, emigration is a permanent leave from a country and goes and leaves in another country. Emigration: an act or instance of emigrating: departure from a place of abode, natural home, or country for life or residence elsewhere (Webster). People, consequently, emigrate for various causes. They emigrate to enhance their life as well as looking for a job. The economy of the receiving country is affected positively and negatively by this category of people. It links with the economic status of these countries.

In this study, so, the focus is on the concept of immigration that is a movement of people, and long resident life. However, the concepts emigration and migration can be used according to the context and their needs in the work. The use of the term migration is related to place and time. Migration of all kinds and characteristics has different implications for nations. This work is an attempt to look at a specific group of immigrants and their implications.

1.3. Working Theories

Theories are used to explain certain behaviors, phenomenon, or even attitude. Social work theories are common clarifications. They are bolstered by proving gotten through the logical strategy. A theory may clarify human behaviour, for the case, by portraying how people connected or how people respond to certain jolts. (Simmons). Implementing theories help when studying an issue. It is the way to give the work an appropriate strategy line.

1.3.1 Civilizational Approach

Civilization relates to human being and their changes and development. History of nations is based on the identity of people, in which there is a culture that is derived from the mixture of language, thoughts and religion. Civilization reflects the multiple aspects and behaviours of human being. And there are differences between civilizations and their impacts on the world and education is a main mirror for them.

Therefore, history of education is a basic element for any science, where there is a research and methodology to be developed and /or investigated. It is argued that the history of education is the main mean for the continuity and the development of science throughout generations. Then, the issue of a civilizational approach is a set of all standards of human life in their historical improvement continuity or as something that civilization can be called in its local or broader sense and also at the level of general human expression. (Seitkaz et al. 100). Science and education interrelate in terms of history and method.

In this way, it is stated that civilizational approach analyzes the stable, adaptation and the changing cultures, in which they are three main parts of a culture. The civilizational approach, therefore, is an alternative to what was prevalent in historical and educational research. Each formation is treated as a stage in the development of civilization, in an attempt to explore educational phenomena against the background of social, economic and socio-political dynamics of society and to overcome limitations. (Seitkaz et.al.100-1). Civilization reflects culture and culture is embodied in civilization. Working in civilization and so seems to be a through process, investigating and analyzing the truth and looking for the hidden things behind events and their reasons.

Civilization reflects the behaviours of human beings along with time. Thus, it spots light on numerous topics for doing scope on them. Those topics may include religion, culture, colonization, and immigration. Taking the issue of immigrant elite, particular, and then working on it gives a way to discover and dig for the various reasons for this crucial phenomenon. There are approaches, and methods to follow for the treatment of this type of issue. This study requires a civilizational and postcolonialism approach, and a descriptive-analytical method.

1.3.2. Postcolonialism

Another theory that enriches this study is postcolonialism. Colonization is a key factor for immigration. It indicates the relationship between the colonizer and colonized people. Although this relation has stopped physically in its shape of the land, it has not ended mentally. There is a kind of continuity between both in the matter of language and thought. Postcolonial studies have started to

examine the relationship between colonizer and the colonized. It shows the influence of colonial rule on different aspects of the colonized people's lives.

The beginning of what is termed postcolonialism was with Edward Said in 1978. He mentioned this controversial issue within his critiques of western dominance, and hegemony towards the "Other." Said in his book *Orientalism* states that "I doubt that it is controversial for example, to say that Englishman in India or Egypt in the later nineteenth century took an interest in those countries that was never far from their status in his mind as British colonies" (11). In this discourse, Said presents the thoughts of an Englishman as being the dominant power. An Englishman who never wants to take care of the East as much he obsesses with practising and implementing his hegemony throughout different strategies.

It has declared that postcolonial theory looks at the hegemony and dominance of the western culture. It deals with the various issues that embrace the marginalized people and examines their perspectives. Edward Said and Homi Bhabha are pioneers in this field. It becomes an organized study and has significance importance. The increase of this field is under Critical Management Studies that are theories and practices. (qtd .in Seremani and Clegg 1). Postcolonial studies contribute to clarifying the relationship between the colonizer and the colonizing country in several ways. Post-colonial studies become an intellectual philosophy to bring out Western thought with all its implications.

However, the postcolonial theory is still hampered by several challenges that question its ability to fulfil its promises. Despite the postcolonial alignment of CMS, and a large number of the challenges. The latter will be discussed can extend to the CMS. Post-colonialism has characteristics and the nuances that justify with attention to it in it. Although the discussion is in the implications for the arguments for CMS in general. Then, the post-colonial theory, and its characteristics, highlighting how contemporary colonialism and other previously neglected perspectives can participate constructively in a contemporary way organization and management theory. (Seremani and Clegg 1). Postcolonialism tackles different subjects of the white man and the *Other*. It scrutinizes the relations of the Orient to the Occident.

1.3.3. Descriptive Analytical Method

A basic element for the study is to follow a method. The descriptive method is such as suitable to the current investigation, particularly, for the second chapter. It is the stage there is a description of the situation of Indian immigrants typically the teachers and students with their relation to the higher education system of the United Kingdom. Its purpose is to give relevant numbers and statistics about their presence in UK universities. The purposes of the data analysis methods differ according to the specialized authors.

Then, according to Georgy Roxanda, data analysis has as a basic goal the selection of relevant, significant information that is contained in data, in primary information. This information is used further, for handling some problems specific to data analysis: testing, forecast, interpretation, predictions etc. According to another author, Carmen Pintilescu, the purpose of data analysis is represented by the distribution analysis of some statistic units based on a set of variables. G. Saporta and V. Ștefănescu consider the analysis of data is the research of differences and/or similitudes among individuals, considering that two individuals are alike their profiles are close according to various characteristics. (Maior and Iorga 120). The analysis of information, data and facts make the study characterized by depth and accuracy.

The element of the analysis from the graph enables the reader to know the homogeneous or different groups, through these methods, relationships among the characteristics can be described. In the context of foreign literature, one of the primary authors in this field, M. Volle, indicates that " by application of data analysis methods a loss of information is accepted to get a better significance".(ibid.). The use of the data analysis method makes the study more effective, given that it is embodied in a realistic and studied manner. Therefore, the researchers, as well as the reader, have an accurate view of the study.

Hence throughout the various authors' statement, it is important to note the data in particular work make it accurate and reliable. Within the descriptive method about immigrants' elite of India, teachers

and students, the information is gathered and analyzed. Depending on the descriptive method, where the focus is on describing an existing issue to make and explore its effects between 2007 -2016 as well as in the future. The research describes the Indian elite via an intellectual side. Thus the academic side of immigrants is a debatable issue.

As a result of the third chapter, it is the analytical method the study adopts. It is the way for conducting the practical part of the study. So to study the Indian immigrants elite, concentrating on teachers and students, and their contributions and effects on the British higher education system. It is the result in which some numbers, statistics, and percentages about this topic are presented.

1.4. Historical Overview of Immigration to the United Kingdom

Various factors were encouraging people to immigrate to the UK. The census of immigration indicates that simply the UK has been a space for immigrants. Immigrants think to offer the best for them and for the new country which has been a former colonizer. Immigration to Britain is the dream of every person. The one needs to change his / her standard of living and travel to a country that enjoys democracy. Britain preserves the freedom of members of society within it. It is the place to get a job, study or marriage opportunity to make him reach his goals. Historically, since the sixteenth-century people immigrate for trade, doing economic activities and making homes.

From Migration Watch UK declares the movement of human stock was from the early years. It was of homogeneous people. But it was some movement of humans from and to Britain. It is difficult to precise the first existence of immigration in the British Isles. Although the size of the population can be estimated. It is difficult to precise the records survive. During the ice age, Britain was uninhabitable. The settlement started only after the glacial period some 25,000 years ago. It was a pre-history period because of the lack of recording at that time. It was just a little settlement of people at that period. Then, the record began with the Roman invasion. The migration of people within the diffusion of culture resulted in the advent of agriculture. In the first millennium AD, it is noticeable that Britain witnessed a large number of

the influx of settlers. (Green).The settlement to Britain started from early in which each occupation made changes in the British environment.

Due to the various arrivals movement of people to settle in Britain, it has happened a threat to British culture. Britain, the opened land for migration.it shifts to adapt to the arrival of immigrants as well as emigrants. Britain witnessed a mass movement from southern and eastern Europe and Balkans from the 1860s. Additionally to people from the USA who cross the Atlantic Ocean to arrive in Western Europe, which has begun pressure on freedom of movement. From the 1880s in Britain, thousands of Jews from Russia and Poland arrived to flee the massacres, and economic repression sparked public campaigns. (Girvan 1). It appears that there has been the migration of various races and nationalities towards the United Kingdom. These movements were for various reasons.

In such a way, claiming the restrictions imposed on immigration massacres and economic repression sparked public campaigns claiming the restrictions imposed on immigration. The World Wars demand from Britain to place barriers to the entrance of immigrants. The press, parliament and public sessions were invoked and centred on fear about competition for housing and work. Ideas that "invaded" immigrants threatened to undermine British culture. Notified by fears of "enemy aliens" during the World War, Britain established barriers to entry that were supported by a significant distinction between who was "British" and who was "foreign".(ibid.). World Wars impact the movement of immigration to the United Kingdom for many reasons.

And starting from the mid of eighteen century till 1947, the British Empire covered a large space of the globe under British rule. Therefore, the last stage of the British experience is significant Labour migration after the war. The mass migration of the so-called new Commonwealth workers from India, Pakistan, and the West Indies. It also facilitated by the Nationality Act of 1948. The Act affirmed that all citizens of the British Commonwealth of Nations can exercise unrestricted rights to work and live in Britain. (Messina 263). Acts facilitate or legalize immigration following the circumstances of the state. Peoples of the Commonwealth benefit from these laws.

Around the issue of the arrival of non-white workers, unlike the previous two phases. The third stage began on in 1948 and gathered momentum during the 1950s without formal approval or official assistance from the government. Although there is some disagreement among scholars regarding the degree to which the British government is unacceptable from this deportation phase. Layton-Hen noted that from a minimal base of nearly two thousand new Commonwealth immigrants in 1953. The new annual income increased workers and their dependents to 42,000 in 1957 and 136,000 in 1961. (ibid.). British Acts regulate the issue of immigration according to the existed data and the surrounded circumstances.

Thus, after the World War II, a large number of immigrants were from formerly colonized countries, notably from the Indian subcontinent and the Caribbean. The following diagram indicates the phenomenon of Migration. It is an Indian and Chinese Migration towards the United Kingdom. Both are Asian countries, but each one has its rate concerning the ones' migration to UK.

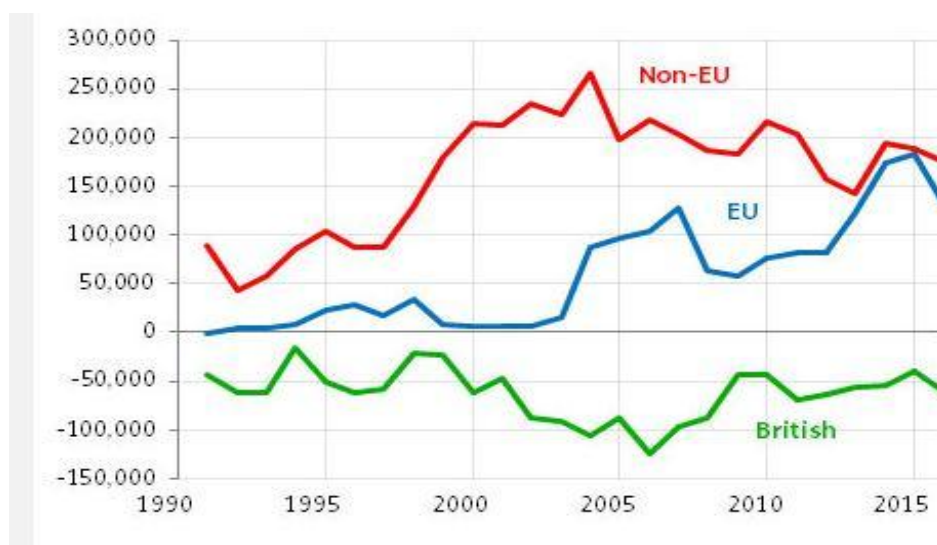


Figure 1 Migration by nationality - Long term international net migration in the UK by nationality

Figures from 2001-2011 no longer accurate due to revision, but no alternative available

Source: Nash, Andrew. "Migration Statistics Quarterly Report: November 2014."

Migration Statistics Quarterly Report - Office for National Statistics. Office for National Statistics, 27 Nov. 2014.

Web.

<<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/internationalmigration/bulletins/migrationstatisticsquarterlyreport/2015-06-30>>.

The chart shows the rate of migration of the British, the European and the Non – European people migration. It is from 1990 to 2015, in which there is the fluctuation of rate. The total number is 300,000 migrants. Therefore, in 1995 the number of British migrants is in which under -50,000 is -50 %. Whereas, it is 16.66 % for non – European. There is an increase in migration for the non –Europeans. Then, for the European ones, the percentage in 2015 under a population of about 150.000 is 50%. In 2015, the rate is 66.66 % for the European ones. But the highest percentage for the non- European ones is 250.000 by 83.33 % during 2005 which indicates the United Kingdom as a preferred host country.

1.4.1. Motives for Immigration to the United Kingdom

Different reasons make people immigrate to the United Kingdom. They look for opportunities to set up their lives in suitable ways. Particularly, Asian Indians have their reasons as improving their conditions of life throughout finding jobs, the worse situation in their home town and the quest for a better place for their families. Singhal states five main reasons for Indian immigration "employment problems, recognition, improvement in career, and an adverse situation in the home country" (7). Singhal declares that the economic, social as well as political reasons push the Indians to challenge their situation to enhance it for the better.

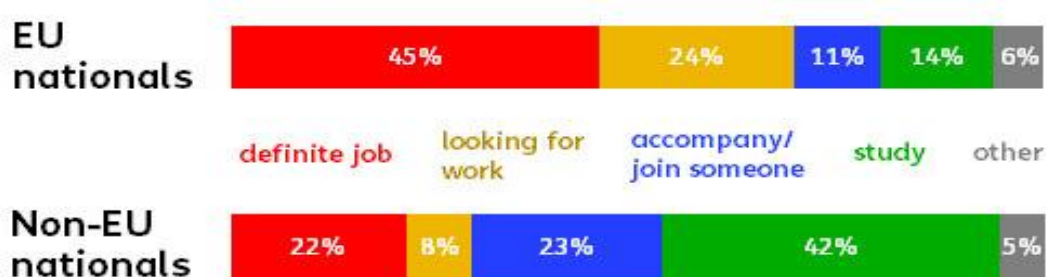


Figure 2 Reasons given for immigration to the UK - Immigration of EU and non-EU nationals by main reason stated for migrating , 2016

Source : White, Nicola. "Migration Statistics Quarterly Report: May 2017." *Migration Statistics Quarterly*

Report - Office for National Statistics. Office for National Statistics, 24 May 2017. Web.

<<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/internationalmigration/bulletins/migrationstatisticsquarterlyreport/may2017>>.

The figures in the chart mention the percentages of the European and the non-European immigrants to the United Kingdom. It is noticeable that there are differences in their reasons, for example, for the European ones 45 % who look for a definite job whereas, for the non-European in which the Indians are including within. The rate is less for a definite job because they look for work to have a dignified life and have an acceptable level of living. Then, the high percentage for non-European is 42 % for studying. To study, consequently, is one of the main reasons to emigrate towards the United Kingdom.

1.4.2. From Asia to the UK: Waves of Indian Immigrants

The quest for being in an appropriate place and have a permanent home is an aim for the immigrants to be in a stable status and cope with difficulties. To show their skilfulness, Asians engaged in various economic activities for many years. They work in sailing in many British ports if they find an opportunity to do that. To have a dignified life, hence, other Asians set up café, lodge and curry houses. They try to differentiate their forms of income. Their position is not easy because they always want to be away from worse positions. Those who cannot find a job; they live on their wits, musicians, sellers in streets and even as beggars. (Nasta et al. par 1). Nasta et al. declare that Asians are those who like to vary their activities aiming to have an income that allows them to have an acceptable life. They take destination and being immigrants regarding their social, political and economic situations.

Recently, Indian immigration to the United Kingdom has increased. It is a real fact because of the historical relationship between the two countries. It is during the twentieth century, it indicates the mass movement of Asian Indians to the United Kingdom as their favourite destination. This movement, particularly, is in the last decade of the mentioned century. Immigrants came from Asian countries as well as from different places of the world such as Africa. (Will and Amar 38-39). Asian Indians took their way to the United Kingdom from early years due to historical reasons that link them. It is chemistry between them, which results in a continuous link line along with life.

1.4.2.1.The Pioneers Generation

The United Kingdom and Asian Indians have long relationships with each other. Relations are dependent on political, social and economic factors. In this way, in her book on knowledge and how the first British population interacted in Britain and effective participation in influencing many aspects of British intellectual, political and social life, Nasta notes interaction by having a wide range of existing scholarships. Scholarships did not provide much empirical evidence for South Asian history that lasted 400 years in Britain but created a more comprehensive mapping of Britain's culturally diverse past. (Nasta 2-3).The scholarships to Britain result in cultural interaction. It makes society more intellectual and scientific movement.

In the sake for referring through topics that were originally known as "Indian" during the British Raj period and before independence and partition in 1947. The term "South Asia" includes contemporary populations in India, Pakistan, Bangladesh, Sri Lanka and the diaspora. The beginning of the expansion of the talks for the first time in 'Bharat Britain' ".and the final conference was a three-year collaborative research project for multiple disciplines. The early Asian residents contributed to life in Britain, as well as the author, clarified the confrontation of bilateral models from top to bottom of colonial relations, to examine the occasional and contradictory interactions in many. It is sometimes between the Indians and the British that fall through the cooperation, friendship, collusion and colleagues behind the traditional fault lines of the empire and the states. (Nasta 3). The relationships between the colonizer and the colonized remain in fluctuation, which each part aims to be the winner.

As a result, accurate readings present different times of convergence. Communication and the difference between different individuals, groups, and networks in South Asia through segregation, race, and gender divide. At the same time, looking at how these early negotiations anticipate current concerns with national identities on the one hand and the flexibility of modernity issues of migrants or the diaspora on the other hand. Depending on a wide range of sources, from official records to diaries and special characters, oral histories to poems, folk songs, visual objects, and testimonials. It aims to decipher

archives and open facts about such dates. And then provide a more exotic and sophisticated model for realizing this crucial and crucial period in the formation of Britain's mixed, multicultural and diverse past. (Nasta 3). Different sources aim to present the history of immigration to Britain. Also, showing the formation of Britain through the mass movement of immigration.

Thus for the sake to look after the issue of the Asian Indian immigration to the United Kingdom. It is declared that the flow of the Asian Indians began within the twentieth century. Pioneers were the Sikhs who joined the British Army. Sikhs contributed as pioneers while integrating into British life. Sikhs who believe and stress equality in all men and women. This group became apart among the British Army as their duty. This support to create and boost the speed migration movement of other countries. This first stage of pioneers forms of two categories of ex-seamen and peddles who became established in the United Kingdom during the two World Wars. The era after the First World War, Britain was the sole country that adopted an open-door policy to immigrants. Then, varieties of people, craftsmen, became a self - employed. The others were Indian students who were studying to be doctors before returning home. (qtd.in Janjuha-Jivraj 10). Then, Britain opens doors for immigrants to benefit from them.

1.4.2.2. The Second Generation

After the Second World War, a mass movement of immigration took place towards the UK. After, this era an oversized scale of individuals' ethnic minority descent to Britain. Within the present day, the six largest groups in Britain are Indian, Pakistani, Black Caribbean, Black African, Bangladeshi, and Chinese. It is argued that differences between these groups are in the arrival time. Immigrants from the Caribbean arrived between 1955 and 1964, where the Black African, Indian and Pakistani were between 1965 and 1978 (qtd in Dustmann et. al.2). It is the period that immigrants came from different places and settle in Britain to look for a dignified life.

While in 2001 the census was 565,876 from the Black Caribbean or 1.0 per cent of the overall population of the United Kingdom and 12.2 per cent of the existing ethnic minorities. And about African immigration, it increased to Britain during the 1960s. It is immediately after independence, with a

noticeable increase in the number of Africans and travel to the United Kingdom, with the aim of higher education and technical training. As for the period of the fifties and sixties, immigration became a large scale from India to Britain. According to the UK census, the Indians in 2001 - the largest ethnic minority group among the minorities - make up about 22.7 per cent of the ethnic minority and 1.8 per cent of the total population of the Kingdom United. (Dustmann et. al. 2). The fifties and sixties witnessed the exodus of various minorities towards Britain. Then one of the most important reasons is for searching for a study.

Moreover, as for the arrival of Bangladesh at a later time, and reached its climax in the period between 1980-84, while the Chinese make up the least ethnic group. Since the 1980s, immigration has returned from China where immigrants are mainly made up of students and scholars. They arrive in Britain to complete their education. Some of these trends are in the period between 1979-2009. The increase in the number of foreign-born individuals of different races of working age. The proportion of foreign-born foreigners, and the proportion of foreign-born ethnic minorities (except for individuals with mixed races), as well as the number of ethnic minorities Born. (ibid.). With these different migration routes, the immigrants contribute to the reconstruction of the guest country in various fields. Although immigrants do different jobs, they still suffer from different problems.

The United Kingdom has not stopped receiving Asian Indians. Each period has its newcomers who have specific features than the others. Circumstances in their homeland, India, as well the beneficial conditions in the receiving country allow them to require away and migrate into Britain. After the came of pioneers, there was the second generation. The latter arrived in Britain after the Second World War. The partition of India and Pakistan in 1947 made sense of displacement in both areas. During this stage, members of family recruited into companies requiring unskilled workers. It was a policy for healing the British economy after the devastation of war, throughout individuals from the Commonwealth colonies. Loyton-Henry claimed that different migrants were recruited into jobs the indigenous population was not willing to do. During this phase, the number of immigrants was doubled. However, Peach asserted that certain groups as the West Indian Community form a large number of migration levels. But, other Asians communities were only beginning to generate and making strength for migration. (qtd. in Janjuha-Jivraj

10-11). The number of immigrants has increased because of the receiving country's quest for workers who need jobs for living and self-realization.

1.4.2.3. The Third Generation

The third generation characterizes by a conflict and confrontation period. In Britain, during this period, there is a multicultural society of different communities. The latter is under the western civilization, thoughts, and rules. It is a new life for Indians to opt for two cultures, the eastern Indian culture, and the western English culture. Human construction is impacted by cultures and communities. The third generation has its features and experiences regardless of the other generations. Various issues are taking into consideration during this era as diaspora, ethnicity, and identity. These issues are questioned to the circumstances of the third generation's needs. (Frübing 8). During this period, issues raised became linked to the current situation of immigrants. This makes the emigrant person in a situation between the search for identity and the home country.

The next generation, thereupon, is characterized by issues of language and religion, and cultural norms and values. Although, the culture of the white man remains to monopolize all aspects of public life. Indeed, both cultures influence each other in adaption, changing, and rejecting values, norms and customs. People within their social development work on affecting these values, norms and customs. Different social conditions are related to each generation as a subject in itself. That impact occurs in views and thoughts and thus to other communities and societies. (*ibid.*). Immigrants with different stages of immigration have multiple impacts on the receiving community.

Therefore, after the earlier two phases of the arrival of the Asian Indians to the UK. It is the time of the third phase that is divided into two decades. The first decade was characterized by the Commonwealth citizens' Immigrants Act of 1962, in which there is the flexibility of movement between Britain and the homeland. Many chose Britain to be their homeland because of economic opportunities. Many 'Sojourners'' were obliged to form a committee and remain in Britain. Those that were already within the United Kingdom boosted to fellow their relatives before the close of the conveniences. It is claimed that

the rate between males and females, consequently, was imbalanced. It was a per cent of 40: 1 for Pakistanis and 3:1 for Indian in Bradford. Immigrants in Britain, before the Bill of 1962, demand for ethnic community. The migrants during this phase have shifted from the educated individual towards the agricultural ones who have little British culture and language. This ethnic community provides a sense of unity for the continuity of the migration process. (qtd. in Janjuha-Jivraj 11). The migration does not stop and still in continuity because these ethnic groups need to remain in solidarity and maintain their power.

The second part of the third stage happened a decade later during the 1970s, the economic shelters expelled from Uganda began arriving. The events that led to the expulsion led to the mass exodus of the Asians from neighbouring Kenya and Tanzania. They were terrified that they would suffer the same fate after ninety days' notice to leave the country. From the Ugandans to the United Kingdom, the number was 30,000. (ibid.). The mass movement of immigration to the UK is increasing the population, which later prompted the government to search for solutions and policy to this phenomenon. The influx of Asian Ugandans along with people from neighbouring East Africa made a significant increase in the Asian population among ethnic immigrants in the UK. It estimated that at least 200,000 Asians in Britain came from East and Central Africa. (ibid.). In the seventies, the African and Asian countries witnessed a large displacement of their peoples towards the United Kingdom.

Then for many Asians in East Africa, Britain offered them another place so that they could take advantage of opportunities and start showing off their trading competencies. However, it was with different amounts of financial capital in this area, but they largely offset experience, skill, and social capital; it's human and intellectual. (Janjuha-Jivraj 11-2). Events push people to emigrate from their homeland and change their destination to other places.

1.4.2.4. The Fourth Generation (Contemporary Generation)

Asian Indians did not stop moving to Britain, each with their own goals in achieving them. Generations vary according to time, but they are similar to thinking about the circumstances of new life about the period in which they are. Concerning the fourth phase, Ballard and Ballard argue that this phase

describes the appearance of the British generation born. Now, it is the movement of the Asian population from the second and third British –born to the fourth one. Over time, different issues are raised as looking for identity and the adaptation or adopting the culture of the British. They are focus themes for politicians and researchers. Then, the debate on assimilation and integration has developed and touched the subtle layers. Moreover, the personality of the fourth generation is influenced by religion as a factor that forms the identity. (Janjuha-Jivraj 12). In this phase issue of identity becomes an interesting point due to the changes that occur to those Asian Indian British -born. Globalization, thus, affects the thinking and behaviours of this category of generation.

1.5. The Indian Immigrants Groups in the British Society

Indian Immigrants exist in the UK since the eighteen and nineteenth centuries. They are Indians born in India and those who born in Britain. Asian Indians are the largest ethnic community that concentrates in Britain, their former colonizer country. It is noticeable that the Asian Indians are distinct groups due to their number within British society as well as their contributions in the British political, social, economic, and cultural scenes. Having historical relationships, therefore, result in future connections between the two nations. The connection first appears in the rise of the number of population. The next chart indicates the rate of the Asian Indians in Britain from 1955 to 2100, which indicates a comparison between the Chinese and Indian percentage.

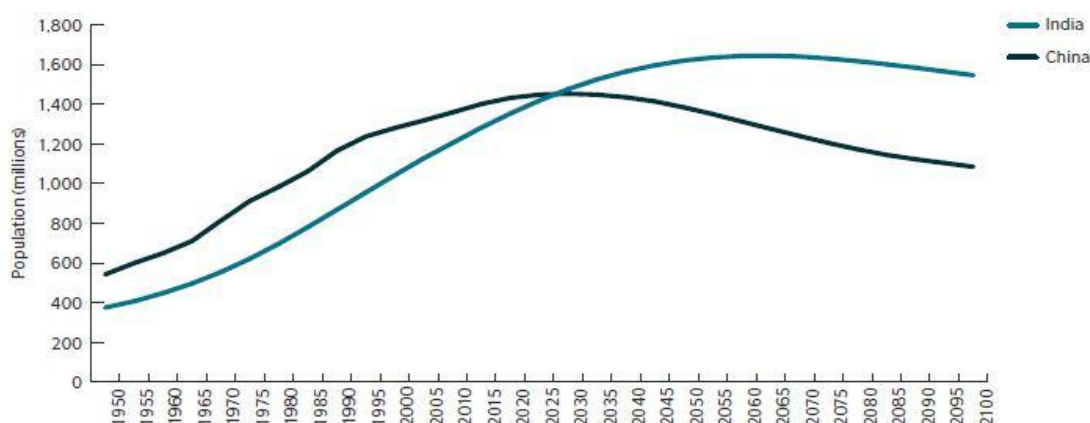


Figure 3: Forecast population India versus China 1955–2100

Source: Forecast Population. "2015 | UN DESA Department of Economic and Social Affairs." *United Nations*.

United Nations. Web. <<https://www.un.org/en/development/desa/news/2015.html>>.

The chart indicates the rising of Indians' numbers. It is 200 million people in 1800, but the prediction of becoming 1.6 billion in 2100. It is a hint that it will be an Indian monopolization in different domains in life as well as their immigration to many countries. The United Kingdom is consolidating its relationships with India. It is noticed throughout the visit of the Prime Minister three times. *Coyle, et. al. argue:*

Prime Minister David Cameron has visited India three times; bringing with him the largest British trade delegation ever to visit India in 2013. Since 2007 the UK India Business Council (UKIBC) has done valuable work to foster trade and business links between the two countries, with offices in Delhi. (10)

The British government sees that Indians are efforts that have various benefits because they are skilful people. Virsam mentioned that the relationship between the Indian subcontinent and the United Kingdom roots to four centuries within the fluctuating of the trading relationship, colonial hegemony and independence of the Indian subcontinent in 1947. Furthermore, the foremost significant era of migration from the Indian Sub-continent commences from the early 1950s, as labours from India and Pakistan were encouraged to resettle to meet the post-war labour shortages. The flow and settlement of Indian migrants include a much longer history. Since the seventeen-century, the recruitment of lascars and domestics as well as the coming of a few numbers of professionals. The Indians' immigration to the UK has a long history. (qtd.in Will and Amar 42). However, more current immigration started after World War II forming a substantial Indian community and therefore the Indian diaspora within the United Kingdom.

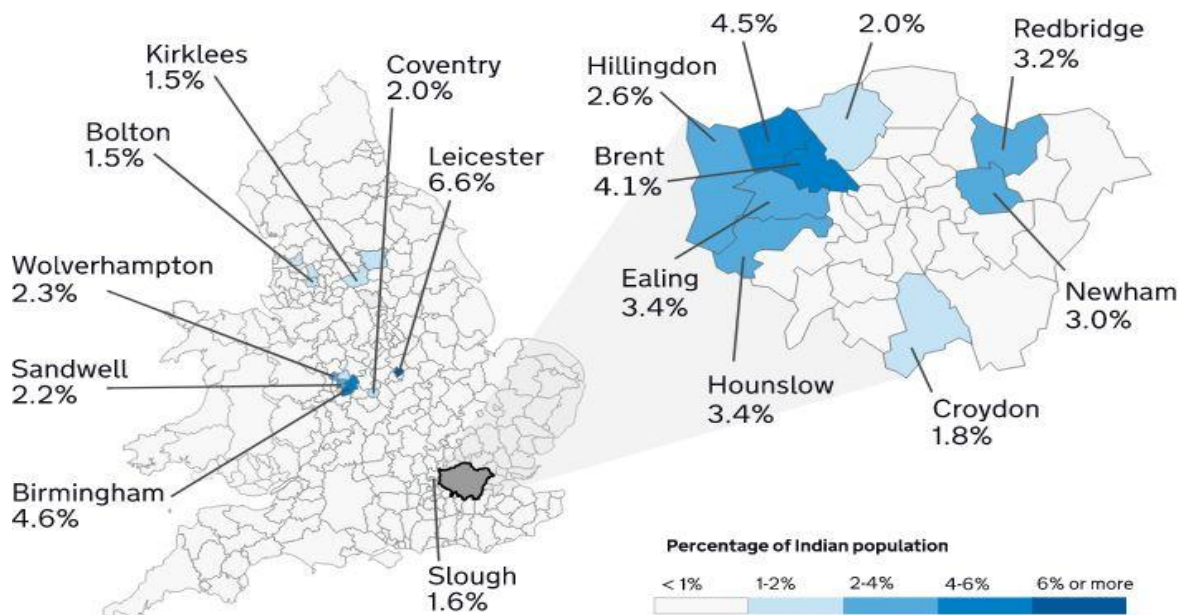
1.5.1. The Location of Indian Immigrant Groups in the British Society

Immigrants almost times concentrate in places that are suitable for them, in matter time and space. Their settlement is the starting point for their goal achievement. Asian Indians, particularly, locate in different places in the United Kingdom. The later has various places in which they are suitable for this group of minorities. The Asian Indians locate according to their social, political, economic and cultural needs and demands even with their religious needs. Their concentration affects the surrounding

atmosphere that is in a direct or indirect influence. In the book of South Asian Diaspora in Europe and the US , it is noted "Indians are concentrated in the following areas (percentage concentration based on total population): Leicester 22.3%; Brent: 17.2%; Harrow: 16.1%; Ealing: 16.1%, Hounslow: 14.3%; and so on "(qtd .in Sridhar 6). Indians are searching for suitable places suit to their social, political, and economic needs.

In England and Wales, there are 348 local authorities, half of whom live in India, 17 of them. Leicester is the largest home of the Indian population, with 6.6% of all Indian residents living there. Then, it came to Birmingham (4.6%) and Harrow (4.5%). Statistics refer to the prevalence of Indians in Britain according to their needs, focusing on the areas where the conditions of life are met, while the average is average for places like Wellington, Brent, Ealing, Hounslow, where the ratio is between 2 to 3.5. However, the rate becomes lower for its accommodations like Slough and Croydon, by 1.6% and 1.8%, respectively. The following map has the favourite places of Indians, as their population depends on various factors such as economic and historical factors. Although the numbers vary from place to other, Indians still prefer the United Kingdom as a destination for immigration and self-realization. Members work the Labor Party and conservatives have put this issue at the table of the debate because of its necessity, and as a result, while there is a mixture of white men with Asian Indians it will be the production of new generations in a new way of life.

The British Indian community aggregates over one million, in this way speaking to 2.3% of the national populace. The Indian individuals within the United Kingdom are of Indian root or have their parentage coming from India. Indian culture within the United Kingdom is comparable to that practised in India and other parts of the world. The culture is an amalgamation of diverse societies which have been moulded over a long period. The culture is characterized by logic, writing, design, and music. (Misachi). The presence of many Indians among the Indian population formed a cultural mix with British society. Indian culture has become as present in the United Kingdom as it is in India. Indians are a phenomenon that characterizes societies in the world.



Map 1: Percentage of the Indian population of England and Wales living in each local authority area (top 17 areas labelled)

Source: Where Indian People Live. "Indian Ethnic Group: Facts and Figures." *Indian Ethnic Group - GOV.UK*

Ethnicity Facts and Figures. N.p., 28 Oct. 2019. Web. <<https://www.ethnicity-facts-figures.service.gov.uk/summaries/indian-ethnic-group>>.

The map above indicates the percentages of Indian immigrants' distribution and spread specifically in England and Wales. They concentrate there because they have a historical link between them and these areas, find the opportunity to live there, and the Indian immigrants born as a cause of increasing the number of immigrants.

1.5.2. The Socio-Economic Contribution of the Indian Immigrants

Since Indians make the majority of ethnic groups among the British society. This led, consequently, to their assimilation and integration in various domains. It is noticeable that this type of immigrant affects British society as well as the economy. Immigrants over time in the host country have different contributions. The contributions range from cultural, political and economic. And Indians are characterized by their cultural diversity.

Immigrants work in a country and influence the economy in many ways. Immigrants impact the British economy beneficially. The importance of this category of people, consequently, appears on the size of the labour force increase and then on the economic size. Besides, when there is no need from the British labour forces to work, immigrants fill the lack of labour and competencies shortages. Immigrants, also have their advantages on the economy in a way that taxed wages give the government extra money to spend on social infrastructure. Although the previous advantages there is a pinch of salt. Initially, it is noticeable that GDP is negligible despite the increase of economy. There is a tie between the number of population and the size of the economy. The immigrants replace the UK labour force in spite that those immigrants are less skilled ones. For the UK labour force will be the time of the disappearance of skills. (Singhal 19-20). The economic impact of immigrants cannot be hidden because migrants contribute to the development or deterioration of the host country's economy.

Thirdly, Indian immigrants, on one hand, can reach social benefits. On another hand, they spend government money. Regarding their number, immigrants have an important role in stabilizing and vitalizing the British economy. Due to their number and contribution to the economic sector, Indian immigrants push the government to quest for benefits come from this category. Hence, the government assesses this situation in a report under UK immigration policies. (Singhal 20). The British government, with multiple directions, is constantly striving to gain the best immigrants. The latter has made various contributions in different fields.

In the short term, the influence of Indian immigrants on the UK economy takes a positive side as well as negative one that skills in which immigrants bring with them. When there is diversity in skills in this is different than the UK labour. The impact generally is considered healthy for the UK labour force. But, the effect of this category is considered unhealthy if there are no differences in skills. The result is unbalanced between the supply and demands. This unbalance results falls of market equilibrium. Immigrants help in raising the rate of unemployment.(*ibid.*). Immigrants have a negative and positive influence on economic, social and political development. And the labour force has a clear contribution if there is a decrease or absence of local labour.

It is the impact that the United Kingdom is struggling for the issue of housing for many years. Because the land is something fixed and cannot be an adaption with the increase of population. Then, the rising rate of immigrants makes the density in UK cities continue increasing. Significantly, Indian immigrants form a large number of non-EU migrants living in the UK (Singhal 20). Immigration is leaving the home country and living and taking refuge in another country. This is what causes a person and a migrant group to seek shelter for themselves and their family. Britain is one of the destination countries, so the government is working on the issue of housing, as it is related to stability and livelihood.

There is one impact of immigration that the UK is battling with and has been battling with for a long time: lodging. Since arrive supply is steady, it cannot adjust to the rising populace. As net movement remains positive, the populace density of cities within the UK proceeds to extend. As India is the nation with the most prominent number of non-EU transients living within the UK. And usually Indian immigration is especially noteworthy. Huge cities such as London suffer the foremost from the number of immigration. London includes a populace density of 5,100 inhabitants/square km⁵¹. Besides, the number of houses built per year is much lower than the number of immigrants entering the UK. (ibid.) .Immigrants have contributions to the host country. But they bring with them a problem as housing.

1.6. Conclusion

Immigration is a controversial issue. It touches the history of humanity as well as the relationships with countries to each other. Then, throughout the above part of the study, it is noticeable that Indian immigrants have a long history with the United Kingdom. This history has been reflected in its waves, locations, and socio-economic contribution. Indian immigrants, since the beginning, form the largest ethnic group in the United Kingdom, in which there is diversity according to the circumstances, surround them. The UK government, throughout history, takes into consideration the role of Asian Indians within British society. Policies, as a result, took from the UK government show the necessity of this category in enhancing and developing the UK. The mutual relationship between them aims at refreshing the atmosphere of the receiving country and allows those immigrants to take part in British society. Therefore,

the Labour, as well as the Conservative parties, takes this issue in consideration in their agendas because of its importance and effects on different domains.

Chapter Two: The Indian Immigrants Elite (Teachers and Students) and the

British Higher Education System

2.1. Introduction

Forming good citizens means the government of a country is making, establishing and forming well education system. The good education shapes the past, present and future of a citizen who is the basic core for forming a suitable and balanced community. Countries, Britain as one of them, aim to provide its inhabitants with a good education. Thus, a good education has its positive consequences on individuals that are considered the starting point for an acceptable society. Education with its different stages, the British government, almost the time, attempts to develop it more and more. The British education system, particularly, is unique because it is the unique process and operation way.

It is asserted that the definition of the idea of a university is difficult due to multiple ways that it contains. Therefore, the purpose and/or function are the appropriate ways to understand higher education. Higher education, hence, is a deep and interesting issue in its purpose. The purpose of a university is not something easy to be established or stated. The explanation of a university and higher education is throughout their common tasks. There is an interrelationship between higher learning institutions and universities, scholarship and education. The interrelation appears and embodies over the process of teaching, research and service of the public. Interrelation is the core of the process of education. (qtd.in Alemu 212). Higher learning institutions and universities are focus points for any country to be in a high and acceptable level of education..

In like manner, it is confirmed that it is not a simple thing to define a university. The definition becomes more difficult especially nowadays. There are different higher educations of institutions, in which their emergence takes place everywhere. It is an unexplained emergence for values, purpose and common functions. (ibid.).The appearance of higher education gives a way of establishing various institutions. However in the United Kingdom, the term higher education just two meanings; reading the institutions, and regarding the qualification of the study. Concerning the qualification, higher

education gives the meaning of programs that associates with degree level, on the contrary to the United States that firms of two years. The higher institutions in the United Kingdom, almost, are universities. (Marginson 3). Higher Education in the United Kingdom has its features than others.

2.2. The Design of the Higher Education System in the United Kingdom

The term education refers to teaching, studying and research. It is when and where creativity and productivity exist within the self-realization of one's abilities. In the United Kingdom, Correspondingly, the system of education is divided into four essential parts; primary education, secondary education, further education, and higher education. The attendance is compulsory from the age of five tears old till the age of sixteen. (International student). Thus, higher education in the United Kingdom has a system that makes it special among the other countries' systems. It is an important element for each country. The United Kingdom has a long history with this topic. Successive governments consider it and manage it in beneficial ways that bring healthy educational life for citizens as well as a healthy atmosphere of all the country.

Accordingly, in specific, the UK higher instruction is esteemed all over the world for its famous measures and quality. Its higher education's glory it moreover exudes from its graduates' work a short time later. Numerous famous individuals in numerous distinctive zones whose work come to worldwide acknowledgement came out of British colleges. A few of these colleges and other higher instruction suppliers are positioned at the best among colleges within the world. (Besart). British universities are among the most important universities in the world. Higher education in the United Kingdom is distinguished by quality in both quantity and quality. The table below contains the stages of a British education. Education starts from elementary school up to a doctoral degree. And between these two stages is the number of exams and certificates that pupils or students pass. Postgraduate degrees in Britain are internationally recognized.

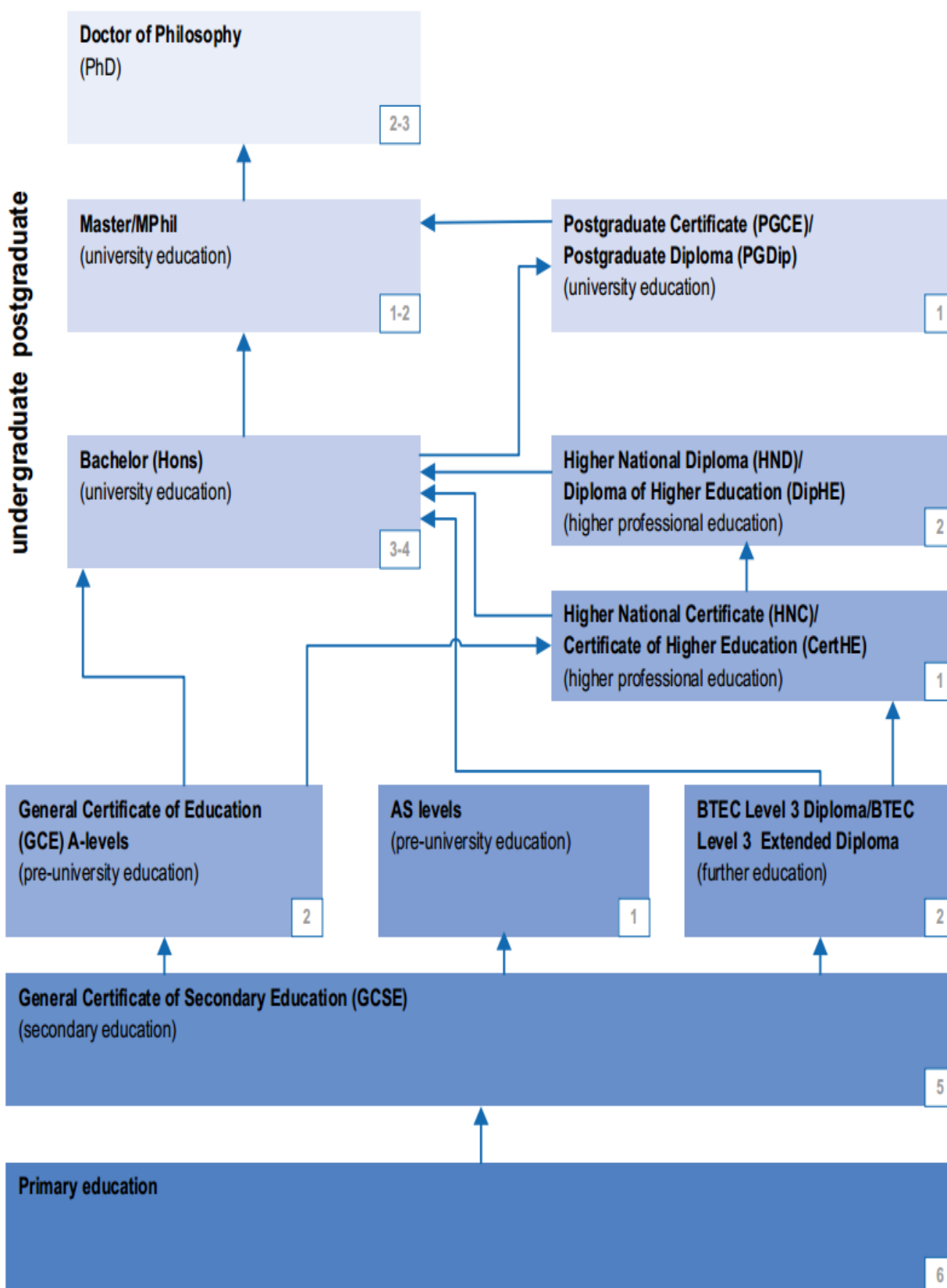


Figure 4: Flow chart: education system United Kingdom

Source: Education System. *The Education System of the United Kingdom Described and Compared with the Dutch System*. Rep. 2nd ed. N.p.: Nuffic, 2010. Print.

2.2.1. Time-line of the British Higher Education

The European value; the United Kingdom has its reputation in the European continent and has a universal value. Various reasons help to the foundation of these values and make it rank among the first countries in the world. As an important element, thus, is having an authenticity all over the globe. International teachers and students, every year, enrol in its higher institutions. They seek to have a profession or a seat to study.

Since 1437, Edinburgh is considered the capital of Scotland. It is a key point for the Scottish Enlightenment led by "Athens in the North» which was the nickname for the University of Edinburgh. In the 1700s was the time of the Scottish Enlightenment. The intellectuality and scientific achievement were the significant features of that period. The intention, consequently, was for having a good and mentally sound society. The changes during that period were due to the important role of the University of Edinburgh. In the British Isles in 1582 was the birth of the sixth university. (William 158-159). The Scottish Enlightenment affected British society in all its fields.

It is the University of Edinburgh. It is one of the ancient universities in the United Kingdom. Universities, in the United Kingdom, were established since medieval ages and renaissance. Edinburgh University is one of the oldest and ancient universities around the globe. In addition to the University of Edinburgh, the British Isles contains other major universities that have European and universal reputation. In England, there is Oxford University. It was established before 1167. This date makes it the oldest university in Britain. It is succeeded by Cambridge, the second oldest University. The latter had been founded in 1209, also in England. The third one is the University of St Andrews in Scotland. It was established between 1410 and 1413. (William 159). The mentioned dates show the depth and originality of British universities.

Another university in the English –speaking world is the University of Gaslow in Scotland also. The Foundation of the Gaslow University was in 1451. Additionally to this old and authentic list of universities, it is the King's College in also Scotland. King's College is the previous name of the

University of Aberdeen. Completing with the main seven British universities, it is the University of Edinburgh. The foundation of this university was in 1582. Then, after ten years of this university, it was the appearance of the University of Aberdeen, and Dublin in 1592. These are the seven ancient and authentic universities in the British Isles. Four universities were established in Scotland. The other two Universities; Oxford and Cambridge were established in England. The rest one is the Irish University that takes place in Dublin. (William 159). British universities have European and international. Therefore, it is a destination for many students and professors.

The date of 1582 indicates that The University of Edinburgh is one of the latest universities. it had been established in Britain, but it becomes one of the important universities since the Scottish Enlightenment. Its importance is a result of the strategies of teaching and research that were adopted. The adopted strategies give it an international prestige as well as ranking among the first significant universities in the United Kingdom. Now, the competition is between the aforementioned university and the University of Oxford and Cambridge University. (ibid.). Having an authenticity and ranking among the main universities in the globe gives more prestigious and high status to the Kingdom in its political, economic, cultural, and social domains. Hence, it is a favourable destination for many and different nationalities to settle there.

It is a long history with those universities and their foundations. The date 1096 indicates the birth of Oxford University. The latter is considered as the oldest university in all over the world in the English-speaking world. In addition to the mentioned university, there is the University of Cambridge. In 2009 was the celebration of its 800th anniversary, in which in 1209 was the first meeting via commemorating the association of scholars. In the fifteenth century was the establishment of other three Scottish Universities that are St Andrews, Glasgow, and Aberdeen. They were founded by papal bull. Additionally to those ancient British universities, it is the University of Edinburgh. In 1583 was its foundation by the royal charter. These dates are evidence of the nobility and originality of British universities, not only in Britain but throughout the world. (Introduction ch.1).Celebrating the birthdate of British universities symbolizes the extent of their success and development.

The United Kingdom's higher education had a major expansion. The occurrence of the expansion was in the 19th century by royal charters. It had been given to St. David's College, Lampeter that is later on part of Wales University, the University of Durham in London, King's College London, and University College London. At the end of the same century, other Colleges of medical, science and engineering had been founded in important cities in London. They were joined under the name of 'redbrick' universities of Birmingham, Bristol, Leeds, Liverpool, Manchester, and Sheffield. (Introduction ch.1). The reputation of British universities comes as far back as their founding history. In addition to being looked after as academic research institutions.

According to the technological and economic development between 1950 and 1960, the government looked for a higher sector as a focus point. In 1956, the attention appeared via the establishment of new colleges of advanced technology that later on gained a position of universities in 1966. These universities are Aston, Bath, Bradford, Brunel, City, Loughborough, Salford, and Surrey. In 1988, Cardiff University had been constituted by the Institute of Science, and Technology of Wales. Having a university position is what happened with 13 British institutions including Hull and Leicester. (ibid.). The economic development of the country helped with the presence of many universities and institutes. This development has also made universities more advanced or even getting a university title.

Thus, obtaining the status, feature and characteristic of the university were through two decades within other new seven universities. (ibid.). United Kingdom gives weight to the term "university" due to its effective and deep meaning on the individuals who form the society. The British government, therefore, along with the political party that leads aiming to improve more the universities. This improvement, subsequently, is reflected in their world status as well on the number of teachers and students enrolments; national and international ones. The following table contains a list of the seven most important universities in Britain. These universities date back to before 1167.

N	University	Location	Year of Foundation
1	Oxford	England	Before 1167
2	Cambridge	England	1209
3	St Andrew	Scotland	Between 1410 1413
4	Glasgow	Scotland	1451
5	Edinburgh	Scotland	1582
6	Aberdeen	Scotland	1592
7	Dublin	Ireland	1592

Table 1 The oldest universities in UK

2.2.2. The Significant Period of the British Higher Education

The United Kingdom aims to preserve more its international status of universities. it is described throughout the significant period and achievement. The British government passed the Act of 1992, which was about the Further and Higher Education. In this way, it was time for more than 35 former polytechnics and other institutions to be granted and has university status. Colleges and further education were the target goal. 31 universities between 2001 and 2013 were established as a result of the end of the break-up of the federal University of Wales excluding the institutions that already had the title of university. In addition to 10 other universities, they received the Royal approval. They are modern universities because they are posted -92 although it is noticeable that most of them had a long history as vocational (Introduction ch. 1). Acts play a necessary role in increasing the number of universities in relation to the numbers of teachers and students. The status of being a university demonstrates the new advantages changes of former institutions.

In the report of *Pattern and Trend in the UK Higher Education 2017*, it is mentioned the significant period of higher education. It indicates the challenges and transition of funding regarding the economic situation of the country. It reports:

The period between September 2006 and the summer of 2016 saw a significant change for UK higher education, including a transition to new undergraduate funding systems in England and Wales, and ongoing challenges related to restrictions on public funding following the economic downturn at the beginning of this period.(O’prey 4)

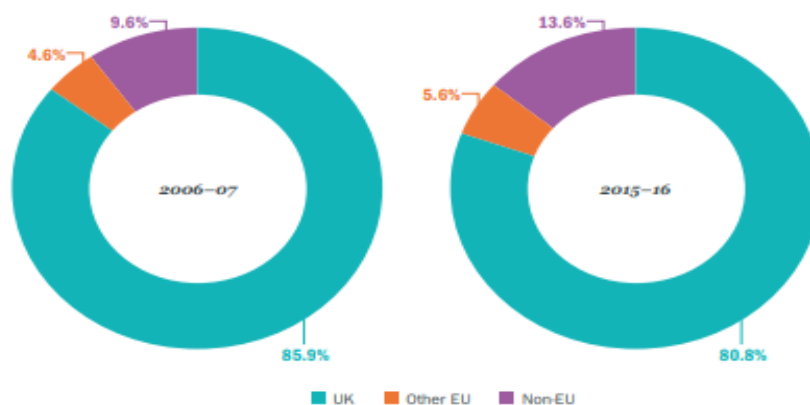


Figure 5 Students by domicile, 2006–07 and 2015–16

Source: HESA

O’prey, Paul. *Patterns and Trends in UK Higher Education 2017*.

Rep. N.p.: Universities UK, 2017. Print.

The circles indicate the period between 2006 and 2016. It is divided into two parts. Each of the two parts contains percentages of the students’ domicile. The first circle is from 2006 and 2007. The enrolment of the students by nationalities is different than the second period. The latter extends from 2015 to 2016. The percentages of British, European and non-European students are less than the second circle. There is a significant increase, especially for non-European nationality. The rate has shifted from 9.6 % to 13.6. It is a shift with more than 4%. By this percentage and the other numbers, ten years become a turning point for the British higher education. Ten years symbolize the shift within the enhancement of the British higher education.

2.2.3. The Incomes of the Higher Education Institutions of the United Kingdom

The mentioned chart, number four, that is about the education system in Britain. It seems complicated and full of choices. Teachers and students in such a way, find the opportunity to study and /or teach. It is a framework that attracts both kinds of teachers and students; national besides

international ones. In Britain for reaching the Doctor of Philosophy Degree, it should be a pass throughout the stages that are referred above. After finishing the Bachelor's undergraduate study, in which the study is university education.

As follows students complete their studies to get their Master Certificate and PhD one among the Postgraduate Degree. Also, there is the other direction to arrive at the PhD. It starts with a Higher National Certificate (HNC). It is for one or two years where there is an equivalent with the full time of the two first years of the Honour Degree or Bachelor Degree. It is characterized by its higher professional education, likewise with the Higher National Diploma (HND). It is a step where students qualify to enter university. The equivalent appears between these two Higher National Degrees; Diploma, and Certificate within the two first years of Bachelor Honours. Whereas the difference lies with the number of years of study.

It is declared that British higher institutions, as a result, are independent in themselves. They have their directions within free financial fun. These institutions are not run by the government due to their independent entity and management. It is noticeable that the income of HEIs comes from various public funding spending. The percentage of income differs from institution to another. HEIs are independent institutions in themselves that work to improve and provide higher education. About the British higher education system and from the British Council; the Higher education institutions are funded by higher education councils of England, Scotland, and Wales. They are funded throughout the Department for Employment and Learning in Northern Ireland. This finance serves to help these institutions financially as well as general guidance. (Introduction ch. 3). It is noted that the financial independence of higher education institutions makes them having a high-income.

Nine from 166 British higher education institutions are considered to own property. Teaching and research have no financial receive from the government. However, they are financed throughout the Student Loans Company. Then; students are funded via, which is called 98 so-called 'alternate' providers. They are loaned for their individual designated. There is a rapid increase, hence, in the

number of these alternate providers. Private foundations are the ones involved in the recruitment process, not the government. (Introduction ch. 4). The higher British institutions have their value among the other European or international higher institutions. As an example of the number of students regarding the incomes, the following charts indicate the income and the size of higher education institutions from 2010 to 2012.

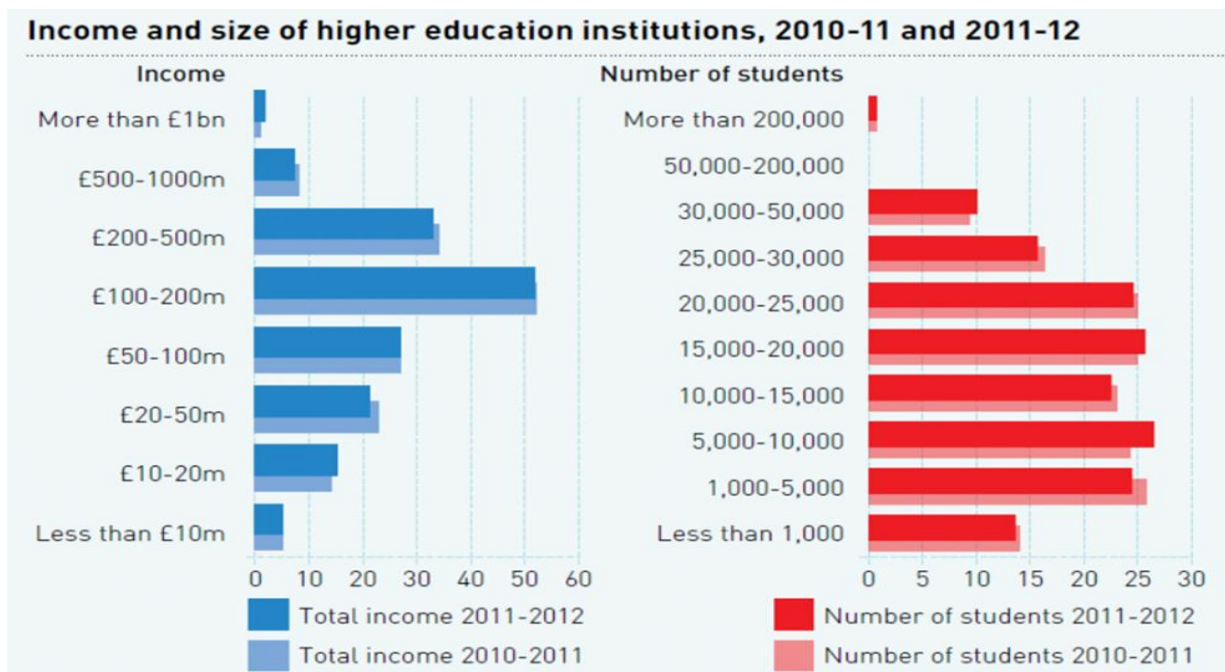


Figure 6 Income and size of higher education institutions, 2010-11 and 2011-12

Source: Introduction. *Introduction to the UK Higher Education System* (n.d.)

The chart contains numbers of students as well as the income of the British institutions. It is from 2010 to 2012. It is divided into two periods. The first period is from 2010 to 2011, and the second one is from 2011 to 2012. There are some differences, and similarities in the income numbers regarding the number of students. In the beginning, the census between 2010- 2011 also increases for the students' registration as well for the institutions' income. The income is less than 10 million pounds with less than 1.000 of students. It is 0.1%. When the number of students reaches 20.000, the income reaches 100 million pounds. There is an equivalent with the next period from 2011 to 2012. Within the number of 20,000 students, the income rises to 100 million pounds. As a result, the number rises to 1000 million pounds within the rise of the students' enrolment that is 200.000. The income

increases regarding the students' registration. It is a healthy phenomenon because it mentions the importance of higher education institutions. It reaches more than one billion pounds between 2011-2012. It is a significant, great and important achievement. These indicators illustrate the importance of British higher education institutions and the individuals' interests and institutions on it.

2.3. The Higher Institutions in India

India the place where contains more than one billion inhabitants, after China, within various religions, cultures, and diversity of languages. The population number makes it ranks first, or among the first countries in many domains in the world. Likewise, India has the fifth largest economy in the globe. Its economy comes after; United States, China, Japan, and Germany. The size of the Indian economy in 2019 reaches 2.9 trillion \$. (State ch. 4). The next table indicates the economic status in terms of GDP at current US\$ trillion.

Sl. No.	Country	2017	2018	2019 (E)	Change in position in 2019
1	United States	19.5	20.6	21.4	-
2	China	12.1	13.4	14.1	-
3	Japan	4.9	5.0	5.2	-
4	Germany	3.7	4.0	3.9	-
5	India	2.7	2.7	2.9	▲
6	United Kingdom	2.6	2.8	2.7	▼
7	France	2.6	2.8	2.7	▼
8	Italy	2.0	2.1	2.0	-
9	Brazil	2.1	1.9	1.8	-
10	Korea	1.6	1.7	1.6	-

Table2: Top 10 Economies in the world in terms of GDP at current US\$ trillion

Data Source: World Economic. "World Economic Outlook Database October 2019." *International Monetary Fund*. N.p., Oct. 2019. Web. <<https://www.imf.org/external/pubs/ft/weo/2019/02/weodata/index.aspx>>.

Notes: E : IMF's estimate; ▲ indicates improvement in rank; ▼ indicates drop in rank and - indicates unchanged rank

The economic census describes the development of India. The economy has its benefits on education especially the higher education. Higher education is a necessary element in India regarding the population and their circumstances. It is a basic item for improving society because the healthy and correct education gives way to a future profession. The Indian education system is, however, coped by different challenges. India has succeeded in making one of the biggest higher instruction frameworks within the world. The quality of numerous higher institutions is comparable to the most excellent within the world. (Sisrwal 27). India copes challenges to achieve a high-level status of higher education.

To such a degree, Indian instruction framework faces issues. These issues arise from the contrasts and the endorsed advancement standards. With all the noteworthy advancement within the areas of data innovation, space science, atomic innovation, oil investigation, mechanical generation, etc., India has been incapable to unravel its issues related to destitution, obliviousness, and underdevelopment totally and effectively for different reasons. (ibid.). The pursuit of high-quality education institutions is something that the Indian government is seeking. The challenges that exist do not stop the search for high education at a high level within new strategies.

About 25% of individuals are still underneath the destitution line. One-third are ignorant, and aberrations among rich-poor, urban-rural, educated-uneducated have existed. This situation makes gigantic social pressures. The nation has confronted the challenges of globalization and weights of liberalization whereas preceding its battle against destitution, absence of education and drawbacks. (ibid.). The Indian government works to cope with this worse atmosphere. The society of India is under social pressure that should be solved. Over time the battle continues against these social problems.

Thereupon India has a higher education system. There are three main categories of tertiary in India; universities and university-level institutions, colleges, and diploma-awarding institutions. They

are classified according to the financial support from central government, state government and the private sector. The following table summarizes the three types within their findings.

TYPE AND NUMBER OF INSTITUTION	CENTRAL	STATE	PRIVATE	TOTAL
University and university-level institutions	152	316	191	659
Colleges	669	13,024	19,930	33,023
Diploma-awarding institutions	0	3,207	9,541	12,748
Percentage enrolment in 2012	2.6%	38.6%	58.9%	100%

Table3 Higher Education Institutions in India

Source: 'Ernst & Young, and FICCI. *Higher Education in India: Twelfth Five Year Plan (2012-2017) and Beyond: FICCI Higher Education Summit 2012*. New Delhi: Ernst & Young, 2012. Print.

The first category, university and university-level institutions, is financed via central government by 152 and state by 316 a year, then from the private sector by 191. The highest financing comes from the state. It indicates the role of states to develop higher education. The next type, Colleges, the highest financing is received from individuals. They play the role of investments. Finally, diploma-awarding institutions, there is no central financing, whereas it is funded throughout the state, and private sector. Among the three categories, the highest financed one is Colleges. They are based on private sector funding by 19.930. The total of funding reaches 33.023 in a year.

Indian higher education structure defines as a college affiliated. Students study in public and /or in private colleges. These colleges, therefore, have no own degree of power. They are describing with their affiliation to state university parent. Consequently, they have no total separation, but the attachment still restricts these institutes. The enrolment number in the affiliated college sector is huge as the sector itself. There is a considerable challenge to control it. From states Tamil Nadu State Government: Dr Cynthia Pandian, Vice-Chairperson, Council for Higher Education argues that the

number of undergraduate students' enrolment is over 90%, postgraduate is 70%. (Heslop 14). The enrolment rate indicates the importance of the higher education for the Indians.

Furthermore, there is 17% for doctoral students. Some universities have a high rate of affiliated colleges'. They have 1000 affiliated colleges regarding the quality and value of them. In 2011, the accreditation of all universities and colleges were obligation via The National Assessment and Accreditation Council, and the National Body for accreditation. There is an active work for the accrediting status to the two-thirds of universities, and four-fifths of colleges. (Heslop 14). The percentage of affiliates of Indian universities and colleges show the interest, of the Indian students in studying in higher education.

State universities are forming the greatest number of Indian higher education. They are financed from the state government. However, there is a big diversity in the funding amount. During the last 20 years, universities were critically underfunded. Colleges are, thus, paid universities for their survival. These funds are generally used to pay salaries. Despite the good pay that exists, poor infrastructure and little research, admission to many state universities spend time taking exams to their colleges. Students search for a place in state universities to achieve their intentions. (ibid.). Students then search to seek a seat among these state universities to fulfil their aims.

Then, from Tata Institute of Social Sciences (TISS), Mumbai: Dr S Parasuraman, Director argues that state government's aims to give the status of the university to the private college where they have much autonomy and independent power. In this way, new universities grow rapidly. From 100 private university, 16% of them offer degree-awarding institutions. University status is also granted to private institutions by the central government. These institutes fall into the category of "deemed university". The number of universities he considered 129, 20% of rehabilitation institutions. For this reason, the central government is not clear about its instability in terms of giving more decisions to states. (ibid.). Funding differs from universities and colleges, and then Indian students to reach their goal in a suitable higher institution to them.

The main point of the central government over the past two decades is the universities and national central institutes. National institutes such as IITs and IISERs, in these institutes, most international cooperation takes place, including existing research. These institutes have a national and international reputation. Before anonymous interviewees who declare that there are rapid expansion and widespread overtaking of the private sector in tertiary education. The private sector becomes a crucial version of Indian higher education. Across the country, the census is 64% of private foundations along with 59% of enrolment. The private higher education universities rate is growing and reaching 40% annually with funding of 6.5 billion dollars. Private investors wait for wings. (Heslop 14-15). The Indian private sector in India takes up a lot of space among Indians who are considering joining and pursuing postgraduate studies.

2.4. Motives for Opting the UK Higher Education Institutions

Higher education depicts country levels. The illustration comes from the numbers of teachers as well as student registration. The United Kingdom is a favourable destination for Indians who want to continue their studies and teachers who need more opportunities. Because of the importance of the sector, there is cooperation between the two countries. India and the United Kingdom are working on research collaboration, which is embodied across programs. It is the United Kingdom's Research Council and the UK and India Education and Research Initiative - the United Kingdom. (Heslop 15). Joint action between the two parties leads to results that satisfy both parties. Coordination in the field of higher education brings benefits to the individual and the nation.

For this reason, these programs target the best research. Hence, the best research institutions of national importance in the field of central financing where student enrolment is 2.6%. UKIERI has energized and pushed more presence. It encourages Level 2 and 3 institutions that makeup 20% of the partnership awards. 20% is a small image of representation, and international cooperation is limited within private institutions and state universities with a few notable exceptions. As a result, there was no association between the international higher education community and institutions with 97.5% of

students. (ibid.). The mutual coordination and collaboration aimed at reaching to a good individual and society in terms of quantity and quality for the two countries.

2.4.1. Teachers' Motivation

The motivation has its role in encouraging teachers to develop and work to improve higher education. *Jennifer Rowley* stresses:

There are four established models of motivation: the rational-economic; the social; the self-actualizing; and the complex models. The first three of these can be regarded as content models of motivation. Content theories of motivation try to explain the factors within a person which motivate them. Although these models were first introduced some 40 to 50 years ago they are still a useful framework. The complex model introduces some aspects of the process theory of motivation (12)

2.4.1.1. The Rational-Economic Factor

Taylor argues that economic self-motivation is the main factor in motivation within increased financial support. It is motivation effects on increasing or decreasing a person's pride, and this model indicates that people are the ultimate party that only works under economic motivation and/or reward. In a way that makes one irresponsible for doing his/ her job. (Rowley 12-13). Human stimulation is evidenced by an interest in the component of human needs. Therefore, to reach high productivity from the human element, the various material incentives have an impact in terms of production efficiency, increase and quality of productivity. Institutions are working to arouse the desire of the individual to reach the required performance. This is considered an investment in human resources..

2.4.1.2. The Model of Society

Mayo summarizes the social model in four points. Initially, the individual seeks to be among others. One needs to be in touch with others. Being in a relationship is a fundamental issue of identity formation. Climbing up to the search for social meaning and interactive relationships as a result of

empowerment and reason. Thus, people respond quickly while working on groups rather than being controlled and motivated. Hence, the on-the-job response is due to needs for belonging, acceptance and sense of identity. (Rowley 13). It is human nature to be among the other. Human interaction is a catalyst for seeking a place and a job opportunity.

2.4.1.3. Motivation through Self-Realization

Self-actualization needs are an idea developed by Maslow. The latter argues that an individual is in need to fulfil his / her capabilities as well as potential. It is the need for growing the self-actualization model. The motivated ones; some of one's needs fall into a hierarchy from simple ones to self-actualization. The motivation at work is to achieve the basic needs that allow for higher needs. Individuals especially teachers search for the meaning of achievement throughout their work. The figure gradually shows requirements. Teachers like to show their competencies, and independence to enhance their skills. Teachers, in this case, seek self-control and motivation and then the conflict between self-actualization and the organized effectiveness does not exist. (ibid.). Self-realization and is an essential element in motivating the professor to search for an opportunity in which to prove self and reach the desired goal.



Figure 7 Maslow's hierarchy of needs

Source : Rowley, Jennifer. "Motivation and Academic Staff in Higher Education." *Quality Assurance in Education* 4.3 (1996): 11-16. Print

The figure of Maslow shows the needs of the hierarchy. It is one of the basic physiological needs: the need for food, drink and shelter to survive and gradually pass through to individual safety - social / affiliation where the social model of motivation occurs. Moreover, teachers seek self-esteem to achieve self-representation. They find these opportunities in life among British society and work in its colleges and universities. Thus, some reach their self-identity.

2.4.1.4. Motivated Complex Model

Shein argues that the previous two models are called universal and public. However, he declares that complexity is an essential feature of human nature. Complexity and motivation are related to different conditions, life, face and experience. The impulse comes from the feeling that people get everything from work. Safety and troubled work needs, and the ability to reach the goal are included. Shein stresses on those who take responsibility and motivate people regarding their diversity and cultural background. The psychological contract is also presented by Shein. Prediction is an important set for a contract to develop effectiveness. It is clarified through inquiries and negotiations within a noted agreement. The model suggests this situation. The manager needs to know that people do not realize their expectations or find it difficult to express them. The manager, therefore, requires being open signs. (Rowley 13-14). The current factor is the compound factor, as the job seeker has many economic, social, and even psychological and political reasons for joining British universities and institutes.

As a result, about the average teacher salary in the UK, according to the Times of Higher Education, the professor's salary between 2015 and 2016 was £ 79,030. Senior academics pay an average of 82,506 pounds. Whereas the average is £ 43,607 for lecturers, senior lecturers, and researchers. It is worth noting that the average salary in the United Kingdom is among the first countries either in Europe or the world. (Professor Salaries). The university professor's income makes him more motivated. Income is working to meet scientific and practical demands.

Furthermore, according to experience and management responsibility, for the higher education lecturers' salaries usually range from 35,211 pounds to 43,267 pounds. Then for the first-level lecturer in higher education, the gain is usually between 43,267 pounds and 58,089 pounds. But depending on the level of experience, and managerial responsibility, the salary at the professor level can reach more than £ 100,000. There is one nationally agreed pillar of higher education roles in most institutions in the UK. There are separate payment schedules for lecture roles in England, Wales and Northern Ireland. (AGCAS et. al.). From the numbers mentioned above, it is noticeable the importance of academic salaries to obtain an appropriate level of living conditions at their private and scientific levels. In this way, the UK government aims to provide sufficient salaries for teachers of different levels to motivate them.

2.4.2. Students' Motivation

Students have their reasons for choosing the UK to their home. Although there is concern about the consequences of Britain's exit from the European Union, especially after the referendum on June 23, 2016, as the British voted to leave the European Union. However, this has been reaffirmed by the UK and European Union higher education experts. Students are assured of not being worried about any unexpected changes for at least the next two years. The pound will be devalued as a result of this exit. Also, course fees at various universities, TOEFL, and the dream of studying abroad will be far away. Searching for a suitable receiving country is a target location for Indian students. It is a goal in itself because of the long history between them and the immigration process, especially since World War II. To be among the country's highest level means an important choice of job choice. Students look for a Bachelor's, graduate, or research program in the UK. The starting point from the other country or India. (Grewal par. 1). The search for completing studies is considered a desire for students who want to complete their studies, as well as for students who want to obtain a higher academic level.

Although a Brexit event, which might happen, nine fundamental reasons drive Indian students en route to the UK. Nimrata Grewal summarizes the following:

2.4.2.1. Qualified and Internationally Recognized Universities Route to the UK

Initially, Indian students prefer universities because of their international recognition and qualification. Then, it is an international destination not only for Indians but for all people around the world. According to the World University Rankings, the UK has three of the top 10 universities in the world. The five best universities in the British Isles according to the 2019-2020 censuses are:

- 1) Oxford University, in which two of Indian Prime Ministers have studies there; Indira Ghandi and Dr Manmohan Singh.
- 2) The University of Cambridge, the university where the Indian first Prime Minister Jawaharlal Nehru and well-known economist and Nobel Prize winner Amartya Sen have studied.
- 3) Imperial College, London This College is known for its science education. Sir Alexander Fleming is one of the Nobel laureates
- 4) University College London (UCL) Mahtma Ghandhi had studied there.
- 5) Edinburgh University. (Grewal par. 1)

Therefore, the mentioned names show the importance of British universities and institutes. Besides to the historical relationships between Britain and India over time.

2.4.2.2. The Quality of Education

The second reason that makes Indian students make their way to the United Kingdom is the quality of education. The United Kingdom is a popular destination. It has authenticity in the education sector. The standard for teaching and research at UK universities and colleges is routinely evaluated and categorized. The evaluation is by formal organizations to ensure that the established standards are met. The British institutes, however, take responsibility for ensuring the level and quality of different programs themselves. Independent reviews are conducted by the Quality Assurance Agency for Higher Education. In an institute, the curriculum and perform reviews on the department of individual are guided by professional bodies. In Scotland, Colleges may conduct by Queen's Majesty Inspectorate of Education. (Grewal par. 2). British universities and institutes are working to provide an appropriate

environment for local students as well as foreigners, through program methods and the use of the latest technology in teaching. The quality of higher education in the UK is demonstrated by the graduation of many international figures.

2.4.2.3. Opportunities in the UK Higher Education System

An advantage that attracts students to study in the United Kingdom is the possibility to choose a field of study and institution. At universities and colleges across England and Northern Ireland, Scotland and Wales, students can choose from 150,000 courses and be in direct contact with the institute to request prospectuses. Along these lines, when a student wants to pursue his Master's courses. The duration of all Master's programs is estimated to be for one year. It is a great benefit to studying. An alternative method is to combine Master's programs with a doctorate. Thus, the mix provides an additional year. In this way, accommodation and tuition fees will be reduced. (Grewal par. 3). Shortening the time between obtaining a master's degree and a PhD is a valuable and important opportunity for the student. it takes a short time and costs less.

The British education system encourages interaction between the students and the lecturers. It provides a variety of different subjects in one course. An international student, to complete their studies, English is provided by many institutions for study. It is an essential component for them. Consultants and counsellors are provided at most universities to assist international students. They assist the education system as well as for various courses. (Grewal par 3).The prestige of the British universities with the quality of their programs is given as a result of the good continuity of the Masters and Doctorate degrees. British or foreign students are always on a journey looking for suitable academic opportunities to improve their level and competence.

2.4.2.4. A Basic Research Framework

An advantage of studying in the UK that one of the researchers notes that the country considers international work. The rate is as follows: 6.4% of international journal articles, 11.6% of citations and 15.9% of the most cited articles in the world. However, they make up only 0.9% of the world's

population. The ranking of British universities and colleges give them 30% of research as 'world leader' and 46% 'internationally excellent'. These percentages come from the most recent framework of excellence. From 2008 to 2013, it was a remarkable and awarded number of 95,184 research doctorate degrees. The focus areas in the UK are clinical sciences, health & medical sciences, social sciences, business and humanities (International Comparative Performance of the UK Research Base, a report prepared for the Department of Business, Innovation and Skills). (Grewal par.4). Giving international importance to research, studies and scientific research articles makes British universities a destination for many students and researchers. Thus, ranking among the first, in Europe or the world, indicates the high quality of British universities.

2.4.2.5. Studying as well as Working

In the UK, Indian students learn at the same time and gain work and experience. Working overtime works to develop their skills that enhance their CV. Then, for some colleges and /or universities, the workplace is part of the course. (Grewal par. 5). The opportunity to work in parallel with the study makes students of different nationalities apply to enrol in British universities and colleges. This means that there is a studied time plan, which makes the university student have the opportunity to nail both at the same time. Work is the beginning of the formation of profitable and material independence.

2.4.2.6. The Permission to Work after Completing Study

Since November 2005, has been some changes concerning the post-work visa. Students have the opportunity to remain in the United Kingdom if they hold a job after finishing graduation. The annual salary of a job at least would be 20,800 pounds. There is no exact number of international students who remain in the UK after completing their study. The requirement condition to stay and work in the UK is to switch from a Level 4 visa to a General Level 2 visa. The applicant will be to obtain work from the Border Agency, where students work according to the post-study status:

Tier 2 (General) Visa: The paying salary of at least £20,800. It is allowed for the recent graduates holding in the United Kingdom. It includes; Bachelor's, Master or PhD degree.

Tier 1 Entrepreneur Visa It is opened for those who work in world-class innovative idea. They are funded by their universities. (Gerwel par 6). The point of multiple visa considerations with the quality of residency motivates students to stay. The visa between TIER 1 and TIER 2 gives foreign students the choice to stay in the British Isles. This is a factor in facilitating and attracting foreign students, especially those with scientific capabilities for stability in their lands.

2.4.2.7. Scholarship and Funding Supports

Anxiety over expensive study, funding puts Indian students in a state of insomnia. However, postgraduate and research level scholarships are available to support accommodation and study costs. The admission hence, offered by British universities has a primary role for the student to become an official member of the university. (Grewal par. 7). Providing material financing to the student makes it an effective component. Financial stimulation with residency raises the foreign student's desire to stay in British universities and colleges and work within their members. This enhances intellectual and scientific productivity within them.

2.4.2.8. Advantages of Health Service

The National Health Service (NHS) provided free medical treatment to Indian students. The offer is linked to registration for a full-time course. If the students, during their course of study or reside with their relatives. The latter will benefit from the same medical treatment. Also, students have special health programs from their colleges or universities. (Grewal par. 8). Health insurance for international students in the UK is an important attraction. Health care includes a visit to the general or private doctor, in addition to the low cost and other health benefits. Health insurance through the NHS makes the students reassures about their health care, and the focus is only studying and research.

2.4.2.9. Experience Cultural Diversity

According to the latest census of 2019, it is from more than 180 countries worldwide. There were 4, 36,585 international students enrolled in the UK. Indian students make up the second-largest group with 18,320. Studying in the UK is an opportunity to blend cultures and meet new people from across the globe. The benefits of this cultural combination are shown to enhance one's important skills. Skills are part of the world's workforce. (Grewal par. 9). Each one seeks a goal; teachers as well as students. Factors differ from period to other from the opportunity to get a visa, the quality of the British universities, good salary, and the welcome of international teachers and students. All these reasons and more affect the foreigners' elite in their thoughts and attitudes. The next table includes factors that push the international elites to register in British universities.

Important factors for choosing a country	
Factors for choosing a country	Percentage of times each item was ranked most important, when ranking the five most important factors
It has universities with high quality teaching	26.7%
It is welcoming to international students	23.3%
I can get a visa to study there	21.0%
It has an affordable cost of living	20.0%
It has well ranked universities	19.6%
I have friends or family living there	19.2%
The lifestyle appeals to me	19.1%
It has a good reputation as a place to study	18.3%
I can get a visa to work after graduating	16.6%
It was recommended to me	13.2%
It has good graduate employment options	11.6%

Table 4 Important factors for choosing a country

Source : International Student Survey. *International Student Survey-Welcoming the World-Maintaining the UK's Status as a Top Global Study Destination*. Rep. London: Hosbons, 2017. Print

The table from Hobsons is a survey about the factors that motivate students to study in the UK. The highest level is the high-quality educational level that 26.7% succeeded in receiving international students by 23.3%. The following are two reasons for obtaining a visa and the appropriate cost of

studying. The two components average 21.0% and 20.0% proactively. Whereas, the good graduate option is the last with 11.6%. Motivation is a major factor attracting teachers and students who aim to teach or study in UK universities for the reason of their European or international reputation.

2.5. Subjects of Study in the UK Higher Education Institutions

Throughout history, Britain has included various and distinctive events with its politicians or economists. As a result of different historical events, studying in Britain at different levels of education has an advantage and a special nature that distinguishes it from other countries. Thus, the reputation of UK universities and colleges push Europeans and non-Europeans to join them. There is a wide variety of subjects at the UK's top institutes. After that, it makes the competition between students to study in the UK in ascending lines. International students strive to achieve goals by enrolling in the disciplines they desire. This is why the British government is working to create an appropriate academic climate to attract more minds, which plays a major role in prosperity.

All UK universities have autonomous bodies. They kept up by educational cost expenses; inquire about yields, and government subsidizing. The nation works beneath the three-tier higher instruction framework, just like the rest of Europe, which are undergraduate, graduate, and postgraduate study.(Educations.com). The independent formula that characterizes British universities makes them multi-academic. After high school, students seek to enrol in majors that guarantee future work.

Like so, the increase in the percentage of students enrolled in various disciplines is an indication of the quality of education in Britain. The search for an academic study opportunity with a job opportunity is something that young people of all ages, groups and nationalities aspire to. Accordingly, British universities and colleges are destinations for many foreign students, as they benefit from international recognition that guarantees them various professional opportunities around the world. The following table is from Patterns and Trends in UK Higher Education 2018 that indicates the favourite subjects of study by students.

	2007-08	2016-17		% CHANGE
VETERINARY SCIENCE	4,850	7,145	↑	47.3%
BIOLOGICAL SCIENCES	161,600	226,370	↑	40.1%
MATHEMATICAL SCIENCES	34,120	43,880	↑	28.6%
ENGINEERING AND TECHNOLOGY	139,435	165,090	↑	18.4%
PHYSICAL SCIENCES	82,130	95,170	↑	15.9%
SOCIAL STUDIES	198,875	221,515	↑	11.4%
CREATIVE ARTS AND DESIGN	158,890	175,595	↑	10.5%
BUSINESS AND ADMINISTRATIVE STUDIES	310,455	333,075	↑	7.3%
COMPUTER SCIENCE	95,575	101,045	↑	5.7%
AGRICULTURE AND RELATED SUBJECTS	17,680	18,630	↑	5.4%
MEDICINE AND DENTISTRY	61,810	65,110	↑	5.3%
MASS COMMUNICATIONS AND DOCUMENTATION	47,965	50,375	↑	5.0%
SUBJECTS ALLIED TO MEDICINE	287,125	290,770	↑	1.3%
LAW	89,245	89,730	↑	0.5%
HISTORICAL AND PHILOSOPHICAL STUDIES	96,620	85,455	↓	-11.6%
ARCHITECTURE, BUILDING AND PLANNING	63,085	51,185	↓	-18.9%
LANGUAGES	136,050	107,015	↓	-21.3%
EDUCATION	202,300	150,675	↓	-25.5%
COMBINED	118,300	38,640	↓	-67.3%

Table 5 Students by Subject of Study, 2007–08 and 2016–17

Source: HESA Student. "HESA Student Record 2007/08." HESA. N.p., 7 Oct. 2008. Web.

<<https://www.hesa.ac.uk/collection/c07051>>.

Between 2007–08 and 2016–17, changing understudy request has been reflected within the courses colleges offer. The table indicates that Veterinary Science, Biological Sciences and Mathematical Sciences were the subjects with the foremost critical increments in understudy numbers 47%, 40% and 29% respectively. Alternately, Combined Subjects, Education, and Languages had the biggest diminish in understudies 67%, 26% and 21% respectively. The development in a few subjects may be inferable to more prominent extents of non-UK understudies undertaking them. In 2016–17, the most elevated extents of non-UK understudies by the subject were trade and authoritative think about 36.5%, building and innovation 31.8%, and law 25.7%. (Universities UK19). Studying in an authentic institution in the United Kingdom gives students originality and exceptional experience. And

the difference in the proportions is the multiplicity of open specializations available to local or foreign students. This enhances the chances of enrolling in the desired study.

2.5.1 Academic Staff

Academic staff also has its percentages among British universities and colleges. Motivation is presented in the UK's institutions. Teachers by different nationalities take their path to British higher education, European or non-European ones. Academic staff at British universities has a major impact on attracting foreign students to be among British universities and colleges. The presence of good professors places the quality of these institutions in a high position. The quality of higher education is derived from the quality of the employees present in the institution. Faculty members require skilful knowledge and skilful methods of communicating information to the students. As well as the level of the teaching staff is reflected in the way students interact, from the lack of differentiation in gender, colour, or race. The table, Patterns and Trends in the UK Higher Education analyzes the UK, EU and Non- EU nationalities which are between the periods 2007-2017.

Furthermore, academic staff may release critical capacities in back of the University's scholarly administration courses of action ,such as participation of Senate and its standing committees; capacities inside specific quality confirmation forms e.g. scholarly evaluator, free chair for program endorsement and survey of another college, or board chair ,or board part within the setting of the University's student-facing strategies. (Academic Role 7). Hence, the plurality and diversity of academic staff is the main reason for the quality of the British University. The presence of a significant number of foreign, especially Indian, nationalities leads to an exchange of experiences and competencies. The figures in the following table show the percentages of the academic staff in the most important university majors.

	2007-08				2016-17			
	TOTAL ACADEMIC STAFF	% UK NATIONALS	% EU NATIONALS	% NON-EU NATIONALS	TOTAL ACADEMIC STAFF	% UK NATIONALS	% EU NATIONALS	% NON-EU NATIONALS
MEDICINE, DENTISTRY AND HEALTH	40,495	81%	10%	9%	49,520	75%	16%	9%
AGRICULTURE, FORESTRY AND VETERINARY SCIENCE	1,980	83%	10%	8%	2,530	72%	19%	9%
BIOLOGICAL, MATHEMATICAL AND PHYSICAL SCIENCES	25,105	68%	17%	15%	31,560	61%	24%	15%
ENGINEERING AND TECHNOLOGY	20,385	68%	12%	20%	24,425	57%	20%	23%
ARCHITECTURE AND PLANNING	3,355	78%	10%	12%	4,015	72%	16%	11%
ADMINISTRATIVE, BUSINESS AND SOCIAL STUDIES	30,000	76%	12%	12%	41,730	67%	18%	14%
HUMANITIES AND LANGUAGE-BASED STUDIES AND ARCHAEOLOGY	15,770	71%	18%	11%	17,730	65%	23%	13%
DESIGN, CREATIVE AND PERFORMING ARTS	11,865	88%	6%	6%	17,970	84%	10%	6%
EDUCATION	13,245	90%	5%	4%	12,675	88%	8%	4%

Table 6 *Academic staff by nationality and cost center, 2006-2007 to 2015-16*

Source: Universities UK. *Pattern and Trends in Th UK Higher Education 2018* Universities UK (2018): 1-39. Print.

The table indicates the rates of British, EU, and Non-European nationalities. The first part of the period is between 2007-08; concerning medicine dentistry and health. The academic total staff number is 40.495 with a percentage of 9 %. Then, for the second period, the percentage is the same. However, the rate is raised for UK staff. Monitoring the other census off the first period it is noticed that 15 % and 20% of Biological, mathematical and Physical Sciences and Engineering and Technology respectively. It is the same demand for the second period. However, the percentage during 2016-17, increased with 3%. It is an indicator that the demand for teaching increased in the electronic fields.

2.6. The Quality of the British Higher Education

Higher institutions reflect the quality of a nation. As a result, development in the human community enriches it with appropriate findings in various fields. British universities have the responsibility to maintain their academic quality and the offered awards. With the support of Senate committees, they are responsible for assuming this responsibility. (Quality 11). Quality is assessed throughout the entire responsibility found in universities and colleges. Therefore, there are multiplicity of universities and the diversity of disciplines. In addition to the academic staff, are all factors that help in the development of universities in terms of quantity and quality. The increase in registered students is an indication of the quality and originality of the British University.

2.6.1. The European Quality of British Higher Education Institutions

Among the European universities and colleges, British universities and colleges have their reputation, values and qualities. European standards and guidelines for quality assurance of higher education is a section used and implemented by many European countries. The section is a wide range and guidelines for quality in higher education (ENQA). Thus, as a note taken from a report by the European Association for Quality Assurance in Higher Education, it was published in 2009 in Helsinki. The report of 2009 is divided into three main parts. Each part of the standards, for further clarification, contains subsections; the internal quality is the first part, external quality is the second part, and the third part covers standards for external quality assurance agencies. (Hoxhaj and Hysa 245-46). European countries rely on continuous attention to their university education systems to make them more compatible and harmonious.

British universities are distinguished from their European counterparts with a good academic atmosphere, characterized by good harmony among students, and this is evident in the world rankings for them, as well as the high qualifications of their graduates. University studies need effective structures that guarantee the quality of the study, and this is what the private and public sectors do.

The Quality Assurance Agency has established in 1997. Its role is to rationalize the external quality of higher education in the UK. QAA has an independent status. The owners of it are the heads of the UK universities and colleges (headers of universities UK, Universities Scotland, Higher Education Wales, and the Standing Conference of Principals). Applying the academic standards and award quality are over their universities and colleges. The role of the Quality Assurance Agency is in monitoring the responsibility and work of the various universities. (Quality 5). Teachers and students are attracted by the quality of British universities and colleges.

Hence, to maintain public interests is an important issue of higher education. QAA, besides, continues to encourage the virtue management in higher education through; in universities and colleges, an external reviewed management, the infrastructure of the academy is the clear description of virtues, regarding the university title and degree, the consult of government is necessary for the application, and providing advice on academic standards and quality, in which influences the international quality assurance. This influence is through participation and contribution to the projects of higher education. (ibid.). The quality of the British's top institutions is due many factors, which make them among the best on the European continent as well as internationally.

As a result, British universities and institutes are ranked first due to their profound values. Regarding the best European universities in Europe; Times Higher Education Ranking -Best European universities of June 08, 2020, indicates that the United Kingdom occupied the first position. Among 200 universities the UK ranks roughly first by a quarter of its universities. Then, it is followed by Germany. The University of Oxford University takes the first position and succeeded by Cambridge University and Imperial College London. (Pop 2). The first ranks by the British universities is an indication of the extent of the nobility and the value of universities in Europe and an expression of the high level of knowledge and cultural level of British society.

The United Kingdom is one of the most prominent countries providing its local and international students with a large number of university majors that can be registered. E-learning is now available in

Britain, which allows students who cannot register to continue their studies. The above matters are all factors that have contributed to the development and progress of British universities.

2.6.2 The International Quality of British Higher Education Institutions

To complete with the value of the British universities and colleges, the table is from a website for the best universities in the world. It includes the rank, name of the university, and its location in the globe.

Rank	University	Location
1	Massachuttes Institutes of Technology	United States
2	Sandford University	United States
3	Harvardd University	United States
4	University of Oxford	United Kingdom
5	California Institute of Technology (Caltech)	United States
6	ETH-Zurich-SwissFederal Institutes of Technology	Switzerland
7	University of Cambridge	United Kingdom
8	UCL (University College London)	United Kingdom
9	Imperial College London	United Kingdom
10	University of Chicago	United States

Table 7 :The World's Top 100 Universities

Source: QS Staff Writer. "The World's Top 100 Universities." *Top Universities*. N.p., 03 Apr. 2020. Web.

<<https://www.topuniversities.com/student-info/choosing-university/worlds-top-100-universities>>.

International Higher Quality Measurements places the United Kingdom among the first countries in the world in terms of education values. the table above is about The World's Top 100 Universities. The University of Oxford ranks fifth, after American universities and institutes. Therefore, 29 representative of the United States, and 18 representatives of the United Kingdom. These numbers are out of 100 universities in the world, and the percentage is 29% and 18% for the US and UK respectively.

2.7 Conclusion

Everyone around the world; individuals, groups or even governments seek for distinction in uniqueness and suitable academic status. The latter, which has its place, is found in terms of quantity and quality of teaching, particularly, on higher education in all fields. Teachers and students who look

for high scientific level, in parallel, seek to reach their goals in well higher education institutes or universities. Thus, for Indian teachers and students throughout the rates, percentages, and hierarchy of motivation are factors that attract Indian immigrants to settle in the United Kingdom within new social, political, and economic positions. Government focuses in its various directions, roughly the time, on immigration as a double-edged arm. On account of, Conservatives and Labours parties have their policies that they want to be implemented. David Cameron and Gordon Brown, as British Ministers, proposed their policies to bring beneficiary immigrants, especially in the areas of higher education.

Chapter Three: The Impact of the Indian Immigrants Elite on British Higher

Education between (2007 - 2016)

3.1. Introduction

The dominance between acceptable places empowers people to quest to be in it. Elite want to live and work in a suitable community. Immigrants' elite immigrate seeking to reach economic, social as well as political status. Taking into consideration the Indians, the risen scientific power, which is demonstrated by its personalities, students, teachers, and artists. They hegemonize the universe. Being brain drains not only in the United Kingdom but all over the world in different sectors. Recent statistics show their spread and effectiveness because they link tradition, modernity and new emergence of expectations.

3.2. The International Scene

The international scene impacts the phenomenon of immigration because of the political, social and economic status of a country. Immigrants, then, change the place to achieve their targeted goal (s). According to the international migrants by the country report, the United Nations Population declares that migrant is the one who lives in another country for one year or more. It is a live-in an unborn country. Hence, immigrants include teachers and students. Alongside them, the United Nations classifies refugees within their descents. Palestinians who were born in camps outside Palestinian territories, According to the United Nations are international migrants. Migrants also include immigrants who have unauthorized properties. Therefore, they live in different countries of the world that are part of the total number of immigrants. Whereas, tourists, the temporary workers, and foreign –aid worker are not included in the migrants' case according to their period of life that is less than one year. (International Migrants). Migration and immigration are the movement of people from place to another, where to live permanently or not. The movement of migrants hence is always linked to political, social or economic goals to reach it.

The researcher Phillip Connor focuses on demography. Migration studies at Pew Research Center note that United Nations; according to 2015 census information about 244 million people of the world want to enhance their economic situation and move away from physical danger. These people have left their homelands and live in other countries, about 3 % a small percentage. Although it is a small number of immigrants, it has wide effects on the globe. Rate of 20% or more people does not live in their countries and settle in other countries. They are from nine different countries. (Connor par. 1). 3% is a small percentage, but immigrants are in constant pursuit of a decent life. The percentage of their influence varies in terms of time and place.

In 2015, a quarter or more of the population of Bosnia-Herzegovina, Albania, Jamaica and Armenia left their countries and reside abroad. Then about 20 % of the populations live aboard and they are from Kazakhstan, Syria, Trinidad and Tobago, the Republic of Macedonia and Portugal. Land with a population of less than 1 million is not considered a migratory country nation. It is the case of Puerto Rico and the Palestinian territories. (Connor par. 2). For migrants, the places and destinations differ. Places make the proportions different for each group. The reasons why people or groups leave and migrate to their home country are different.

The global scene in the years 2006 through 2017 was a series of wars and self-instability for some peoples. The reason for many nationalities fled to safe places to live. Thus, many professors, students, or many other elites were searching for safety and stability. The destinations of these nationalities were from separate countries, including European ones. The UK is a destination that many people want. Therefore, basic reasons for movements to the UK are complex but will incorporate 'push' components such as civil struggle, political insecurity and destitution, and 'pull' variables such as work and instruction openings. Family and social joins, and changes in enactment, will moreover influence movement to the UK. (Smith). Although various reasons push to emigrate, Britain remains a destination for many immigrants from different parts of the world. And the displaced, their migration can be permanent or temporary.

In nine countries, a fifth or more of birth populations are living in another country

% and number of people living outside their countries of birth, 2015

Birth country	% emigrant	Number of emigrants
Bosnia-Herzegovina	30	1,650,000
Albania	28	1,120,000
Jamaica	28	1,070,000
Armenia	25	940,000
Kazakhstan	22	4,080,000
Syria	22	5,010,000
Trinidad and Tobago	22	360,000
Republic of Macedonia	21	520,000
Portugal	20	2,310,000
Worldwide	3	243,700,000

Note: Countries and territories with <1 million residents not included in analysis. Puerto Rico and Palestinian territories not included. Percent emigrant is total number of emigrants divided by estimated birth population (emigrant country's population in 2015 plus the country's number of emigrants, minus country's immigrant population). Figures rounded to nearest 10,000.

Source: Pew Research Center analysis of 2015 United Nations data.

PEW RESEARCH CENTER

Table 8. In nine countries, a fifth or more of birth populations are living in another country

Source : Connor, Phillip. "In 9 Countries, 20% or More Born There Have Left." *Pew Research Center*. Pew Research Center, 10 Nov. 2016. Web. <<https://www.pewresearch.org/fact-tank/2016/11/10/in-nine-countries-20-or-more-born-there-have-migrated-or-sought-refuge-abroad/>>.

From the website about international migrants by country, the above table contains nine of countries on which their residents reside abroad. Initially, Bosnia – Herzegovina, at 30%, is an example of 1.650.000 emigrants. Next comes Albania, the number of emigrants is 1.120.000, with a percentage of 28%. The country in the penultimate and last rank is the Republic of Macedonia among the number of emigrants 520.000 and Portugal 2.310.000. The rate is 21% and 20% respectively. The total number of emigrants is 24.0700.000, which is an indicator of 3% of immigrants worldwide. Getting scale sense, in America one out of every five travel abroad and emigrate. This census is 64

departures on a par with the population of California and Texas. (Connor par. 3). The percentage of immigration differs from place to another. many reasons push the one to travel and live abroad.

A large number of people emigrated from the nine countries and left their homeland. They have immigrated for decades. For an example of those immigrants were born in Bosnia-Herzegovina. They left their country since the 1990s. Others have only recently immigrated recently due to the circumstances around them. In 2011, Syrians left their country in search of new life; free from conflicts. Sometimes the destinations of migrants from these nine countries are intensified. Like the case of Kazakhstan in 2015 when people migrate and live by 63 %. Thus, they migrate towards their neighbour Russia. Jamaicans, then, at 83% reside in the United States or the United Kingdom.(Connor par 4-5).The date of immigration relates to the existence of human beings and their search for needs..

Consequently, they immigrate to their new lands and settle there for a specified time. While others' reside is less permanent. Portuguese emigrants are, for example, living permanently in places as the United States and Brazil. The majority of Syrian, meanwhile, emigrates and settles in Turkey, Lebanon and Jordan with the desire to return to their homeland when the conflict ends. (Connor par. 6). Some people emigrate for a short period while others for a long time. Each one takes the way for a specific desire. Reasons differ between individuals and groups.

Then, emigration affects the demographic of nations. For example, Albanians left their country at a young age. The type of immigrants is among educated groups in Trinidad and Tobago. In certain groups, external migration leads to an ageing population and tracks gaps in term of skills within these source countries. (Connor par. 7). It is noticeable that immigrants affect the population growth and the age group of the host country. This effect has both on the negative and positive side. Therefore, governments are working to find policies to consider the issue. Governments seek to benefits from immigrants and make them a productive element among the host society.

Hence, the rate of Syrians living abroad is a fifth or more and is one of the nine countries. It is one of the leading countries in term of the number of pure immigrants in the world. However, a large

number of emigrants in the world come from countries with a relatively large number of populations. Like India with 15.6 million of immigrants, Mexico is also within 12.3 million, Russia with 10.6, plus, China within 9.6 million. Including the list Bangladesh, 7.2 million people, the country in which the largest numbers immigrants migrate and do not live. (Connor par. 8). Many immigrants from countries with high populations migrate temporarily, not permanently. The mentioned nine countries above have different rates of immigration. Also, they have different reasons for immigration.

A large number of these residents make the rate not high as the nine indicated countries where 20% or more left their hometown. Only 1% of Indian and Chinese born outside India and China live in 2015. More than 9 % of those born in Mexico and Russia 7% share in different countries of the world. The immigration rate, however, remains low concerning the number of births and unlike with other countries. (Connor par. 9). The ratio of 1 per cent is not large compared to the country's population. Indians have become present in many countries of the world and have different roles. Indians and Chinese form high proportions, and this is due to their large number in their home country. The presence of Indians in different parts of the world symbolizes the future Indian domination.

Beyond the ninth countries discussed, the experience of emigrants' destinations touches countries where the influx of immigrants is known. Like the experience of the British destinations towards other countries. Nearly 5 million people born in the United Kingdom live outside it, or about 8%. Likewise, around 4 million people born in Germany account for 6 % live outside of it. On the contrary, for the United States, fewer born people live in other countries. About 3 million people are born within 1%, although it is the fifth of the immigrants' country in the world that live in the United States. (Connor par. 10). The movement of immigrants in the countries shown above indicates the conditions in which the immigrant lives in his country, negative or positive, for the movement is a symbol of a certain desire with him.

The issue remains debatable, immigrants are linked to search better living conditions as well as the achievement of goals. Additionally, immigrants have contributions and impacts that are positive

and negative among the receiving society. So, due to the importance of the issue, governments are working on plans and laws to legalize immigration and adjust it to suit the host country's circumstances.

3.3. The Domestic and the European Scene

Immigrants have different destinations to European countries. From the New York Times online, it was noticed by the United Nations that more than one refugee of the world was heading to Europe in 2015. It is a crisis that European countries are defying. Half of them are from Syria because of the conflict there. Immigration is a disproportionate burden, in the European Union; Germany has the largest number of immigration instead of other European countries. The number increased from 136.00 in 2014 to more than 3140.000 between Octobers to January in 2015. The October data are comparable. Serbia and Kosovo have received more than 5.000 requests per 100,000 people. (Aisch et.al. par.1). According to different circumstances, the European countries became a favourable destination for many immigrants to travel and settle there. Therefore, an immigrant relates his / her dreams with time and space. For these reasons, governments, the British as an example of them, seek to attract brain drains and skilful people.

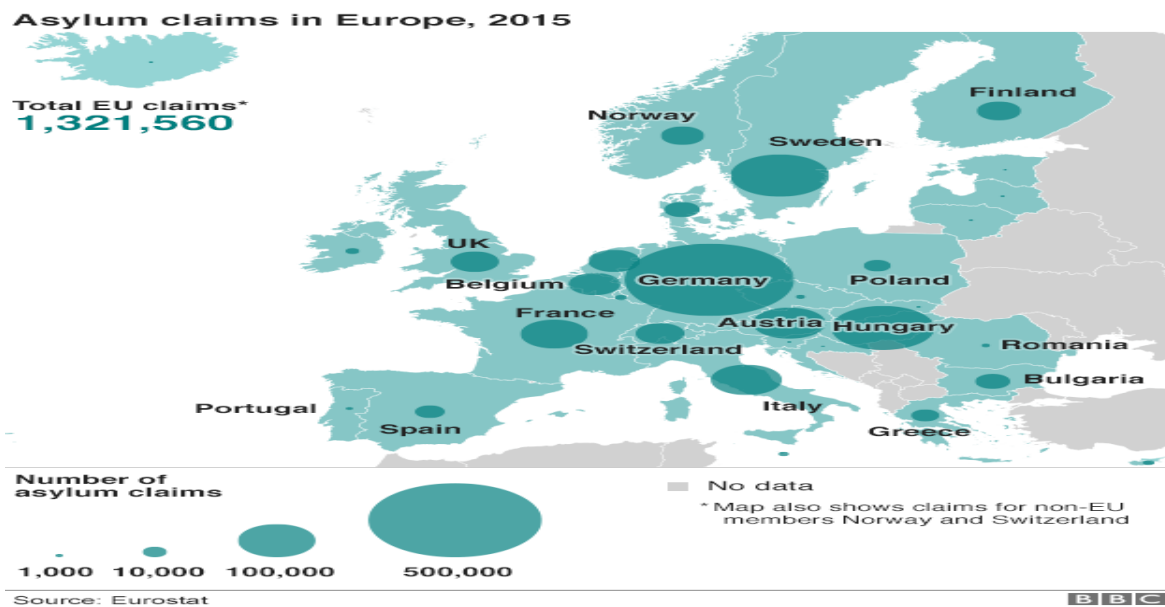
Thus, European leaders met on September 14, 2015, to discuss the issue of the acceptable number of migrants. Different perspectives are towards this issue. Throughout its Chairman on twitter on August 23rd, 2015, Jean-Claude Juncker, the Commission declared 'We need a strong, European approach on migration. And we need it now.' He stressed the need for more agreement and decision s regarding the Importance of the flow of immigrants towards European countries within an appropriate decision to regulate their influx. Then, according to Reuters, the Serbian Prime Minster announced "We will never erect any fences, any walls.", in the sense of accepting immigration without any conditions. Chancellor Angela Merkel states "Germany is doing what is morally and legally obliged. Not more, and not less." (Aisch et al. par 2). Although the European leaders have different views

towards the issue of immigration, they concentrate on the line of regulating them according to the circumstances of the state.

Besides Merkel suggests, Germany will follow what is morally and legally important. Reference to the laws adopted for this case taking into account race. Immigrants aim to own, reside, work, or even to study or continue studying .individually or collectively intending to achieve the target goal. Hence, not all of the arrivals are seeking asylum, but, others are searching for it. In 2015; Germany received the highest number of immigrants with more than 476,000. Among the largest number of people of immigrants, the German Easy system in which people are counted before asylum is granted; German officials announced the number reaches more than one million arrivals. Hungary is the second largest asylum application. Immigrants travel along with Greece and Western Balkans. By the end of December of 2015, the asylum application reached 177, 130. (Migrant Crisis). European leaders search for acceptable plans for immigrants because they are a part of the shape of the country's past, present, and future. The influx of immigrants during this period indicates that there are different circumstances, which behind this phenomenon.

So, the phenomenon of migration between countries and the continent is endless. Therefore, its effect is in different fields. Each period of numbers and indicators varies according to the circumstances of the regions, including wars or crises. As a result of humiliation, this phenomenon affects the countries from which they left, immigrants entered or even crossed through.

The next map contains the places that are favourable for the immigrants.



Map 2 Asylum claims in Europe

Source : Migrant Crisis. "Migrant Crisis: Migration to Europe Explained in Seven Charts." *BBC News*. BBC, . Web. <<https://www.bbc.com/news/world-europe-34131911>>.

In 2015, the crisis was out of immigration due to the international situation. Immigrants quest for a suitable place to live. Destinations vary, but the focus was on Germany, then Hungary. The next country was Austria. Immigrants did not take their destination to the United Kingdom in the sense that there is the immigration of their own. Therefore, immigrants, their primary goal is to find housing. The United Kingdom is for other purposes. The total number of asylum claims in Europe was 1,321,560 in 2015. It was a large number for this category of people. Countries of the universe face a big challenge to face it. Circles from the largest to smallest ones indicate the concentration of immigrants. The large circle shows that the number of immigrants reaches 500,000 for Germany. While 100,00 refers to France, Italy. Whereas countries like Bulgaria, Switzerland, the percentage is 37,83%. Countries with 1, 000 are reaching 75,66% where the density makes the difference.

3.4. From Brain Drain to Brain Gain

Immigrants have different skills, and receiving countries need these different people; immigrants have work to do with their level. The phenomenon of brain drain is a phenomenon that combines old and

modern and is considered a type of many different migrations. Teachers and students are brains full of knowledge. Therefore, different governments work to attract brains to win gain.

International immigrants, Dustmann et.al. argue that those are in all different educational background. They are those who have access to formal education, primary secondary or high education. Skills and knowledge differ between immigrants and non- immigrants. Immigrants are a never-ending experience, and according to them, there is a great appearance of talents. The new land where immigrants settle allows them to work, live, and study. (Harnessing 87).The educational and academic phases of proper security contribute to the development of society. Likewise, immigrants have a role in education and also in terms of improving it. The British government works on the permanent improvement of education in its various stages.

New skills, thus, will be acquired such as knowing the new language, academia, professions administrations, and establishment of personal relations, a mixture of different cultures. Human focus occurs in different ways. For example, formal education, informal channels during training, learning at work and/or accumulated experience. Consequently, new skills and knowledge can be acquired by those immigrants, concerning the immigrants' competence. Multiple reasons are throughout an operation that is behind the accumulation of knowledge. (ibid.). Thus, these immigrants can acquire new skills. There are multiple causes throughout the process behind the accumulation of knowledge.

Therefore, the characteristics of the international immigrant are competence and knowledge. However, the focus is on those who are highly skilled immigrants. They have a high university-level education; from one of the studies until they get a doctorate. This class of immigrant is different unlike those of low-skilled immigrant who have primary or secondary education. In general, statistics use the term high skilled worker to denote this type of people. Docquier and Rapoport define brain drain “the migration of engineers, physicians, scientists, and other very highly skilled professionals with university training”. Docquier and Rapoport concentrate on the highest professional levels of doctors,

engineers, and scientists. (Harnessing 87). Docquier and Rapoport stress on highly skilled people in different fields.

In addition to all kind of these people, Soliman states that talents and skilled personality interfere with highly skilled workers. The attributes epistemic cause is specific knowledge and high productivity in work in economics and society. They have a high value in these areas. There are three types of international mobiles; first, the direct productive talent such as entrepreneurs, executives, managers, and technical engineers. The second type is those who have a scientific talent like academics, scientists and international students. The third group is talented in health and culture as doctors, nurses, artists, musicians, writers, and media-related people. (Harnessing 87). Highly skilled people interfere directly or indirectly in the improvement of a nation. Within their difference types, they contribute to the nation's changes.

Brain drain is a target goal for different governments. They are known by their highest educational level. First, brain drain began in the United Kingdom and many parts in Europe. They started to lose their skilled characters. So, the industrial economic is relied on science and technology. Therefore, the brain drain was closely linked to state improvement. In India, the onset of this term associated with many scientists and technologists looking for better opportunities to achieve their goals. They search for areas not found in Indian. Around that time, the economist Jagdish Bhagwati submitted a proposal. The proposal indicates that Indians should pay taxes to a resident of the country to compensate for the amount that India spent on their training. Bhagwati and Partington referred to the tax by "Bhagwati Tax". Bhagwati's suggestion was something new. (Lavakare 194). It is noted that due to a large number of immigrants, there are laws to limit this phenomenon.

But Bhagwati faced different administrative and political opponents. Consequently, it was not implemented. Around 1, 7 million of Indian origins reside in the United States. The expansion of the Indian population number within the United States affected there while an answer of a question in the upper-tier of the Indian parliament; 38 doctors, NASA 36%, 12 scientists. The average is about 4 out

of 10 Indian scholars. In this way, India loses its mental strength. (Lavakare 194). India is the rising power in all fields, due to the influential human factor in various fields, which makes it one of the countries with distinguished scientific interest. The workforce is the maker of nations and civilizations.

For four decades many professionals had the idea of immigration. The idea of immigration existed towards different places in the world. Indians seek for suitable carriers and education because in India there was no area for these prospects and opportunities like other countries in the globe. Although over the past decades, many Indians choose to return home to improve the Indian economy. Then, they become contributors and supporters of it. Along this line, India, in recent decades, changes its place from a developed country to a superpower. Nevertheless, history repeats itself, the new generation migrates not only to quest for work, but they want better living conditions, an acceptable salary as well as advanced technology. Additionally, they travel abroad to search for peaceful political territory away from conflicts. They head to Canada, Australia, European countries and more. An increased influx of professional Indians benefits from receiving countries yet it is unhealthy for the Indian economy. (Jain par. 1-2). The quest for an appropriate territory does not stop for the Indian brain drain. They look for an opportunity whether inside India or outside it.

When Indians immigrate abroad in search of green space, the result is the country loses many skilled workforces. The Industrial Revolution in its fourth era, technology fails to provide business for professionals in India. For this reason, the state fails to restrict skilled and talents people to move abroad. In this way, higher education is one of the main causes of permanent immigration. With regards to enrolling in an Indian university and being among the best, universities are a dream for many students. The dream, consequently, ends without a seat. So, go abroad to sign up and find a place at other good universities. Because of their competence and knowledge, they have advantages over other students from other universities. Thus, the quality of life and facilities compel students, in like manner, who reside within the country take the same path of their patterns found in a foreign country. (Jain par. 3-4). Thus, the fail of a state to limit the immigration of the brain causes a lack of

professionalism in many domains. Also, it results in the dream of leaving the motherland and search for beneficial places.

Nowadays, many educational institutions attach importance to educational scripture and theoretical learning that fails to offer students with competencies to get them ready to work. As a result, a wide gap occurs between industry equipment and academic studies. The last rate indicates that only 47 % of students who come from Indian educational institutions are unemployed. There is a need to expand the formal and higher education, and also explore recycling in the students' workforce. These strategies aim to get students to come up with the idea of travelling abroad to other countries. (Jain par. 5). There is a continuous movement towards seeking higher education of acceptable quality, in India or abroad.

Humans, then, are the essential ingredient for the development of any nation. They are knowledgeable and skilled. Humans contribute to improving the value of the economy. However, people are not born with the same capabilities and knowledge. People acquire their skill through education in the different levels in which they need of India's existing workforce. Like this, they will get opportunities to get a suitable profession and enough salary. A salary that allows them to drop the idea to migrate or move abroad. (Jain par. 6). Students are human that have competencies, which help in the improvement of a country. They contribute politically, socially, and economically throughout their knowledge and skills.

As the boundaries between distinctive spaces are quick obscuring, understudies cannot be limited to a single stream of information. Accentuation ought to be given on industry-academia organizations, as they keep instructive establishing in tune with changing industry prerequisites and drive them to present programs that react straightforwardly to their requests. (Jain par. 7). Providing appropriate programs is as a helpful aid to professors as well as students. Then diversity is considered an area of creativity. Therefore, the compatibility of these programs with the requirements of the academic and scientific life is an essential factor.

On the other hand, companies can moreover offer to help their workers. They help them to keep themselves upgraded with the correct information and abilities by drawing nearer particular preparing, and skilling associations as specialists. Such particular consulting organizations offer assistance in streamlining the method of preparing and advancement. They use the most recent innovation devices and the mastery of their experience. Qualified and certified coaches and subject matter specialists assist representatives to change their capacities and levels of efficiency. They conduct exceedingly centred and industry-relevant courses, programs, and workshops after gathering a clear understanding of the hierarchical objectives, as well as values and ethos. This makes a difference representatives adjust to the learning environment that will offer them expanding levels of challenge and development over time. (Jain par. 8).it is noticeable that the appropriate environment for education enhances the teachers' and students capabilities.

Whereas offer them expanding levels of challenge and development over time. India is putting its best foot forward to control brain deplete by organizing aptitude advancement through its National Ability Advancement Mission pointing to prepare around 400 million individuals over the nation by 2022. But halting the development totally will not be conceivable. The key is to underline advancing aptitudes within the workforce through the proper preparing programs. These programs will offer assistance in fortifying the country's human capital. With way better human capital nearness, India will undoubtedly reach unused levels of comprehensive development and maintainable. (Jain par.8) .Indians' journey for way better life with great instruction. They go overseas to discover opportunities that cannot exist in their country. However, the government work on checking the brain deplete towards other places.

The immigrants' Indian brains are spreading around the world, due to their enormous energy in various fields. Students, professors, and researchers, as well as other groups such as artists and craftsmen, migrate in search of better opportunities. These brains are putting pressure on the governments of their countries and the host countries. Pressure makes them in continuous government plans to keep, or attract them more. Winning a win-win human brain is sought by different

governments. Since Indian brains are an important human resource, they have become scattered throughout the world, especially Britain, and are working to spread their culture followed by their knowledge. Then, Indian brains have reached various fields around the world.

3.4.1. Indian Brain Drain during the Labour Government Gordon Brown

Different political parties in the United Kingdom; Conservatives or Labour aim to put specific policies for the issue of immigration during the election times. Each party targets to regulate this phenomenon that impacts different aspect of British society. Labours have their perspective toward this subject and work on it, once they are in the office of the government.

Gordon Brown, the leader of the Labour Party and the British Prime Minister, from 2007 to 2010. During his policy, he had different policies on various national and international issues. On the issue of immigration, he worked to reduce the number of migrants. He refused the coming of the other nationalities, which is "an inflexible arbitrary quota", Brown argues " deny British businesses the flexibility they need, overturn our obligations to our EU neighbours, prevent employers from filling vacancies, damage our economy and hurt our public services". (Mulholland par. 12). He thought about the British and the European economy. Thus, his aim was the European case. And for education, he stressed its importance to work on increasing the number of educational institutions from the primary till the buildings of the higher education. It is an aim for Brown's government. It is Gordon Brown's speech on education, 31 October 2007. The Prime Minister emphasized the Government's ongoing policy to widen access to higher education:

We will continue to increase the number of student ambassadors from universities who work in schools: there are now 7,000 helping promote the benefits of higher education to younger pupils when they are still at school. And we will build on what is called our Aim Higher Programme so we increase the aspiration of many to go to university, just as universities are now encouraged to reach out into the schools and colleges, hold summer

schools and other events to help lift young people's sights towards higher education.

(Brocklehurst 4)

It is argued that New Labour is regularly cast as the animal of two lawmakers: Tony Blair and Gordon Brown. Gordon Brown is often at the core of residential approach definition, so to propose he has small impact may strike address bizarre. but in respect to movement approach, this shows up to be the case notwithstanding three perspectives of approach (qtd. in Somerville 123). Then the three aspects are the macroeconomic benefits. Secondly, the integration policy, and to cope with problems.

Increasing the number of universities and colleges help to encourage students to continue studying and give open doors to the role of teachers. They are the place where the investigation and the research are located. Education and immigration are two interconnected issues. Well-trained immigration has an essential place among the Indian flow. It is by Indian students has a necessary place. Of the 2.8 million students studying away from their hometowns, the average of the Indian students is about 5,5 %. India ranks second after China. The latter has 421, 1000 students on board. India sent 153,300, which is the largest number. (Raveesh S 14). Despite the figures shown, the number of Indian and Chinese students remains insignificant compared to the total population.

Hence the European countries received 1.6 million foreign students of higher education in 2009. The total number of Indian citizens was 1353,930. The United Kingdom was the first destination for the Indians with an average of 42,406, then Germany 3.629, followed by the state of Cyprus (1,588). Finally, France within 1,252 of Indian students. The next table indicates that Indian ranks second after China in sending student in the European Union countries. Other countries that sent students were Morocco and United States with 44,800 and 32,100 respectively. Non – Asian students were from Nigeria and Brazil. These states send only half and one-third of India's numbers, respectively. (ibid.). Indian students are present all over the world. The rates of their presence have become many, so searching for a good academic environment is the goal of every researcher of science.

The numbers indicate the presence of Asian Indians in various countries of the world, especially the developed ones. The latter is an indication of Indian hegemony in various fields. The environment

in which the Indian young man is brought up keeps him in a continuous state of academic excellence in various stages. Therefore, with travel to countries such as the United Kingdom and joining its universities and colleges, it creates a mixture of academic scientific development. Indian human resources, especially young people, are enormous energies.

Total	United Kingdom	Portugal	Germany	Italy	Others
acquisition in EU-27	% of total EU	% of total EU	% of total EU	% of total EU	% of total EU
31.100	85.3%	3.2%	2.9%	2.9%	5.7%

Table 9. Main EU Member State: Granting citizenships to Indians 2009

Source: Sartori, Fabio. "Acquisitions of Citizenship on the Rise in 2009." *Eurostat Statistics in*

Focus 1977-0316 (n.d.): 1-12. Print

The table indicates that the favourite destination of Indians in the United Kingdom during the Gordon Brown government in 2009 at 85.3%. It is the focus of the search for the right place as it has acceptable living conditions. After Portugal, Germany and Italy, the rate is less than 10%. Besides other countries with a rate of 5.7%, the UK ranks first with a high score. Then, from International Students Enrolment in the UK, the table shows the rate of the student enrolment during Gordon Brown government. The following figures are about the increase in the number of enrolment of the international students in the UK since 2007-08. (Stern 6). The high percentage of Indian immigrants to the United Kingdom highlights the depth of historical ties between the two countries, as well as the importance of Britain as a place to live, study and settle.

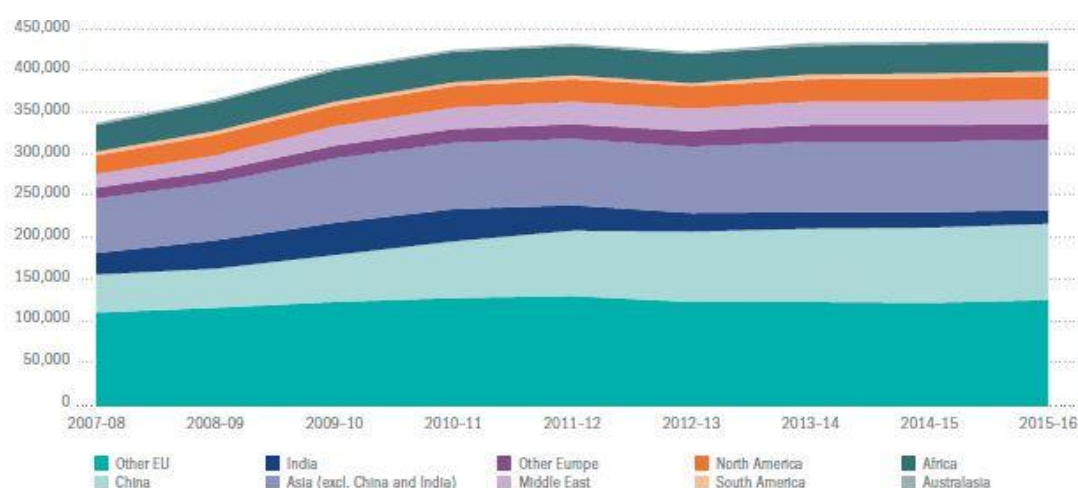


Figure 8: Number of EU and non-EU students in the UK, by students' place of origin, 2007–08 to 2015–16

Source: HESA Student Record 2007/08." HESA. N.p., 7 Oct. 2008. Web.

<<https://www.hesa.ac.uk/collection/c07051>>

The curve shows the percentage of Indian students enrolled in British universities and institutes. The curve highlights the escalation of enrollment for the study between 2007 and 2016. Focusing on the period 2007-10, where Gordon Brown's policy implemented. The average was more than 150,000 students, then, it rose to reach 200,000. With 2010 the rate was more than 200,000. There was an increase according to Brown's policy, although, he argued on reducing the number of immigrants. Brown used the process of selection for this issue. The need for brain drain is an exceptional element. It helps in the development of host countries in various fields. In this way, governments work to attract this kind of mind.

When Gordon Brown was responding to the issue of immigrants' elites, he argued that he never agreed to inactive elite. The latter showed a rejection of immigration. Besides, to those who see immigration as a matter or portrays anyone, who has concerns about immigration as racist. Immigration is a question that must be acted upon. If people ask him, do you understand the meaning of migration, he will answer yes that he understood the matter. (Stratton par 1). In his speech, Brown confirmed that there was no agreement with the lazy group of immigrants. In a way, he indicated the need for the agreeable elite. The number of the elite, for this reason, increased. The emphasis was on

those who identified rather race or racism. Likewise, Gordon Brown focused on the role of national and international teachers. Choice played the main role in the policy of the former Prime Minister.

Furthermore, the former Prime Minister Gordon Brown on given the importance of the professor in the development of education and because of the role and importance of the lecturer, Brown talked about the extent of the government's influence on the national and international fields. Brown asked "two important questions" to the class: "What makes the nation rich or poor, and what makes the global economy a success story in the future?" (Nyu par. 6). Brown, in his speech, emphasized the role of teachers and their influence on society. Developed societies take into consideration the issue of university professors and researchers.

3.4.2 .Indian Brain Drain during the Conservative Government David Cameron

David Cameron, leader of the Conservative Party, and former British Prime Minister from 2010-2016. On 06 October 2015, Cameron spoke to BBC political editor Laura Kuenssberg about the issue of immigration. He did not ignore the roles of immigrants in the receiving community in various areas. Therefore, he announced a policy to control more immigration flows to get a cohesive community, because with so many immigrants it is not so easy to build a coherent and integrated society. He asserted on the open door for talented immigrants. (Cameron). It is noticeable that the integrated society produces good citizens. This society relies on good education and adaptive management programmes at all stages.

In such a way, Universities in the United Kingdom declared on the Mobility Community. They wanted to provide recommendations to Johnson and David Cameron to develop higher education and to protect what students study "reflects their ambitions and aspirations". (Bothwell et. al. par 1). Though the Green Paper, Mr David Cameron, the former British Prime Minister and during his tenure, pledged opportunities for young adults from diverse backgrounds to enrol in UK higher education. He promised to raise the percentage from 13.6 per cent in 2009 to 28 per cent in 2020, more than half. (Bothwell et al. par 7). British political parties always put into their agendas the subject of education

into consideration in perspective to its impact on society. Therefore, developed countries set policies of this crucial issue that touches various times.

Consequently, because of the credibility and originality of British universities, many students take the destination and enrol. The Chinese and Indians rank first among those travelling abroad for a seat among British universities and colleges. Shelly Wellia states that Chinese and Indian are the biggest contributors among students who register in the United Kingdom Universities. The total number of these two nationalities is 312,010. India ranks second after China. Then, nationalities from Nigeria, Malaysia, and the US are among the top five. (Walia). The next figures show the top ten contributors countries in the United Kingdom universities.

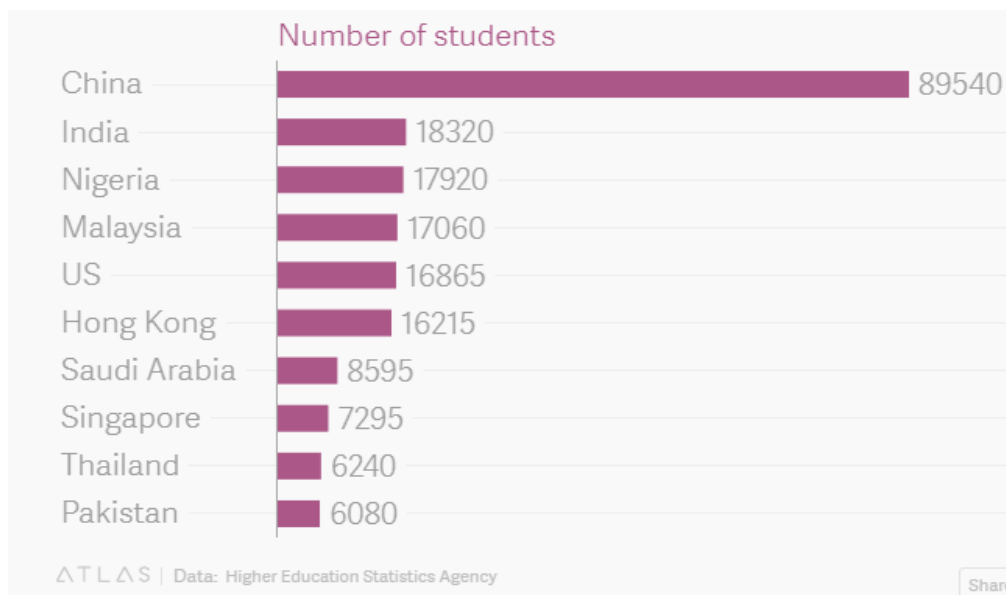


Figure 9 Top Sources of students in UK universities in 2014-2015

Source : Walia, Shelly. "Indians Are Falling out of Love with British Universities-and David Cameron Is to Blame."

Quartz India. Quartz, 03 Feb. 2016. Web. <<https://qz.com/india/608313/indians-are-falling-out-of-love-with-british-universities-and-david-ferguson-is-to-blame/>>.

The total number of the Chinese and Indian enrolment is 107, 8670, for the Indian, it is 16.98 %. The percentage of China is 83.00 %. Although India ranks second, it is the favourite destination to study and live. Then, the other countries with a total number of 96,230 countries. Among the top ten

are Asian countries, Saudi Arabia, Thailand, and Pakistan. The rates show that the United Kingdom is a favourable country from which to study or further studying the world. Good teachers are the core of education. Hence, governments work on selecting them.



Map 3 Top 15 countries of academic staff excluding UK national, 2015-16

Source: HESA Staff. "Staff Record 2015/16." *HESA*. Web.

<<https://www.hesa.ac.uk/collection/c15025>>.

The study is dependent on teachers. In the UK, academics come from overseas to be lecturers or researchers at UK universities. The map provides numbers of teachers from outside the UK at British universities. They are the first fifteen countries in the world. They belong to the five continents with considerable numbers. First, the Germans are 5,540, followed by Italy 5,395, and India ranks ninth with 2,345. The Indian government makes its ability to maintain its elites.

3.5. The Impact of International Academic Staff and Students on British Higher Education

International brain drains affect the economy, society and even politics. Teachers and students influence higher education in a way that leads to some changes according to the requirements of this sector. The international Indians brain drains in the British culture have their impact on the higher education in the sense of improving it. It is in line with the presence of foreign staff and students with the local ones.

As follows, it is argued that the British institutions and their local communities are affected in a way that reduces the number of international teachers and students. Not only in a way of less areas and fewer opportunities for British students to enhance intercultural competence. And therefore, it is declared the compensation of the institutions and encompassing spaces are about to decline. Throughout the Department of Business, the United Kingdom endures from the misfortune of 'soft power' such as exchange of links and political impact through relations with abroad graduates. (Brooks 13). Political and economic relations affect in terms of a percentage of the increase or decrease in the number of students enrolled.

Along this line and according to University and College, the quality of the UK higher institute is about to decline. For example, the London Economic School has announced the impact of migrants on the global skill of its employees. Some areas of academic activity are also associated with international students for their viability. It is declared that, as an example of the additional education sector, some colleges had to reduce the number of courses they offer at level 6 as a result of the reduce. This influences arrangement for all students, counting those from the neighbourhood range. Inside higher instruction, a few postgraduate courses (especially in STEM subjects) are intensely dependent on worldwide understudies. Their practicality in a few educate will come beneath danger without a supported request from overseas. Over this, the implication on the British and foreign students. (Brooks 13). Universities and institutes, subsequently, have their role in teaching and studying through the presence of foreign professors and students. In addition to the increase or decrease in the university facilities related to their number.

3.5.1. The Impact of the Indian Teachers on British Higher Education

The UK universities and colleges depend on their quality for which there is a link with skilled, domestic as well as the international staff. The relationship between Indians and the British returns back to the coming of the Sikh to participate in the British army. Therefore, the relationships root from the

eighteen century until the present day at all levels. The relationship becomes in the technological field of higher education. India is known for its technological side.

In this way, partnerships in the higher education sector have advantages. About the students; it is a good study experience. Then, for Indian staff: the accelerating programmes, the international teachers training and various strategies to get a good quality of assurance. The benefits for the UK universities: to know the Indian networks and understand it, and to increase the number of staff and students of exchanges. As a result, the exchanges are a large portion of student mobility for the United Kingdom. (Everitt 5). British Indian relations make the number of staff and students raise over time and space.

The larger part of interviewees anticipated that advanced learning innovations will change higher instruction within the coming decade. And a few believed this would happen within the following 2-3 a long time. All demonstrated that universal collaboration was direly required in this rising area. Thus, most interviewees accentuated the significance of instructive advances for higher instruction for two reasons: a) to meet the extending future understudy request and b) to improve the quality of educating and learning. (Everitt 31).Partnerships enhance to develop the higher education programmes for both nations; the receiving country work on attracting most skilled staff and adapt suitable programmes from them as well as the immigrants' homeland needs to improve the circumstances of the academic staff.

So, British Indian historical relations go back to the eighteenth century. It was at the military or economic level. But with the industrial and scientific changes that took place in Europe and the world, the relationship became based on the level of knowledge and research. The technological development taking place in the world has made relations more special, especially between the colonizer and the colonized. The development and the history of British higher education institutions make it a favourite destination for professors as well as Indian students. With their intellectual and scientific excellence, they have permanent contributions to improving and maintaining the level.

3.5.2. The Impact of the Indian Students on British Higher Education

The increase and the decrease in the number of international students affect the higher education sector and its programmes. Governments attempt to follow policies to work with this situation. The United Kingdom where many nationalities come to study in its universities, and colleges for the reason of its domestic, and international reputation. The British government, thus, tries to attract skilled international students and/or declare some Acts to deal with this issue.

Therefore, Indians are the second-largest students that enrol in British universities. According to the Migration Advisory Committee, the higher education sector is the fifth service in the United Kingdom. Numerous studies, contributions and impacts of the international students to the United Kingdom. Methodologies, which were discussed by the MAC to search for this phenomenon. However, there is no exact number on the impact of the international students on the British economy, but it is noticeable that the subscription is less than the outweighing costs. (Bilimoria and Blomfield 12). The Indian elites today have a great influence in their country and in the host countries where they decide to live and work. They are a rising power in various fields..

Moreover, Professor Alan Manning asserts that many international students have high compliance with their visa expiration date, and once the visa expires, most of them leave the UK. About a quarter of them extend their visas to continue studying. In 2012 there was a change of rule in postgraduate studies. The number of visa applicants decreased from 45,000 to about 6000. Therefore, international students, including Indians, change from a Tier 4 student visa to a Tier 2 work visa. (Manning 4). The issue of visa change is an important factor in attracting foreign students, especially Indian students.

Students, then, transfer to work in science, technology, engineer and mathematics or business-related jobs. These students come from institutions that are interested in research. While other students who stay in the United Kingdom prefer to earn money overwork through similar works of UK graduates. It is worth noting that a great number of students from outside the European Union have

low-income. Then, after studying, international students benefit from the strength of the United Kingdom. Besides, they promote business and research links. (Manning 4). Almost the time international brain drains remain seeking an appropriate place to fulfil their dreams and transfer them to true reality. They move abroad where opportunities are available and more suitable for them.

Consequently, British governments are constantly seeking to attract foreign students, especially those with distinctive features. Therefore, the issue of immigrants for it is based on the selection of the best groups, including students. Indian students influence Britain socially, politically and economically, and given their number, as well as how long they spend in Britain. There are those whose residency is permanent or even Indian students born there. And the influence between students has its results as well as the influence in the higher sector in terms of programmes and gives importance to the number of Indian students registered in British universities and institutes.

3.6. Case Studies: Indian Elite at British Universities

Universities of the United Kingdom rank among the first in the globe. Many students from different parts of the world take their destination toward the United Kingdom to study or work. British universities are old and authentic universities in Europe and the world language. They employ many Indian academics staff, as well as many students, enrol in it.

Many Indian experts are heading to instruct in British colleges, pulled in by way better investigate openings and conditions (Sonwalkar). Indians prefer to take the way towards Britain to look or a better life on different levels. Thus, the number incorporates Indians who come to the UK for higher thinks about and are selected to staff and inquire about positions. Universities with the most elevated number of such academics incorporate Oxford, Cambridge, University College London, and King's College London.(*ibid.*). Oxford University besides the other British universities remains a focal point for the British students and teachers as well as international ones.

Along this line “There were 2845 Indian citizens employed at UK universities as academic staff during 2018-19 , the Higher Education Statistics Agency (HESA) said. The number has risen over the years: 2019 in 2014-15; 2345 in 2015-16; 2440 in 2016-17; and 2620 in 2017-18.”((Sonwalkar). Every year, British universities are witnessing an increasing number of the Indian elite. So the number incorporates Indians who come to the UK for higher thinks about and are selected to staff and inquire about positions. Universities with the most elevated number of such academics incorporate Oxford, Cambridge, University College London, and King’s College London. (ibid.). It is noticeable that academic staff and students continue to quest for authentic and old universities. Hence the numbers reported each year of students and teachers are an indicator of the health of UK higher education.

Thus, British universities are important to professors as well as Indian students for a long time. As mentioned in the second axis, many Indian figures graduated from British universities, for example, Indira Gandhi, a graduate of Oxford University. The reputation of the university has missed European and continental borders. The scientific excellence of the Indians at this university is a continuation of the contemporary time from the discovery of a vaccine for the Corona-COVID virus 19. So the past and present superiority of British University makes them an important global scientific station.

3.6.1. A Sample of an Indian British Professor at Oxford University

The University of Oxford is one of the oldest universities in the world. It has an international reputation. Consequently, many students enrol in their departments. The following table indicates the number of students in 2018.

Undergraduates make up 49% of the total student body, graduate students 49%, and other students 2%. From Oxford Facts and Figures, the number of students as follows

	Man	Woman	Total
Undergraduates	6,127	5,803	11,930
Graduate	6,603	5,210	11,813
Visiting , recognized and others students	222	334	556
Total	12,952	11,347	24,299

Table 10 Total students

Source: Student Numbers. "Student Numbers." *University of Oxford*. N.p., n.d. Web.

<<https://www.ox.ac.uk/about/facts-and-figures/student-numbers?wssl=1>>.

The census shows that for the total number of the undergraduates is 11.930 by 49% similar to the graduates' students. While visitors and other students make more than 20 % of the total number. On July 3, 2019, the total number of employees working at Oxford University was 14,478. The university is the largest employer in Oxfordshire. (Staff par. 1). Scientists at Oxford University are from different parts of the world. The role of the Indian scholars appears that according to The Economic Time; in London, three scholars who have Indian origins scientists elected fellows of the British Royal Society. The United Kingdom has an independent fellowship with many of the world's most important scientists because of their "outstanding contributions to science". Krishna Chatterjee from Cambridge University, Subhash Khot from New York University, and Yadvinder Malhi from Oxford University. They are among the fifty distinguished people from all over the world. They were elected as a regiment of the 2017 Fellows. (Pti par. 1-2). Professor Yadvinder Malhi via his CV indicates that his actual positions:

Professor of Ecosystem Science, University of Oxford , Founding Director, Oxford Centre for Tropical Forests , Visting Professor, Imperial College London , Programme Leader in Ecosystems Research, Environmental Change Institute , Jackson Senior Research Fellow in Environmental Sciences, Oriel College, Oxford, Senior Research Fellow, Institute of the

Environment, University of California at Los Angeles, USA , and Senior Research Fellow, Centre for Ecology and Hydrology, UK

Professor Yadvinder Malhi has a team. A team is interested in Ecosystem The Global Ecological Monitoring Network (GEM). It is an international measurement effort to know, and understand the



functions and features of a forest ecosystem, and how it will be affected by climate change to capture both ecosystem-level features and community functional formation. (Malhi par 1). It is noticeable that Professor Yadvinder Malhi is a modern and dynamic mode. He is an active and effective brain Indian origin at Oxford University. This is why the British government deals to attract these samples of people.

Image 1 Global Ecological Monitoring Network (GEM)

Source : Global Ecosystem Monitoring. "Projects." Yadvinder

Malhi. N.p., n.d. Web. <<http://www.yadvindermalhi.org/projects.html>>.

And so the GEM group has collected broad information on the carbon cycle of timberlands over the tropics. Over the period 2013-2018, the GEM-TRAIT convention will be connected over all our GEM plots. This yearning field campaign will result within the, to begin with, worldwide dataset connecting tropical tree differences to biological system work. (Malhi par.3). Through the date between 2013-2018, it is noticeable that this environmental team found its opportunity in that period. The Indian elite also have its role in the ecological biological work. The work, and its importance, it is supported by other European countries. GEM-TRAIT is supported by a European Research Council Advanced Investigator Award. It has an extra bolster for particular transects by other NERC and Regal Society grants. (Malhi par.3). GEM-TRAIT is supported by a European Research Council Advanced Investigator Award. It has an extra bolster for particular transects by other NERC and Regal Society grants.

3.6.2. A Sample of an Indian British Professor at Cambridge University

Professor Krishna Chatterjee is another example of Indian excellence in Britain. Krishna Chatterjee is a Professor at the University of Cambridge. Professor's field is of genetic and research endocrinology.(Chatterjee).



Image 2 Profess Krishna Chatterjee

Chatterjee, Krishna. "Krishna Chatterjee." *Wellcome-MRC Institute of Metabolic Science*. University of Cambridge, 03 July 2020. Web. <<http://www.mrl.ims.cam.ac.uk/research/principal-investigators/krishna-chatterjee/>>.

. Professor Krishna Chatterjee states:

Our principal research interests are in genetic and molecular endocrinology, with particular emphasis on disorders nuclear hormone synthesis and action. We study several human disorders: Resistance to Thyroid Hormone (RTH), defined broadly as abnormal circulating thyroid hormones with tissue refractoriness to hormone action; and PPARgamma gene defects associated with lipodystrophic insulin resistance. Candidate gene and whole exome approaches are used to identify novel genetic aetiologies mediating defective hormone action.(Chatterjee)

Work on hormones as well as human disturbances shows just how efficient an Indian is in Britain. This proficiency is demonstrated by their presence in the UK's most prestigious universities. This model highlights another area of Indian success. Human health is very

important. Thus, research and studies are ongoing on the functioning of the human glands. Professor Krishna Chatterjee works in the field of hormones and tissues. It is one of the most difficult scientific domains to research.

3.6.3. A Sample of an Indian British at National Health Service

In addition to the two previous models, Dr. Aseem Malhotra. This British Indian model offered a drug to treat Corona Virus 19. The young Doctor is considered an example of an Indian in Britain. Dr Aseem Malhotra is an NHS Expert Cardiologist. He is going to Teacher of Evidence-Based Medication, Bahiana School of Pharmaceutical and Open Wellbeing, Salvador, Brazil. (Malhotra).

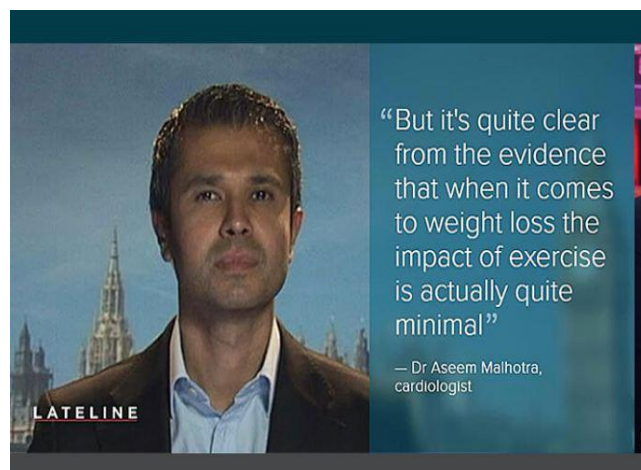


Image 3 Dr. Aseem Malhotra

Malhotra, Aseem. "Biography." *Dr Aseem Malhotra*. Dr Aseem

Malhotra Award-winning Cardiologist, 2020. Web. <<https://doctoraseem.com/biography/>>.

Dr. Aseem may be a world-renowned master within the avoidance, determination and administration of heart malady. He is privileged committee part to the Metabolic Psychiatry Clinic at Stanford College school of medication California and is Cardiology MSc analyst at the College of Hertfordshire, UK. He could be an establishing member of Activity on Sugar and was the lead campaigner highlighting the hurt caused by abundance sugar utilization within the Joined together Kingdom, especially it is part in sort 2 diabetes and corpulence.(Malhotra). Malhotra is another characteristic of Indian excellence in the field of health.

In addition to the two previous models, Dr. Asim Malhotra. This British Indian model offered a drug to treat Corona Virus 19. The young Doctor is considered an example of an Indian in Britain. A UK-based Indian-origin specialist, who has been championing an anti-obesity drive as a implies to combat the extreme impacts of COVID-19. he discharged an unused book that gives a “simple, evidence-based” arrange to assist make strides wellbeing parameters. Dr Aseem Malhotra’s ‘The 21-Day Insusceptibility Arrange: How to Quickly Move forward Your Metabolic Wellbeing and Versatility to Battle Infection’ is pegged as an attempted and tried strategy of how in fair 21 days individuals can anticipate, progress and indeed possibly switch numerous of the basic hazard components that worsen how diseases, counting coronavirus, influence people and progress their capacity to recuperate. (Pathak). Scientific development makes the field of scientific research more prosperous.

3.7. Indian Immigrants after Brexit

The effect of Brexit is on the local and international levels. Migrants are affected positively and negatively. The impact is in all domains of life. Brexit made the British government manage to cope with the new situation. The benefit of leaving the European Union will be for one group of immigrants at the expense of another. Indian students and labours, counting the low-skilled work constrain. The low-skilled workers will advantage from the unused movement framework to be actualized by the UK after it exits the European Union. (Bureau). It is noticeable that Indian immigrants benefit from the current situation of the United Kingdom.

For this reason , British High Commissioner to India Dominic Asquith has states :

The changes being planned in the immigration system will be better for students who will have a longer time after finishing their studies to look for a job in the UK. It will also be better for workers with a lower skill threshold. And it would result in less bureaucracy for those employees who employ non-EU workers,” (Bureau).

With this speech, the Commissioner highlights the opportunity that will be available to Indian students after Brexit. After the actual withdrawal from the union, the opportunity will be for immigrants of other nationalities. The departure of many immigrants from the European Union will allow the granting of a work position or a study seat to other races. As such, there is a new approach to post-Brexit. Thus, Britain is putting the finishing touches to the White Paper theme. The paper will give a new character to immigrants.(ibid.). The purpose of the new offers for immigration is to compensate for the loss of European immigrants after leaving the European Union.

Britain's exit from the European Union has become a major educational gain for Indians. The money is on the side of the other students. This money, which was only given before Brexit, to citizens of the United Kingdom and the European Union. These funds were in the form of scholarships and subsidies. So the cost of travelling to the UK has decreased. As a result, it is a preferred travel destination for Indians.(Brexit). In the field of education, the study is available to Indian students the most.

3.8.The British Identity Crisis

Behind the existence of these international teachers and students, who belong to multiple ethnic minorities or other countries. Their permanent residence raises the question of Britishness. Determining Britishness is not an easy task due to the factors of assimilation and integration. Indians as the largest minority group in British society puts the British government in a way to look again at the immigration issue and brain drain. A large number of this or other group makes party leaders work on it all the time.

The United Kingdom as developed countries remains a favourite destination for many people in the world. Immigrants, hence, that belongs to different minority groups as well to the host nation where they live. Therefore the identification in the United Kingdom might vanish. Unlike other states, the notion of identity in the United Kingdom is not an easy issue because of its complexity. About two-thirds of people “feel British”. And for a long time, this average remains fixed. Yet, there were a

few numbers of people who announced their Britishness. White people prefer to choose one of the four nationalities rather say British. Around the 1970s and 1980s, this trend increased but there was a decrease with the rapid transition of population. The devolution made people identify either country where they live. (Owen 21). As a result of the white people of the four countries besides the increasing number of immigrants, Britishness identity makes a great impact on British society at different levels.

It is pointed out that it is significant that the racial and religious group have an influence on the Britishness identity, along with immigration and Brain Drain. It is a different effect for a generation. Consequently, after a long period of residency, ethnic minorities increase the level of the notion of Britishness as well as the presence of immigrants in this host country. Muslims and South Asian, including Indians, are those who have a high degree of British identity. This phenomenon emerges in the second generation, the Black Caribbean, however, have a low rate of British identity as well as the lower minority rate. (Gidley et. al. 24) .Britishness is a crucial issue, as are immigrants and brain drains. The Indian elite, teachers and students have a great portion in this direction.

Therefore, the historical relationships between them analyze that this brain drains almost time search for a suitable atmosphere, and another motherland to fulfil their dreams. The number of international teachers and students forward register in British universities and academics are promoting government to dig for the creation of good citizens regardless of their origin. In the sense, for a developed country to allow opportunities to the best one.

3.9. Indians Brain Brain between Diaspora Feelings and Experience

Being far from the mother community and live outside of it, it is a painful experience. However, it has is benefits for immigrants. The diaspora of Indian elite teachers and students has an exceptional Indian spice taste due to the brain of this category. Today, Indian brains become more diasporic and experienced in various fields in many nations. This class of people affects the host countries. An example is the United Kingdom, where receive a large number of Indian immigrants' elite every year. To touch a sense of creativity and productivity, diaspora takes a position among these minds.

It is stated that diaspora as a type of consciousness confuses a diversity of experiences, state of mind and sense of identity. This is described as a dual paradoxical nature. The latter has different meanings. Initially, it indicates the discrimination and exclusion experiences. Besides, there is a positive side. It is the high identification of the historical heritage of the Indian civilization. Also, the perception of the concept of multi-locality, and the concept of belonging "here and there". In addition to sharing the same "roots", and "routes". Furthermore, it is declared that the awareness of multi-locality and belongings makes a bridge between the universe and locality. Moreover, this awareness products a 'triple consciousness'. Thus, being able to use it effectively, awareness makes identification between the host country and the homeland. It is local identification with multiculturalism. Indians in Southall, London, as an example, includes the notion of being Southallian. It is a focal point on personal multicultural features within the discourse of their local environment. (Oonk 18). Indian brains aim to introduce their local characters and historical heritage as well as to the host community. It is an exchange of ideas, thought and beliefs between the two cultures.

In this way, diaspora as a cultural product emphasises the currents things. Objects are pictures and meanings back and forth, and how to skip and creolize them, according to clients and artists. Diaspora indicates the production, reproduction, and the exchange of the social and cultural phenomenon. Diaspora highlights on the youth. They are from different cultures. They are an interesting market for 'cultural goods in the diaspora'. Additionally, these youth are those who transfer these thoughts and development. Then, Modern media plays a role in reformulating and translating cultures of the Indian diaspora. It is the role of technology that teachers, scientists and students related to. New and various and ideas come from Ramayana or the Mahabharata. These long episodes refer to the Indian culture with a new vision. They portray the life in marriage agents. (ibid.). Along history, Indian culture associates with teachers and students those who have a diasporic feeling, and experience while moving abroad. Indian literature and civilization link to the mobility of people towards different places especially to the United Kingdom.

In conjunction with the same issue, the Indian Government currently becomes a component of the debate in the diaspora. In general, it looks after the necessity of 'diasporic feeling'. In its last publication, the government announces the Report of High-Level Commission. It reports that 'Since India achieved Independence, overseas Indians have been returning to seek their roots, and explore new avenues and sectors for mutually beneficial interaction from investment to the transfer of economic skills and technology, to outright philanthropy and charitable work. (Oonk 18-19). The government seems to be looking into the idea of an India diaspora. This research is due to the presence of Indians in many parts of the world. In addition to being an important and productive ingredient.

Therefrom, this trend has become more marked in the last decade, as the Indian economy has opened up giving rise to a new range of opportunities for an emerging generation'. However, in reality, it is a far a way of thinking with hope. The main objective of the Commission is to foster the relationships between Indian and those who have Indian origins 'Persons of Indian Origin '[PIO] and that ' Non-Resident Indians Overseas [NIO]'. As a result, the Indian Government disappointed by the role these two groups played. (Oonk 19). And due to the increase in the Indian diaspora in the land., the work of groups or organizations is to gather this diaspora. These groups include non-resident Indians or people of Indian descent.

For this reason, it is not only the Indian Government that seeks to re-connect the Indians. But, Bollywood fashion also works on this, as it uses new media technologies to advertise its products to the Indian diaspora. They sell their products in various ways to get in touch with contemporary Indians overseas. In this way, Bollywood videos and music are sold in different parts of the world. The Indian diaspora can share many websites to be in contact with each other. They can discuss political issues, meet, or talk about their country. Indian fashion can sell in Canada, the United Kingdom, and anywhere else. (ibid.). Indian diaspora and experience push the Indians to look after their homeland and their traditions. It is not only the elite that have a sense of diaspora but other types of people have the same judgments. Reaching a high level of education with a distinct experience creates a strong link connection between the land and the individual's feelings.

Hence, the feelings of the diaspora, alienation, and nostalgia were embodied in the life of the Indians through their presence and success in various parts of the earth. Scientific and cognitive success through professors and students is evidence of the distinctiveness of the Indian mind. Indian brains are required in countries, where this group forms groups. Groups reflect their love and longing for the motherland. The experience of alienation makes the Indians look for work with each other. Throughout the continents, they communicate in various ways to bring them closer. Due to a large number of Indians on the planet, the feeling of the diaspora is present. That is why Indians work to stay connected with the motherland in various ways.

3.10. Conclusion

Nowadays, Indians are everywhere. They make a rising mankind power. And they are present in many countries in the world such as the United Kingdom. The latter's government aims to attract more Indian elite especially those who high level of education or who wish to study or continue studying there. Governments of the Conservatives, as well as Labour leaders, set policies to the issue of immigration. Therefore, it is a crucial issue. They work to restrict the number of immigrants, but they engage to entice the brains ones individually or collectively. Indians, in particular, are a target goal for the British because of the historical relationships dating back to the eighteenth century. After India got its independence and after World War II, the flow of immigration movements towards the British Isles produced new generations with Indian origins and British born. They are generations, where the feelings of the diaspora are mixed in a distinct experience. However, they are in a developed country. This country opens opportunities for them, especially those talented teachers and students. Their average indicates their importance of each British the successive governments. Consequently, this large minority ethnic race in the United Kingdom is assimilated and integrated according to the situations in which they are.

General Conclusion

Immigration is a debatable issue not only in the United Kingdom but around the world. The phenomenon of immigration takes many faces with diverse impacts. The type of immigrants elite has a major portion in the agendas of governments anywhere. Indians elite, particularly, teachers and students move abroad in search of new life within new opportunities. And then in this work, there was an attempt to highlight this category of people and analyze their presence with numbers and rates. Moreover, to observe the phenomenon of the international brain drains.

In this investigation, an attempt was to base on the following key terms: Brain Drain, Elite, Higher Education, Immigration, Indians and the UK. They are the basic components of the work. They gave guidance to study the topic of immigrants' elite. So, it is to distinguish between the terms; migration, emigration and emigration. The first term migration refers to the permanent movement from one country to another. Subsequent migration refers to the non-permanent movement of people and/or animals from one region to another. The third word is emigration, which is a permanent departure from one country to another. These terms are used depending on the desired context.

For this reason, the study follows the civilizational and postcolonialism approaches. These approaches examine the history of events and behaviour of human beings. Besides, there is the descriptive-analytical method. It describes the higher education of Britain as well as of India. And it analyses throughout rate, numbers, and percentages. Therefore, the work is divided into three chapters that aim to reflect the idea of the role of the Indian immigrants' elite in their formerly colonized country. So the British government tends to look before the arrival of immigrants.

This work, in the first chapter, examines the motives for immigration to the United Kingdom which differ from historical, economic, social and political motives. These motives are related to the goal of individuals and groups goals to find for a convenient life. Four waves from the Indian subcontinent towards the former colonizer country. Waves started with Sikh in the eighteenth-century. Later, the wave was after 1947, followed by the third waves of the Commonwealth Citizen Act in 1962

and the refugee during 1970s. The last but not the least the contemporary generation and those British born Britain where the issue of identity arose. Furthermore, Indian immigrants structure the large ethnic minority group in the British Isles and their numbers continue to rise every year. They prefer to locate in suitable places for them such as Leicester with 6.6% and Birmingham with 4.6%. It is an indication of the Indian monopolization not only in the United Kingdom but in the entire universe.

Therefore, in the second chapter of investigation, the focus is on the teaching and studying as main components of the higher education. Thus, the Indian teachers and students make up a large number of UK universities. It ranks second after enrolling Chinese teachers and students. Indian teachers and students prefer to move towards the United Kingdom universities because of their originality and the authenticity such the Oxford University that roots before 1167. Oxford University is considered the oldest university in the English-speaking world. In this way the mentioned circles indicate to the significant period of higher education in the United Kingdom, it was between September 2006 and the summer of 2016. Therefore, they rank among the best universities in the world. British universities, consequently, have a domestic European and international reputation and quality.

Along this line, the study spots light on motives that encourage teachers to work in the British universities. Motives are embodied in Maslow's hierarchy of needs to reach Self-actualization. Besides, motives handle Indian students to enrol in these universities. Indian students then search to get their Master certificate and PhD among postgraduate Degree in the authentic universities. Students motivations are varied between the quality of education, health service and the opportunity to work while or after studying.

The rate of the international teachers and students along the British universities makes them more sophisticated by searching for high techniques in teaching and studying. Indian immigrants become brain everywhere because they quest for more space and opportunities to fulfil their dreams. The European and the international scenes boost the Indian to settle in the United Kingdom. For these

reasons, the Labour Government led by Gordon Brown between 2007-10 and the successive Conservative Government led by David Cameron from 2010-16 both set policies and regulations for the issue of immigration, it is noticed that their focus on the Indian brain drains as a strong factor.

Many teachers and students are skilful, as an example, the current Professor Yadvinder Malhi, Professor of Ecosystem Science at Oxford University. He is of Indian origin who characterizes by his high level of education. Also, Krishna Chatterjee Professor of Endocrinology, he is director, Cambridge Clinical Research Centre at Department of Medicine. Additionally to Dr Aseem Malhotras who offered drug to treat Corona Virus 19. The percentage of these Indians rise after Brexit and its consequences. There is a case of opportunity rather than in the past. Hence Indian brain drains raise the issue of the British Identity with the diaspora feeling towards the motherland and the experience in the host country.

As a result of this study, it is remarkable the importance of higher education in the development of the nations as well as the importance of immigration. The latter remains a debatable issue at all levels because they contribute and affect the host country in positive or negative sides. In this case of United Kingdom, Indian teachers and students as an elite factor remain to look for their formerly colonizer not as a target point in itself but as land to accomplish their personal and scientific projects. During the study, it is notable the relationships between the Indian immigrants elite and the United Kingdom.

Works Cited

- Academic Role. "Academic Role Descriptions and Expectations of Academic Standards." *Univesty of Salford Manchester* (2014). Print.
- African, 2010. Print
- AGCAS & Graduate Prospects Ltd, and Agcas. "Higher Education Lecturer." *Prospects.ac.uk*. N.p., n.d. Web. <<https://www.prospects.ac.uk/job-profiles/higher-education-lecturer>>.
- Aisch, Gregor, Sarah Almkhtar, K.K. Rebecca Lai, Haeyoun Park, and Jeremy White. "Countries Under the Most Strain in the European Migration Crisis." *The New York Times*. The New York Times, 29 Aug. 2015. Web. <<https://www.nytimes.com/interactive/2015/08/28/world/europe/countries-under-strain-from-european-migration-crisis.html>>.
- Alemu, Sintayehu Kassaye. "Meaning, Idea and History of University/Higher Education: Brief Literature Review." *FIRE: Forum for International Research in Education* 4.3 (2018): 210-27. Print.
- Bell, Brian, Rui Costa, and Stephen Machin. "Why Education Reduces Crime." *VOX, CEPR Policy Portal*. VOXEU. Web. <<https://voxeu.org/article/why-education-reduces-crime>>.
- Besart. "UK Education System Guide 2019 - Everything You Need to Know." *Study in UK*. 10 Jan. 2019. Web. <<https://www.studying-in-uk.org/uk-education-system-guide/>>.
- Blomfield, Paul, and Karan Bilimoria. *A Sustainable Future for International Students in the UK*. N.p.: All-Party Parliamentary Group for International Students Inquiry Report, n.d. Print.
- Bothwell, Ellie, Holly Else, and Jack Grove. "UUK Social Mobility Group to Advise David Cameron." *Times Higher Education (THE)*. N.p., 21 Jan. 2016. Web. <<http://www.timeshighereducation.com/news/uuk-social-mobility-group-advise-david-cameron>>.

- Brexit. "BREXIT AND ITS IMPLIED CONSEQUENCES ON INDIAN IMMIGRANTS." *Avenues Abroad*. Avenues Abroad. Web. <https://www.avenuesabroad.in/knowledge_base/brexit-and-its-implicit-consequences-on-indian-immigrants/>.
- Brocklehurst, Alex. *To Call Attention to the Future Direction of Higher Education*. London: House of Lords Library, 2008. Print.
- Brooks, Rachel. *The Impact of UK Immigration Policies on Students and Staff in Further and Higher Education*. Rep. London: UCU Equality Unit Carlow Street, 2015. Print.
- Bureau, Our. "'UK's New Immigration System Post-Brexit Will Benefit Indian Students, Workers'." *@businessline*. The Hindu BusinessLine, 26 Apr. 2019. Web. <<https://www.thehindubusinessline.com/economy/policy/uks-new-immigration-system-post-brexit-will-benefit-indian-students-workers/article26958011.ece>>.
- Cameron, David. "PM David Cameron: 'Immigration Should Mean Controlled Immigration.'" *BBC News*. 6 Oct. 2015. Television.
- Chatterjee, Krishna. "Krishna Chatterjee." *Wellcome-MRC Institute of Metabolic Science*. University of Cambridge, 03 July 2020. Web. <<http://www.mrl.ims.cam.ac.uk/research/principal-investigators/krishna-chatterjee/>>.
- Connor, Phillip. "In 9 Countries, 20% or More Born There Have Left." *Pew Research Center*. Pew Research Center, 10 Nov. 2016. Web. <<https://www.pewresearch.org/fact-tank/2016/11/10/in-nine-countries-20-or-more-born-there-have-migrated-or-sought-refuge-abroad/>>.
- Coyle, Emer, Mona Lotten, John Dubber, and Alasdair Donaldson. *India Matters: How Stronger Educational and Cultural Ties Can Help to Unlock the Full Potential of the UK-India Relationship*. London?: British Council, 2015. Print.
- Danylova, T. V. "The Theory Of Civilizations Through The Lens Of Contemporary Humanities." *Anthropological Measurements of Philosophical Research* 0.9 (2016): 55. Print.

- Devlin, Ciaran, Olivia Bolt, Dhiren Patel, David Harding, and Ishtiaq Hussain. Rep. no. *Impacts of Migration on UK Native Employment: An Analytical Review of the Evidence*. N.p.: Home Office/Department for Business, Innovation and Skills, 2014. Print.
- Duffy, Bobby, and Tom Frere-Smith. "Perceptions and Reality: Ten Things We Should Know About Attitudes to Immigration in the UK." *The Political Quarterly* 85.3 (2014): 259-66. Print.
- Dustmann, Christian, Tommaso Frattini, and Nikolaos Theodoropoulos. "Ethnicity and Second Generation Immigrants." *The Labour Market in Winter* (2011): 220-39. Print.
- Education System. *The Education System of the United Kingdom Described and Compared with the Dutch System*. Rep. 2nd ed. N.p.: Nuffic, 2010. Print.
- Educatons.com. "The Higher Education System in the UK." *Educatons.com*. Educatons.com, 12 Mar. 2019. Web. <<https://www.educatons.com/study-guides/europe/study-in-uk/higher-education-4329>>.
- Ernst & Young, and FICCI. *Higher Education in India: Twelfth Five Year Plan (2012-2017) and Beyond: FICCI Higher Education Summit 2012*. New Delhi: Ernst & Young, 2012. Print.
- Ethnicity Facts and Figures*. N.p., 28 Oct. 2019. Web. <<https://www.ethnicity-facts-figures.service.gov.uk/summaries/indian-ethnic-group>>.
- Everitt, Richard. *Understanding India: The Future of Higher Education and Opportunities for International Cooperation*. N.p.: British Council, 2014. Print.
- Ferrie, Joseph P., and Timothy J. Hatton. "Two Centuries of International Migration." *Handbook of the Economics of International Migration* (2015): 53-88. Print.
- Forecast Population. "2015 | UN DESA Department of Economic and Social Affairs." *United Nations*. United Nations. Web. <<https://www.un.org/en/development/desa/news/2015.html>>.
- Frübing, Judith. *The Third Generation of Indians in Britain: Cultural Identity and Cultural Change*. Thesis. Potsdam, n.d. N.p.: n.p., 2008. Print.
- Gidley, Ben, Steve Hanson, and Sundas Ali. *Identity, Belonging & Citizenship in Urban Britain*. Rep. London: Centre for Urban and Community Research, Goldsmiths College, 2018. Print.

- Girvan, Alyssa. *The History of British Immigration Policy (1905-2016) Timeline Resource*, June 2018. Rep. N.p.: n.p., n.d. Print.
- Global Ecosystem Monitoring. "Projects." *Yadvinder Malhi*. N.p., n.d. Web. <<http://www.yadvindermalhi.org/projects.html>>.
- Goodhart, David. "IMMIGRATION AFTER BREXIT What Should Post-Brexit Immigration Policy Look Like?" *A Policy Exchange Policy Bite* (January 2018): 1-20. Print.
- Green, Lord Andrew. "A Summary History of Immigration to Britain." *Migration Watch UK*. N.p., n.d. Web. 06 Aug. 2020. <<https://www.migrationwatchuk.org/briefing-paper/48>>.
- Grewal, Nimrata. "9 Reasons for Indian Students to Study in the UK." *College Education Guide: Career Options, Planning & Information Portal*. N.p., n.d. Web. <<https://www.indiaeducation.net/studyabroad/uk/destination-for-higher-education.aspx>>.
- Harnessing. *The Least Developed Countries Report 2012: Harnessing Remittances and Diaspora Knowledge to Build Productive Capacities*. New York: United Nations Publications, 2013. Print.
- HESA Staff. "Staff Record 2015/16." *HESA*. Web. <<https://www.hesa.ac.uk/collection/c15025>>.
- HESA Student. "HESA Student Record 2007/08." *HESA*. N.p., 7 Oct. 2008. Web. <<https://www.hesa.ac.uk/collection/c07051>>.
- Heslop, Lynne. *Understanding India: The Future of Higher Education and Opportunities for International Cooperation*. Rep. N.p.: British Council, 2014. Print.
- Hickman, Mary, Helen Crowley, and Nick Mai. "Immigration and Social Cohesion in the UK The Rhythms and Realities of Everyday Life." *Joseh Rowntree Foundation* (2008): 1-214. Print.
- Hornby, A. S., Sally Wehmeier, Colin McIntosh, Joanna Turnbull, and Michael Ashby. *Oxford Advanced Learner's Dictionary of Current English*. 2007. Print.
- Hoxhaj, Jona, and Eglantina Hysa. "Comparing ENQA, British, German & Albanian Standards of Quality in Higher Education." *European Journal of Sustainable Development* 4.2 (2015): n. pag. Print.

Immigration. "Immigration Definition." *Canada Immigration*. US Immigration. Web.

<<https://www.usimmigration.org/glossary/immigration>>.

Indian Population. "Indian Ethnic Group: Facts and Figures." *Indian Ethnic Group - GOV.UK*

Ethnicity Facts and Figures. GOV.UK, 28 Oct. 2019. Web. <<https://www.ethnicity-facts-figures.service.gov.uk/summaries/indian-ethnic-group>>.

International Migrants. "International Migrants by Country." *Pew Research Center's Global Attitudes Project*. Pew Research Center, 30 May 2020. Web.

<<https://www.pewresearch.org/global/interactives/international-migrants-by-country>>.

International Student Enrolments in the UK. "International Student Enrolments in the UK."

International Student Survey. *International Student Survey-Welcoming the World-Maintaining the UK's Status as a Top Global Study Destination*. Rep. London: Hosbons, 2017. Print.

International Student. "UK Education System: Study in the UK." *International Student*. N.p., n.d.

Web. <https://www.internationalstudent.com/study_uk/education_system/>.

Introduction. *Introduction to the UK Higher Education System* (n.d.): n. pag. Print.

Jain, Divya. "Brain Drain Is Becoming a Cause for Concern in India." *The Sunday Guardian Live*.

Sunday Guardian Live, 10 Nov. 2018. Web.

<<https://www.sundayguardianlive.com/lifestyle/brain-drain-becoming-cause-concern-india>>.

Janjuha-Jivraj, Shaheera. *Succession in Asian Family Firms*. Place of Publication Not Identified:

Palgrave Macmillan, 2014. Print.

Kone, Zovanga, and Yvonne Markaki. "Why Do Immigrants Come to the UK?" *Full Fact*. N.p., n.d.

Web.

Lavakare, P. J. "India Today: From Brain Drain to Brain Gain." *Innovation in Business Education in*

Emerging Markets (2013): 193-207. Print.

Maiorescu, Petru, and Nicolae Iorga. *Descriptive Methods of Data Analysis for Marketing Data—*

Theoretical and Practical Considerations. Rep. Vol. 5. N.p.: n.p., 2010. Print.

Malhi, Yadvinder. "CV." *Yadvinder Malhi*. N.p., n.d. Web. <<http://www.yadvindermalhi.org/cv.html>>.

- Malhotras, Aseem. "Biography." *Dr Aseem Malhotra*. Dr Aseem Malhotra Award-winning Cardiologist, 2020. Web. <<https://doctoraseem.com/biography/>>.
- Manning, Alan. *Impact of International Students in the UK* (2018): n. pag. Print.
- Margison, Simon. *Global Trends in Higher Education Financing: The United Kingdom*. N.p.: International Journal of Educational Development, 2017. Print.
- Markaki, Zovanga Kone and Yvonne. "Why Do Immigrants Come to the UK?" *Full Fact*. 7 June 2017. Web. <<https://fullfact.org/immigration/why-do-international-migrants-come-uk/>>.
- Messina, Anthony M. "The Impacts of Post-WWII Migration to Britain: Policy Constraints, Political Opportunism and the Alteration of Representational Politics." *The Review of Politics* 63.2 (2001): 259-85. Print.
- Migrant Crisis. "Migrant Crisis: Migration to Europe Explained in Seven Charts." *BBC News*. BBC, .Web. <<https://www.bbc.com/news/world-europe-34131911>>.
- Misachi, John. "Largest Ethnic Groups In The United Kingdom (Great Britain)." *WorldAtlas*. WorldAtlas, 18 July 2019. Web. <<https://www.worldatlas.com/articles/largest-ethnic-groups-in-the-united-kingdom-great-britain.html>>.
- Moore, Kerry. "Editorial: The Meaning of Migration." *JOMEC Journal Journalism, Media and Cultural Studies* (2015): 1-9. Print.
- Mulholland, Hélène. "Gordon Brown Unveils Tougher Immigration Rules." *The Guardian*. Guardian News and Media, 12 Nov. 2009. Web. <<https://www.theguardian.com/politics/2009/nov/12/gordon-brown-announces-new-immigration-rules>>.
- n.d. Print.
- Nash, Andrew. "Migration Statistics Quarterly Report: November 2014." *Migration Statistics Quarterly Report - Office for National Statistics*. Office for National Statistics, 27 Nov. 2014. Web.

<<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/internationalmigration/bulletins/migrationstatisticsquarterlyreport/2015-06-30>>.

Nasta, Susheila, Dr Florian Stadler, and Rozina Virsam. "Making Home in Britain." *The British Library*. The British Library, 13 Apr. 2017. Web. <<https://www.bl.uk/asians-in-britain/articles/making-home-in-britain>>.

Nasta, Susheila, ed. *India in Britain South Asian Networks and Connections, 1858-1950*. London: Palgrave Mcmillan, 2013. Print.

Nunn, Alex. *The 'brain Drain': Academic and Skilled Migration to the UK and Its Impacts on Africa: Report to the AUT and NATFHE*. Publisher Not Identified, 2005. Print.

Nyu. "Your Teacher Today Is Former British Prime Minister Gordon Brown." *Medium*. NYU Local, 16 Nov. 2016. Web. <<https://nyulocal.com/your-teacher-today-is-former-british-prime-minister-gordon-brown-30bbf4a60749>>.

O'prey, Paul. *Patterns and Trends in UK Higher Education 2017*. Rep. N.p.: Universities UK, 2017. Print.

Oonk, Gijsbert, ed. *Global Indian Diasporas: Exploring Trajectories of Migration and Theory*. Amsterdam: Amsterdam UP, 2011. Print.

Owen, David. *Future Identities: Changing Identities in the UK: The next 10 Years*. London?: Government Office for Science, 2013. Print.

Pareschi, Andrea, and Alessandro Albertini. "Immigration, Elites and the European Union: How UKIP Frames Its Populist Discourse." Print.

Pathak, Analiza. "Indian-origin Doctor in UK Offers Evidence-based '21-Day Immunity Plan' to Fight COVID-19." *English*. Independent News Service, 27 Aug. 2020. Web. <<https://www.indiatvnews.com/news/world/uk-based-indian-origin-doctor-dr-aseem-malhotra-offers-evidence-based-21-day-immunity-plan-to-fight-covid19-645306>>.

Pop, Alexandru. "Times Higher Education Ranking 2020 - Best European Universities." *MastersPortal*. Studyportals, 08 Jan. 2020. Web.

<<https://www.mastersportal.com/articles/1662/times-higher-education-ranking-2020-best-european-universities.html>>.

Professor Salaries. *Professor Salaries From Around the World - Academic Positions*. Academic Positions, 2018. Web. <<https://academicpositions.com/career-advice/professor-salaries-from-around-the-world>>.

Pti. "3 Indian-origin Scientists Elected Fellows of UK Royal Society." *The Economic Times*. Economic Times, 06 May 2017. Web. <<https://economictimes.indiatimes.com/nri/nris-in-news/3-indian-origin-scientists-elected-fellows-of-uk-royal-society/articleshow/58550566.cms>>.

QS Staff Writer. "The World's Top 100 Universities." *Top Universities*. N.p., 03 Apr. 2020. Web. <<https://www.topuniversities.com/student-info/choosing-university/worlds-top-100-universities>>.

Quality. *Quality Assurance in UK Higher Education: A Guide for International Readers*. Rep. Gloucester: Southgate House, 2005. Print.

Raveesh, S. "Brain Drain: Socio-Economic Impact on Indian Society." *International Journal of Humanities and Social Science Invention* 2 (2013): n. pag. Print.

Redpath-Cross, Jillyanne, and Richard Perruchoud, eds. *Glossary on Migration*. Geneva: IOM International Organization for Migration, 2011. Print.

Rowley, Jennifer. "Motivation and Academic Staff in Higher Education." *Quality Assurance in Education* 4.3 (1996): 11-16. Print.

Saggar, Shमित, and Will Somerville. "Building a British Model of Integration in an Era of Immigration: Policy Lessons for Governmen." *Transatlantic Council on Migration*: 1-32. Print.

Said, Edward W. *Orientalism*. N.p.: Pantheon , A DivPantheon , A Division of Random House, Incision of Random House, 1978. Print.

Sapovadia, Vrajlal K. "Analyzing Indian Diaspora: Pyramid Impact on Reforms & Migration Pattern." *SSRN Electronic Journal* (2015): 1-9. Print.

- Sartori, Fabio. "Acquisitions of Citizenship on the Rise in 2009." *Eurostat Statistics in Focus* 1977-0316 (n.d.): 1-12. Print.
- Seitkazy, Perizat Baiteshovna, Kamariyash Raikhanovna Kalkeyeva, Roza Khussainovna Aimagambetova, Nurilya Sabetkanovna Kassymbekova, Tashetov Amanzhol Askarovich, and Gulnur Sabetkanovna Jexembayeva. "Civilizational and Cultural Approaches to the Constructing of the Education Content in Kazakhstan." *Review of European Studies* 7 (2015): 100. Print.
- Seremani, Tapiwa Winston, and Stewart Clegg. "Postcolonialism, Organization, and Management Theory." *Journal of Management Inquiry* 25.2 (2015): 171-83. Print.
- Simmons. "Theories Used in Social Work Practice & Practice Models." *Socialwork@Simmons*. Simmons University, n.d. Web. <<https://socialwork.simmons.edu/theories-used-social-work-practice/>>.
- Singhal, Neer. "Why Has India-UK Migration Decreased So Rapidly?" *Munich Personal RePEc Archive* 18 Apr. 2018: 1-29. Print.
- Sirswal, Desh Raj. "Higher Education and Research in India: An Overview." *Intellectual Quest* 5.2349-1949 (2016): 1-14. Print.
- Smith, Chris W. "2011 Census Analysis: Immigration Patterns of Non-UK Born Populations in England and Wales in 2011." *2011 Census Analysis - Office for National Statistics*. Office for National Statistics, 17 Dec. 2013. Web. <<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/internationalmigration/articles/immigrationpatternsofnonukbornpopulationsinenglandandwalesin2011/2013-12-17>>.
- Somerville, Will. *Immigration Under New Labour*. Policy, 2007. Print.
- Sonwalkar, Prasun. "More Indian Academics Join UK Universities." *Hindustan Times*. The Hindustan Times, 28 Jan. 2020. Web. <<https://www.hindustantimes.com/education/more-indian-academics-join-uk-universities/story-G0SMt3CoNgOzbkfkf5ouK.html>>.

Sridhar, Kamal K. *South Asian Diaspora in Europe and the US*. Thesis. N.d. N.p.: n.p., n.d. Print.

Staff Numbers. "Staff Numbers." *University of Oxford*. N.p., n.d. Web.

<<https://www.ox.ac.uk/about/facts-and-figures/staff-numbers?wssl=1>>.

State. *State of the Economy CHAPTER*. Rep. Vol. 2. N.p.: n.p., 2019. Print.

Stern, Vivienne. "International Higher Education May 2017 Facts and Figures." *Universities UK International* 978-1-84036-377-7 (2017): 1-32. Print.

Stratton, Allegra. "Gordon Brown's Immigration Speech: What He Said, and Meant." *The Guardian*. Guardian News and Media, 12 Nov. 2009. Web.

Stratton, Allegra. "Gordon Brown's Immigration Speech: What He Said, and Meant." *The Guardian*. Guardian News and Media, 12 Nov. 2009. Web.

<<https://www.theguardian.com/uk/2009/nov/12/gordon-brown-immigration-speech>>.

Student Numbers. "Student Numbers." *University of Oxford*. N.p., n.d. Web.

<<https://www.ox.ac.uk/about/facts-and-figures/student-numbers?wssl=1>>.

The Education systems of the United Kingdom. "Education Systems." Nuffic, 6 Dec. 2019, www.nuffic.nl/en/subjects/education-systems/.

United, Nations. "International Migrants by Country." *Pew Research Center's Global Attitudes Project*. Pew Research Center, 30 Jan. 2019. Web. 11 Apr. 2020.

Universities UK. *Pattern and Trends in Th UK Higher Education 2018* Universities UK (2018): 1-39. Print.

Vergara, Luis Garrido. "Elites, Political Elites and Social Change in Modern Societies." *Revista De Sociología* 0.28 (2014): 1-49. Print.

Wahba, Jackline. "Who Benefits from Return Migration to Developing Countries?" *IZA World of Labor* (2014): 1-10. Print.

Walia, Shelly. "Indians Are Falling out of Love with British Universities—and David Cameron Is to Blame." *Quartz India*. Quartz, 03 Feb. 2016. Web. <<https://qz.com/india/608313/indians-are-falling-out-of-love-with-british-universities-and-david-cameron-is-to-blame/>>.

Webstar, Merriam -. "Diaspora." Diaspora - Definition for English-Language Learners from Merriam-Webster's Learner's Dictionary. N.p., n.d. Web.

<<http://www.learnersdictionary.com/definition/diaspora>>.

Webster, Merriam-. "Emigration." *Merriam-Webster*. Merriam-Webster. Web. <<https://www.merriam-webster.com/dictionary/emigration>>.

Where Indian People Live. "Indian Ethnic Group: Facts and Figures." *Indian Ethnic Group - GOV.UK*

White, Nicola. "Migration Statistics Quarterly Report: May 2017." *Migration Statistics Quarterly Report - Office for National Statistics*. Office for National Statistics, 24 May 2017. Web.

<<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/internationalmigration/bulletins/migrationstatisticsquarterlyreport/may2017>>.

Will, Somerville, and Dhudwar Amar. *Indian Immigration to the United Kingdom*. Rep. N.p.: n.p., b

William, David. *Life in the United Kingdom: The Land and the People*. 1st ed. Dar Es Salaam: New

World Economic. "World Economic Outlook Database October 2019." *International Monetary Fund*.

N.p., Oct. 2019. Web.

<<https://www.imf.org/external/pubs/ft/weo/2019/02/weodata/index.aspx>>.

Résumé

Cette thèse tente d'étudier la question de l'immigration au Royaume-Uni. Il tente de faire la lumière sur l'élite des immigrants indiens, principalement ceux qui ont un niveau d'éducation élevé et des compétences professionnelles. Pourtant, la principale problématique de la thèse est de découvrir les raisons et les motivations de l'immigration de cette catégorie de la société indienne au Royaume-Uni et son impact majeur, en particulier sur le système d'enseignement supérieur. L'enquête vise donc à approfondir les facteurs à l'origine de leurs migrations vers le Royaume-Uni. Il examine les principales caractéristiques de ces drains cérébraux. L'étude adopte les approches historiques et civilisationnelles pour creuser derrière l'histoire et les comportements des immigrants indiens. Ensuite, il suit des méthodes descriptives-analytiques pour décrire les institutions supérieures de Grande-Bretagne. La méthode analytique consiste à mentionner les statistiques et les réalisations de ces fuites de cerveaux indiennes. Par conséquent, le travail est divisé en trois chapitres. Le premier est un aperçu historique des quatre périodes de déplacement du continent indien sikh vers le pays colonial. Le deuxième chapitre met cependant en évidence le rôle et l'importance de l'enseignement supérieur, notamment en Grande-Bretagne, en fonction de l'originalité et de l'héritage de ses instituts et universités. Le dernier chapitre fournit un exemple vivant de professeurs indo-britanniques à l'Université d'Oxford. Le calendrier de l'étude est la période de 2007 à 2016, lorsque le gouvernement britannique est dirigé par l'ancien président du parti travailliste Gordon Brown et l'ancien premier ministre du gouvernement britannique et chef du parti conservateur David Cameron. Il met en évidence la question de l'immigration non seulement du point de vue économique et politique, mais aussi du point de vue social et culturel.

Mots clés : Exode des Cerveaux , Élite, L'enseignement Supérieur, Immigration, Indiennes, Royaume-Uni