
**INTER-REGIONAL MIGRATION FOR HIGHER EDUCATION AMONG THE YOUTHS
OF LADAKH**

Dissertation

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DECLARATION

This is to certify that the M.Phil. Dissertation being submitted by me on the topic entitled '**Inter-Regional Migration for Higher Education among the youths of Ladakh**' has been completed under the guidance of **Dr. Sangeeta Angom**. It is declared that the present study has not previously formed the basis for the award of any Degree, Diploma, Associateship or Fellowship to this or any other University.

Scholar's Signature

(Fatima Zahra)

CERTIFICATE OF THE SUPERVISOR

This is to certify that the dissertation entitled '**Inter-Regional Migration for Higher Education among the youths of Ladakh**' is the work undertaken by **Ms. Fatima Zahra** under my supervision and guidance as part of her M.Phil.degree in this University. To the best of my knowledge, this is the original work conducted by her and the dissertation may be sent for evaluation.

Supervisor's Signature

Dr. Sangeeta Angom
(Supervisor's Name)

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ABBREVIATIONS

AISHE	All India Survey on Higher Education
GER	Gross Enrollment Ratio
NER	Net Enrollment Ratio
FYP	Five Year Plan
HEI	Higher Education Institutions
NSSO	National Sample Survey Organisation
UNIOM	United Nations International Organisation on Migration
NIEPA	National Institute of Education Planning and Administration
CPRHE	Centre for Policy Research in Higher Education
UGC	University Grant Commission
U.S	United States
USG	University System of Georgia
UK	United Kingdom
IT	Institute of Technology
PR	Permanent Residence
UNESCO	United Nations Education Social and Cultural Organisation
OECD	Organisation Economic Corporation and Development
HOPE	Helping Outstanding Pupils Educationally
UDISE	Unified District Information System of Education
UT	Union Territory
LHDC	Ladakh Autonomous Hill Development Council
CBSE	Central Board of Secondary Education
JKBOSE	Jammu and Kashmir Board of School Education
DIET	(District Institute of Education Training)
AICTE	All India Council of Technical Education
AKSAD	All Kargil Student Union Delhi
ALSWAJ	All Ladakh Student Welfare Association Jammu
LSWSD	Ladakh Student Welfare Society Delhi
(ALSAJ	All Ladakh Student Association Jammu
PMSSS	Prime Minister Special Scholarship Scheme

NAAC	National Academic Accreditation Council.
ST	Scheduled Tribe
CJ1	College Jammu One
CJ2	College Jammu Two
CD1	College Delhi One
CD2	College Delhi Two
UG	Under Graduate
PG	Post Graduate

APPENDICES

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Chapter -1

Context of the Study

1.0 Introduction

Education is a key to the socio-economic development of a country in general and the overall personality development of an individual in particular. In ancient as well as modern times, thinkers all over the world have been emphasizing education as an important means to shape human personality as well as society in a better way. Rabindranath Tagore an eminent reformist and educationist of India cited, “The highest education is that which does not merely give us information but make our lives in harmony with all existence”. The National Commission on Education and National Development (1964-66) also aims to “transform education, to endeavour to relate it to the life, needs and aspirations of the people and thereby make it a powerful instrument of social, economic and cultural transformation necessary for the realization of our national goals”. So, besides its moral and cultural aspect, education has huge socio-economic implications on individual citizens of a country which further influences the socio-economic development of a country as a whole. Education has huge potential to affect the future income of an individual which in turn increases a country’s competitiveness in the global economy. In sum, education as a non-negotiable public good and a very necessary public investment can generate a large number of positive externalities which directly as well as indirectly influences all the aspect of social life (Sinha and Srivastava, 2008).

Higher education in particular has enormous potential to enhance the prosperity of an individual and the economic growth of a country as a whole. Higher education is very crucial for the growth and development of a country. It creates job opportunities, makes a student fit for jobs, makes democratic citizens, and helps them engage in nation-building processes. Because of the large number of positive externalities related to higher education, higher education urges for higher expansion by establishing more and more colleges and universities for steady economic development.

1.1 Higher Education in India

Higher education refers to the education being provided after the completion of school education. It covers all post-secondary education in various subject areas including general education stream as well as professional education stream such as engineering, technology, agriculture, medicine, etc. (Agarwal,2009). According to the Kothari Commission(1964-66), the Indian higher education structure consist of two stages; The first-degree course consists of a three-year duration degree which is known as Under graduation and the next stage consist of second-degree course and research degrees include courses with various duration and is called Post Graduation. Because of the very high social demands of tertiary education, higher education is in huge demand in India and to meet that demand, a large number of higher education institutions have opened in the country. Compare to the 20 universities during the time of independence, at present, there are 944 universities, including institutions deemed to be universities and university-level institutions. The number of colleges has increased from less than 500 to more than 45,999 colleges and standalone institutions today (AISHE, 2018). The expansion of the higher education institutions has been fastest in the decade of the 2000s. The enrolment in higher education has also enormously increased from 8.8 million in 2001-2001 to 29.6 million in 2012-13, making an annual growth of 1.9 million enrolments of students to higher education sector making the highest expansion in enrolment of students in any decade (Varghese,2015). Likewise, the GER for higher education in the country was a mere 1.5% in 1960-61 has doubled in four decades with 8.1% in 2001-2 (ibid). Because of the push higher education system received in the Eleventh Five Year Plan, in the year 2012-13 the GER reached 21%. According to the latest update released by AISHE, the GER for Higher Education is 26.3% for the year 2018-19.

However this expansion relayed largely on public funding in the 1980s is now heavily dependent on private intuitions which are in the present day enrolling more students than public universities (Varghese,2015). So this process of Higher Education massification in India is market-oriented which is facilitated by private institutions and financed by households.

Though, the expansion of higher education in India in the recent past is very impressive. However, this growth in the higher education sector has been more

quantitative than qualitative. This quantitative growth is posing huge challenges to Indian Higher education in terms of equity, quality, and uneven growth. So, despite India's diligent efforts for the expansion of higher education, students from disadvantaged communities, rural areas, and females are still not able to participate in higher education in India. One of the major cause of this unequal access to higher education is the socio-economic inequality (Tilak,2015). The same issue has been noted by the Twelfth Five Year Plan (FYP) report, *“less than one-fifth of the estimated 120 million potential students are enrolled in HEIs in India, well below the world average of 26 per cent. A wide disparity exists in enrolment percentages among the states and between urban and rural areas while disadvantaged sections of society and women have significantly lower enrolment than the national average”*. So inequalities in terms of higher education extension have been a huge challenge to the Indian higher education system.

This inequality in access to higher education has also been strengthened by India's urban directed expansion of higher education development making higher education an exclusive domain of the privileged only (Vaeghese *et al*, 2018).

This lack of basic access to higher education along with various other socio-economic factors is causing a lot of students to migrate inter- nation as well as intra-nation for the attainment of higher education. According to the Census 2011, out of 449 million internal migrants, over 20 million (46%) are moving for marriage, 44 million (10%) are moving on account of Employment and Business and more than 5 million (1.2%) are moving for education. A research paper titled —Internal Migration for Education and Employment among Youth in India (Jan 2014), depicted the trend of in-country migration among youth for higher education or employment. The paper highlighted that, out of 110 in the last 10 years, a total of 11 crore youth (aged 15-32 years) migrated within the country for higher education, the study describes that the inaccessibility of higher education is leading cause for the intra state travel of youth.

1.2 Concept of Migration

The United Nations International Organisation of Migration (UNION) defines migration as “The movement of person from their place of usual residence, either across an international border or within a state”. Human mobility is not a new

phenomenon. Since ages humans have been moving from one place to other places in search of food, means of livelihood, and other opportunities. However, because of improvement in the fields of science and technology, and the revolution that has come in the means of transport and communication has taken human migration to new levels. Migration can be caused by various social, political, cultural, natural, and personal factors, but looking at it as an economic factor has received special attention. Based on the said factors, there are various types of migration, they are:

Temporary and Permanent Migration: Based on the length of time, migration can be classified into various types like short- term migration, long-term migration, temporary migration, and permanent migration. According to Clarke (1965), migration for the period of one year is called permanent migration and a period of one year or less than one year is called a temporary migration.

Voluntary and Forceful Migration: Based on the decision-making approach migration can be classified into voluntary and forceful migration. Some migrations are voluntary that is they are based on the choice of the person who migrates e.g. movement to attain higher economic aspirations. While some migrations are forced that is mobility impelled by any type of socio-political or environmental factors like war or flood etc.(Fernie& Pitkethal 1985).

Immigration and Emigration: When a person permanently moves into a foreign land from his homeland, the entering of the person into the foreign land is called immigration. When a person permanently moves from his homeland to a foreign county, the leaving of the person from his homeland is called emigration (Weeks 1998).

In-Migration and Out-Migration: The act of every migrant is an out-migration move concerning the area from where he departs and the move of every migrant is an in-migration move concerning the area he arrives (Weeks 1998). The process is similar to immigration and emigration and the only difference is that in-migration and out-migration happen with a county and the process of immigration and emigration happens outside one's own country.

Internal and International Migration: Sinha(2005) classified two types of migration based on the political and administrative boundary. Any type of in or out-migration that happens within the national border of a county is called internal migration. It can be intra-state or inter-state migration. While as the word itself suggest them pavement

of people crossing their national borders within another country is called international migration.

So, these are the various types in and out the flow of people with a national border or outside it.

1.2.1 Difference between Migration and Mobility

Migration is the base of human existence. Though both the terms migration and mobility are used interchangeably, there is a difference between the two terms. “Migration is a form of mobility in which people change their residential location across defines administrative boundaries for a variety of reasons, which may be involuntary or voluntary, or a mixture of both. The decisions on whether to move, how, and where are complex and could involve a variety of actors in different ways” (Srivastava, 2011). The National Sample Survey of India 2007-08 treats migration in which a person’s place of residence is different from his place of enumeration. Mobility is a broader term that includes all types of population movement from as short as movements made several times a day to as long inter-continental movements that take over several thousand miles. However, migration is generally used in terms of the spatial and temporal aspects of the movement.

1.3 Migration Scenario in India

Since ages, India has been attracting a lot of visitors be it students, traders, or rulers. With the remarkable development in India’s social, economic, and political sphere along with the advancement of science and technology in the 20th century, this trend of migration in and out of India has remarkable increased. The improvement in the means of transport and communication has given a thrust to this movement not only within India but also internationally. According to the United Nations Department of Social Affairs, in the year 2019 India is the leading country in the international migrants as a country of origin, with 17.5 million out-migrants from the country. (The Economics Times, 2019). Indians have been moving outside the country mainly in search of better job opportunities and education. The migration of Indians outside the

country is drive by the various push factors at home as well as the unbalances supply and demand gap in the receiving country (Khadira et al, 2011).

1.3.1 Internal Migration in India:

Internal migration is a very usual phenomenon in India and is rising. Some cities and states in India more likely to have higher wages and strong labour market and a higher concentration of higher education institutions which results in the mobilization of a large number of Indian youths from their place of origin to other districts and states (Chandrasekhar and Sharma, 2014 and Varghese et.al,2018). The sole source of information for internal migration in India is the Census of India and the National Sample Survey of India. According to the two main sources, there are four major streams in which internal migration in India flows, they are:

1. *Rural to Rural*: This refers to the movement of people from a rural area to another rural area which can be within their district or state or outside the own state or district. According to NSS 64th round, Rural to Rural stream of internal migration is the most dominated stream for internal migration of India.

1. *Rural to Urban*: The movement of a person from any rural area to any urban area within the country comes under Rural to Urban Stream of Migration. This is the second-largest stream followed by migrants after Rural to Rural

1. *Urban to Rural*: This stream is the total opposite of the stream mention earlier. According to the Survey, this stream is least followed by migrants for internal migration within India.

1. *Urban to Urban*: The Urban to Urban flow of migration refers to the movement of people from one urban center in the country to other urban centers beyond the district or the state boundary.

These movements can further be inter-district, inter-district, or interstate leading to various patterns of mobility.

Table no 1.1 depicts the number of migrants' patterns of flow in rural and urban areas along with the migration rates from the past years of 1981,1991,2000 and 2011.

Table No 1.1: Migration and Migration Rate for the Census years: 1981- 2011

Census Years	Place of Resident	No. of Migrants			Migration Rate		
		Persons	Male	Female	Persons (%)	Male(%)	Female(%)
1981	Total	20,16,07,061	5,92,353,06	14,23,71,755	30.3	17.2	44.3
	Rural	14,35,83,222	31354273	11,22,28,949	28.3	12.1	45.3
	Urban	5,80,23,839	2,78,81,033	3,01,42,806	36.8	33.2	40.8
1991	Total	22,58,87,846	6,11,34,303	16,47,53,543	27.0	14.1	40.9
	Rural	15,91,90,095	3,11,96,064	12,79,94,031	25.6	9.8	42.5
	Urban	6,66,97,751	2,99,38,239	3,67,59,512	31.0	26.3	36.2
2001	Total	30,93,85,525	9,06,77,712	21,87,07,813	30.1	17.0	44.1
	Rural	20,77,73,661	4,25,28,896	16,52,44,765	28.0	11.1	45.8
	Urban	10,16,11,864	4,81,48,816	5,34,63,048	35.5	32.0	39.4
2011	Total	44,99,17,418	14,34,67,652	30,64,49,766	37.2	23.0	52.2
	Rural	27,54,16,210	6,35,88,085	21,18,28,125	33.0	14.86	52.2
	Urban	17,45,01,208	7,98,79,567	9,46,21,641	46.3	40.9	52.1

Source: ICSSR, 2011 and Census of India 2011

The Census 2011 reported 449 million internal migrants in India; it is a rise of 14 million internal migrants from the year 2001 to 2011. Out of the 499 million migrants, more than half of it (61.2%) is rural migrants and 38.3% are urban migrants. As always female migration in India dominates the internal migration scenario. Male migration is more dominated in urban areas than in rural areas however the case is opposite with female migration that is females are migrating more to rural areas than urban.

Overall the 2011 Census shows a steep increase in the internal migration rate in India. There is a 7-8% rise in the migration rate overall as well as male and female from 2001 to 2011 which is highest in any decade. This is the highest increase in internal migration ever.

There is also various reason also cited for the described pattern of migration in India. Both the Census of India and the NSS records the major reasons cited by the respondents for their migration decisions. The reasons include employment, education, marriage, movement of family, and others as the major reasons.

Table No 1.2: Reason for Migration during the Census years 2001 and 2011

Reasons	2001			2011		
	Total	Male (%)	Female (%)	Total	Male (%)	Female (%)
Work/Employment	2,94,52,128	87.70	12.30	4,08,28,423	84.53	18.30
Business	27,67,821	84.25	18.69	35,21,890	74.65	33.97
Education	33,18,176	70.70	41.44	54,02,238	60.34	65.72
Marriage	15,55,00,076	1.39	98.61	20,98,48,251	2.53	97.47
Move after birth	92,59,700	58.79	70.09	3,36,77,964	59.31	40.69
Move with household	4,09,71,384	41.73	58.27	6,40,38,586	44.85	55.15
Other	6,16,26,410	51.36	48.64	9,26,00,066	52.98	47.02
Total	30,93,85,525			44,99,17,418		

Source: Census of India 2001 and 2011

Table No 1.2 provides a comparison of the Census 2001 and 2011 concerning the reasons cited by the migrants for their migration. Marriage related migration dominates in both the years as a reason for migration in both the years. There is an increase of about 7 Lakh for business-related migration in the past decade. And there is around 20 Lakh increase for education-related reasons. There is a steep increase in the migration of females for employment, business, and education between the two years. Though the main reason cited form female migration in the 2011 Census is marriage, however, if we compare the two Census years there is a huge increase in female migration for business, employment, and education also. Among the three

reasons for migration; business, employment, and education, the highest increase in migration is for education which is a rise of around 25% from 2001 to 2011. So overall there is an increasing trend in internal migration in the country and in it, the share of the female is also increasing year by year.

1.4 Migration for Education in India

With the increase in the accessibility of primary and secondary education, India is facing the more serious problem of the outflow of human capital because of the unequal distribution of higher education institutions in the country. Though India has tremendously expanded its higher education sector both in terms of increase in institutions and growth in enrolment, however, this massification is driven by "urban biasness" and market orientation (Varghese et.al, 2018). This results in deprivation of higher education facilities to the deprived section of the society and the rural areas which further results in an outflow of human capital from the deprived regions to more educationally advanced ones. The National Sample Survey, 2007-08, discloses that there is an increase in migration rate with an increase in the education level. This trend has been seen in both rural and urban migrants. With respect to female migrants, there is a significant increase in both rural and urban female migration with the increased education level of graduates and above.

As most of the states have cities with higher education facilities, the student migration is mostly intra-state. The migration for higher education happens 45% within the districts of the same state and only 17% of migration accounts for education is inter-state (Chandrashaker and Sharma, 2014).

So pursuing higher education involves a significant migration decision by students. And this migration for higher education happens inter- district, intra- district, inter-state or intra state. The flight to campus is not always very far. The comfort of being near to home drives several Indians to different Indian states in order to pursue higher education.

1.5 Rationale of the study

Student migration is a rising phenomenon all over the country and Ladakh is not an exception. The massification of higher education driven marketization and unequal concentration of higher education facilities has left many rural and far-flung areas of the country without higher education facilities and Ladakh is also such a region that is facing the same fate. A study conducted by the Centre for Policy Research in Higher Education, NIEPA (2018) comes up with two priority lists for opening up of higher education institutions in the various states and districts of the country by analyzing the concentration of higher education across all states and districts of the country. According to the study, Kargil, one of the two districts of Ladakh, is under districts with a low concentration ratio and Leh is under districts with a moderate concentration ratio. Kargil is also in the first priority list for opening up of higher education institutions. This clearly shows the unavailability of higher education facilities in the region which facilitates students from Ladakh migrated to other places for higher education.

Migration among Ladakhi youth is at raise from the last past few years. This increased educational migration became apparent in the late 1960s with the establishment of separate students' unions for Ladakhi students in Jammu and Delhi (Bertelsen 1996). Compared with other migrant populations in India, the primary cause for migration from Ladakh to urban areas is not for economic employment, but for the pursuit of higher education (Williams, 2016). This phenomenon which seems to be very significant in terms of Higher Education in Ladakh is unnoticed both by the government as well as academics. In that matter, there is a scarcity of research, as Ladakh is an academically unexplored region. So the proposed study examines Higher Education migration scenario in the Ladakh region in depth. It is first of its kind in understanding the pattern of higher education migration among the Ladakhi students. As the study provides academic insight into the determinants of higher education migration among the students of the region, it will further help in giving policy suggestions on the expansion of higher education in the region. So the study will help in generating emphasis on improvement of institutions of higher education of the region and increase the required skills and expertise among the youth for the economic development of the region.

1.6 Statement of the Problem

The problem to undertake for the present investigation is stated as “*Inter-regional Migration for Higher Education among the Youths of Ladakh*”.

1.7 Research Questions

The study will answer the following research questions:

1. What is the availability of Higher Education Institutions in Ladakh?
2. What is the enrolment of students in the higher education institutions in Ladakh?
3. How many students have out migrated from Ladakh?
4. What are the gender-wise and district- wise outmigration of youths from Ladakh?
5. How various factors influence students to out-migrate for higher education outside Ladakh?
6. What is the major factor (“push” or “pull”) influences more for the students’ decision of migration?

1.8 Objectives

The major objectives of the study are given below.

1. To study the present landscape of Higher Education in the Ladakh region.
2. To study the present scenario of inter-regional student migration among the youths of Ladakh.
3. To explore the various factors responsible for Ladakhi students to out-migrate for Higher Education outside the region

1.9 Operational Definitions

Some of the important words that are being used in the study are provided here in order to clarify their meaning. The operational definitions for the terms being used in the study are as follow:

1. *Inter-regional*: The study inquired the inter-regional migration for higher education; here inter-regional refers to the migration of students to other

regions outside the geographical boundary of Ladakh. The study is about students from Ladakh who have migrated to Jammu and Delhi. As both Jammu and Ladakh comes under the erstwhile state of Jammu and Kashmir and Delhi is a different state, the investigator used the broader term region than a state.

2. *Student migration*: Student migration is the movement of students from the geographical boundary of their place of birth i.e. Ladakh to outside its boundary for the purpose of education. Student migration is a temporary migration that happens for usually 3-5 years.
3. *Higher Education*: Higher education which is also called tertiary education refers to post-secondary education system. Higher education is delivered in colleges and universities and students of the age group of 18-23 attend them. In the present study higher education refers to under-graduate level of education which includes the students' age 18-20.
4. *Youths of Ladakh*: The study refers to the youths of Ladakh to those students who are under the age group of 18-20 years and are pursuing their bachelor or under-graduate degrees from various colleges in Jammu and Delhi. Undergraduate education refers to the pre-university level of higher education. It takes three years for general courses like .B.A, B.Sc. and B.Com.; for professional courses like BE and MBBS, it takes four to five years. The present study is about the undergraduate students from Ladakh who are pursuing the bachelor general degree courses from colleges in Jammu and Delhi.

1.10 Delimitation of the Study

There are a large number of students from Ladakh studying in various places like Srinagar, Jammu, Chandigarh, Delhi, and Bangalore. However because of the limited time, the present study is delimited only to Ladakhi students studying in Jammu and Delhi region. The study is further limited to the Ladakhi undergraduate students studying in Jammu and Delhi regions of India.

1.11 Arrangement of the Chapters

The study has been arranged in eight broad chapters as listed below.

Chapter 1: The first chapter of the study introduces the details of the study. It gives an outline of the objectives and justification of the study. The chapter also introduces the scenario of internal migration in the country and gives an overview about higher education and migration for higher education in India.

Chapter 2: This chapter provides an extensive description about the literature related to the study being reviewed.

Chapter 3: The chapter three of the study outlines the research methodology used in the study. The chapter extensively elaborated the methods and methodology used for the study.

Chapter 4: This chapter describes the scenario of higher education in Ladakh. And this chapter also gives an insight into the present scenario of higher education in the region.

Chapter 5: This chapter discusses the second objective of the study. It gives a detailed description of the scenario of outflow of students from the Ladakh region through the analysis of the primary data collected.

Chapter 6: This chapter explores the major factors responsible for higher education migration among the youths of Ladakh. The chapter presents the primary data analysis of the various push and pull factors responsible for students to migrate for higher education.

Chapter 7: This chapter includes the major finding and recommendations of the study.

Chapter 8: This chapter summarises and concludes the whole study. It also gives the needful suggestion for further research in the area.

Chapter -2

Review of Related Literature

2.0 Introduction

This chapter attempts to give an extensive literature review related to the study. It presents the literary work conducted over the year in the field of higher education migration. The literature review is classified into various major themes which elaborate the determinants responsible for migration. The extensive literature review locates the research gaps which lays out the rational of the present study. In the end, this chapter also attempts to present a brief conceptual framework for the study framed by the investigator.

2.1 Inaccessibility of Higher Education and Student Migration

Today, India has the second largest higher education system all over the world after China. As per latest AISHE 2019 updates, India is having 993 Universities, 39931 colleges, 14.16 Lakh teachers and 3.73 crore students enrolled in its higher education sector. This access in terms of institutional capacities has definitely led to more access in post- secondary education in the country. This increase can be seen with the India's growth in GER from just 0.7% in 1950/51 to in 26.3% 2018-19. The expansion of higher education accelerated in 2000s, which led to the country to enter into a stage of "Massification" (Varghese,2015).

The extensive expansion of higher education in India has been backed by India's policy of liberalization in the early 1990s. The policy helped the country meet the ever rising demand of higher education in the country by taking the help of privatization. This approach of expansion of higher education through private sector has led to huge expansion of higher education in the country (Varghese,2015). However this market mediated expansion of higher education has led to concentration of higher education facilities in urban centres only, depriving the rural and fur flung

areas with higher education institutions (UGC,2008). The deprivation of higher education accessibility to the rural areas has forced the youth of rural and remote areas to migrate to the urban centres for higher education. These intraregional migration is determined by variety of social, political, cultural and most personal factors.

2.2 Other Determinants of Student Migration

2.2.1 Socio-economic Determinants

Sapra (2014), in her study looked into the high school graduate students' behaviour for the choice of college and internal migration among the youths in the U.S. The study empirically examines the impact of family income on the college selection of the high school graduates. The results of the study revealed that family income positively impacts the college's selection of students. The family income of a student also impacts the quality of the college selection. According to the study low income students attend colleges of marginal or low quality, while students with high family income likely to attend colleges with relatively higher quality. The study also reveals that parental education, type of school attended, urban location of the school attended and parents' involvement in the students education have a positive impact on the college to be attended after high school.

Jha and Kumar (2017) explored the socio-economic determinants of student mobility in India and evaluate the various factors that promote and hinder higher education mobility. The study argues that despite the huge expansion of higher education institutions in recent time in India, student migration is still directed towards educationally developed regions. Favourable family background and availability of higher education opportunities are the two main factors for student migration. Socio-economic background of the student is the major factor for inter-state mobility for higher education the finding of the study says.

Christie (2007) conducted a case study to understand the spatial immobility among the "non-traditional"(working class) students who stays at their home towns for higher education by going against the trend of higher education migration. The study is undertaken to understand the decision making process of the non-traditional students

who choose their local universities for higher education. The evidence from the study highlighted that the student's decision to stay at home is not his individual decision but the parents also play a key role as it is a matter of family's financial constraints. According to the study spatial mobility is not an option for those students because of the financial, household and emotional reasons. According to the study the economic burden of living cost and tuition fee made the migration decision of working class student a household decision thus making it a class difference.

Yang (2008) studied the migration pattern of Chinese students migrating to South Korea for education. The study explored the determinants factors responsible for Chinese students to choose Korea as their migration destination. According to the study various push and pull factors such as the Korean government's strive to make Korea an education hub in Asia and use of media content to make Korea look attractive for student are pulling students towards Korea. While easy accessibility in terms of information as well as spatial are pushing Chinese students to migrate to Korea. The study also examines the reasons for Chinese students to choose South Korea over Western countries like America. The findings of the study exhibit that Korea is considered as a good alternative by the Chinese students who cannot afford to go to Western countries because of the economic burden. Moreover there is no verification needed for students on Korean language ability like one need for English language to go to western countries. The cultural similarity and lesser distance between the two countries also make Korean students to lean more towards China than the Western countries.

2.2.2 Institutional Reputation/Academic Quality

Ruslan et al. (2014), in their study on Malaysia examined the determinants responsible for students' selection of higher education institutions. The study investigates the factors that influence students during the selection of a higher education institution. The study was a quantitative investigation which used 200 closed ended questionnaires to reveal how much the independent variables like Campus characteristics, financial consideration, academic quality, etc. influences student' decision of migration. The study found that all students seek for the best institution that satisfy all their needs and wants and in that decision process factors like academic quality, financial consideration,

campus characteristics positively influences students' decision. So while selecting a higher education institution student's look for the best both in terms of quality and finance.

Brezis and Soueri (2011) in their paper titled, "Why do students migrate? Where do they migrate to?", explores the factors which affect student mobility. The study is an empirical analysis of wage and quality of education as the two main elements determining student's decision on migration. Using regression analysis, the study finds out that wages have a significantly negative effect on student migration. The empirical results of the study also reveal that quality education has a significant effect on student migration and young people migrate to countries with highest quality education than countries with highest wages. So the study argues that human capital does not flow from poor country to rich country, but it rather flows from country with low quality education to the one with high quality education.

Savery et al (1996) had prepared a report for the Australian International Education Foundation examining international students from Taiwan and Indonesia for not choosing Australia as their migration destination. The report examines the various factors which influences students from Taiwan and Indonesia not to choose Australia as a migration decision. The study used both qualitative and quantitative data collected from students from both Indonesia and Taiwan in form of large scale surveys and focused group discussions. The study came up with the findings that lack of awareness about Australian Higher Education System and a more well settled population in United States are the main reasons student from Taiwan and Indonesia do not prefer Australia. However of lack of institution reputation and quality in Australia and Australia being not a leading position in education like U.S are the most common response among the students regarding not choosing Australia as an option.

2.2.3 Distance as determinant

Alm and Winters (2009) in their study titled, "Distance and Inter-state college student migration", argues that beside the cost and benefit factors like financial aid, tuition fee, and school quality, distance from home to the institution is also one of the very important

factor which influence once decision of migration. The study was conducted on the Georgia state of United State. The study examines how distance affects the decision of the freshmen students who graduate from Georgia public high schools, in their interstate migration to attend University System of Georgia institution for higher education. The study adopted an empirical data analysis by using Gravity Model of Student Migration to find out if distance influences the likelihood of student's enrolment in USG institution and do students choose the USG institution which is closest to home. The findings of the study indicate that accessibility significantly affects enrolment, which is overall probability of enrolment in USG institution decreases with the increase in the distance of the institution from home. The study also reveals that the same distance phenomenon happens for student enrolment in both colleges and suggested the administrators to improve the accessibility of colleges and universities.

Agasisti and Bainco (2006) conducted a study by using the gravity model and it empirically interprets the distance as the main determinant of student mobility in Italy. The empirical analysis of the study found out that distance from where the student is residing to the university location plays a significant role in student's decision for migration. The findings of the study also revealed that the characteristic of the university that is the number of faculty and the availability of student aid acts as the attractiveness of the university and attract more students. The socio-economic conditions of the location of university in terms of its urban character, climate and job opportunity also resulted as positive impact of student choice of destination.

Hossler and Gallagher (1978), through a study, developed a three phase model regarding student's college choice in order to give some policy implications. The study pointed out that proximity to a college significantly influences the enrolment of the college. According to the study, students who live in closer distance to the campus are more likely to attend a college. Also a student who resides in urban locations area also expected to attend a college than ones who lives in rural location.

Longkumer (2015) undertook a study on students from Nagaland, Manipur and Mizoram migrated to Shillong to explore the major determinants of students for migrating to Shillong, Meghalaya. The study was conducted on a sample of 556 migrant students from 26 colleges in Shillong. Using statistical model like binary logistic

regression, the study analysed various factors responsible for students to migration for higher education. The investigator reveals that the main reason for students from the neighbouring northeast states to come to Shillong for higher education is the availability of higher education facilities. Geographical proximity is also a reason frequently stated by the students for choosing Shilling as a destination for higher studies which also makes their stay their cheaper. Bandhs, strikes and insurgencies are also pushed the students to migrate and experience of new place and culture and improvement in English language are also important pull factors from the students to migrate.

2.2.4 Better Job Prospect

Anthias (2008), in her study on the Bangladeshi students, who aspire to go to United Kingdom, explored the trend and patterns of student migration from Bangladesh to UK and also presented the key motivation that drive the Bangladeshis towards the UK for education. The study depicts that there is a dramatic increase in the number of students applying for visa application for UK. The dominating factors explored for the phenomenon were enhancement of job prospects and better access to the international job market which led to higher social status. Besides Bangladeshi diasporas existing within UK also plays as a role of network and English language and other images of west gained through English education also play a significant role.

Tan & Hugo (2012) conducted a study with the objective to understand the various strategies adopted by Indian and Chinese students in their transnational migration to Australia and the determinant factors that affects their migration decision. The findings of the study revealed that Permanent Residency is the key objective of their strategy for migration. The results of the study indicate that Australia's attractive immigration policy was the main reason for students to choose Australia form migration. Among the various push and pull factors, accumulation of the human capital is the primary factor which drives Indian and Chinese students to Australia. The study further indicates that foreign degree is more advantageous in terms of better carrier prospect as it can cause superior job opportunity. The respective home countries failure to the higher education demand, and rise in demand for international education because of the economic reforms taken place in China and India also underlying factors for out migration.

Mahmood and Schomann(2003) conducted a study in order to understand the various socio-political and economic factors that determine the migration decisions of IT students in Pakistan. The study empirically quantifies the socio-political and economic attributes on the students' decision while migration. The empirical findings of the study indicate a high migration inclination for foreign countries and to be more specific to U.S and Canada than Germany. The students' decision on migration to those countries is because of higher career position, self- employment and social networks.

Furukawa et al (2012), conducted a study, which was focused on the graduate student's mobility in the field of engineering, by collecting data from the bibliographical notes of the authors who have published in journals during their time of graduate students. The study reveals that world university rankings are important pull factors for graduate scientist and engineers to migrate to other places. Further, it also reveals that the top ranking universities in United States attract most of the international science and engineer migrants. And the key factor responsible for the trend is the employment opportunities in electronica and jobs for software engineers in the United States.

Bodycott (2009) explores the determinants for future destination for education among the mainland Chinese parents and students through a study. It used mixed method two phase data collection method for collecting data from parents and students. Using the data collected through questionnaires and interviews, the study formed rating for the major determinants for choosing a destination for education. The findings of the study highlighted that the desire for high quality education and international experience are the major determinants for decision making. The finding of the study concludes that international experience and high quality further ensures economic security because of better employment opportunity.

Khimani et al (2007) in their study investigated the motivating factors for migration among the medical students from Karachi who choose to move abroad than to stay in Karachi. The study was conducted in the two largest private universities of Karachi with the use of structured questionnaires with additional opened questions. The findings of the study disclosed that majority of the final year graduate of the two university are intended to go abroad for their post-graduation. The most cited reasons for the happening are the poor quality higher education and poor salaries for the postgraduate trainees. The study

further highlighted that more than half of the students wants to move abroad because of the economic prospect after training. The study concludes that better job prospect is the main motivation force for students to migrate outside so invoked government's attention in reducing the same.

2.2.5 Permanent Resident

Tan & Hugo (2012) explores the determinants of migration among the Chinese and Indian students in Australia through a study. The study through interviews uncovered the various factors that motivated the Chinese and India students to migrate to Australia and investigated their future intention after their graduation. The finding of the study revealed that permanent residence in Australia is the key objective of migrant students from India and China. Permanent residence is their main intention of the migrants even before leaving their home countries and Australia's lenient immigration policy attracted them the most. According to the study students get enrolled courses even though they are not interested in them, just to extend their permanent residence.

Wadhwa (2016) in her study explores Indian students' decision making process for studying abroad. The study used both qualitative as well as quantitative methods to examine the determinants of students' mobility. The study used a sample of 362 prospective students that is those who are preparing to go abroad for higher studies and 55 international students that is those Indian students who are studying abroad. The study used purposive sampling technique. The findings of the study shows that perspective students' choice of destination country of strongly determined by various pull and push factors like convenient visa process, employment opportunity, migration policies and academic reputation of the institution, not getting admission in desired institution in the host country, support of parents pushes students to move abroad for higher studies etc. However among the various push factors intention to settle abroad is found out to be the most prominent factor responsible for the occurrence.

Bass (2006) conducted a study on oversee Indian students in Australia in the light of Permanent Residency status. The study carried out through an anthropological field work undertaken by interviewing 123 Indian students studying Australia and 100 others like

ex-over sea student, migration agents, lecturers, tutors, student advisors etc. who were connected to the over sea students. The study states that larger group of Indian students which was growing rapidly migrated to Australia because the idea of going to Australia appealed them and their parents. The study also revealed that main reason for Indian students migrate to Australia is the Permanent Residence status in Australia which can lead to a better lifestyle. According to the study Indian students take courses in which they are not very interested in and enrolled in universities with low academic ranking just in order to attend residency status.

Jhonsan and Regets (1998) issued a brief regarding the international migration of scientists and engineers in United States and the effect of brain drain on the source country. The study highlights that the U.S attract lot of scientists and engineer graduates from all over the world. The largest enrolment of foreign students in science and engineer field is represented by Asia and financial aid and academic and research activities are the major motivation of attraction. The study revealed that a very large majority of doctorate students have stayed in United States and that differs widely country wise. The doctorate recipients from India and China are more likely to reside permanently in U.S than from Korea which leads to huge brain drain from countries like India and China.

2.2.6 Social Network as determinant

Mazzarol and Soutar (2001) conducted a multi-country studies in four different Asian countries, namely, Indonesia, Taiwan, India and China, from the year 1996-2000. Drawing conclusion from the research done in the four countries, the study examines the factors which influence the choice of the host institution for studies among students. Beside the various socio-economic factors coming into play in the source country, the study highlights the various factors come into play in deciding the host country. According to the study, students' prior knowledge about the host country or host institution and the recommendations of the student's family and friends during the decision significantly impacts student's destination of choice. Besides, social links in the host country and geographical proximity also come into play in choosing the destination for education.

Yusoff (2010) conducted a study to understand the determinants of demographic factors on socio-cultural adjustment of international students residing in Malaysia. The study highlights that younger international students are quicker to adjust to the socio-cultural conditions of Malaysia because they have greater amount of contact with the Malaysian students and are more flexible to socio-cultural differences. Moreover, the study also found out that lengthy stay in Malaysia can led to more socio-cultural adjustment and can led to establishment of more stronger social support network.

Beine et al (2014), in their study, used UNESCO's data on international migration of 13 OECD countries from 2016 origin countries, analysed the determinants of international students regarding their choice of location. The study also analyzed the factors responsible for attractiveness of destination state and cost of living of the migrant students. The findings of the study indicates that a strong network effect in student migration, which means the presence of family or friend networks at the destination can act as a magnet for international migration. Interestingly, with the increase in the education levels of the network this affect grow stronger. The living cost and quality of education at the hot country also significantly affects the international students' choice of destination.

2.2.7 Financial Aids

Cornwell et al.(2006) carried out a study to understand the state's financial aids like Helping Outstanding Pupils Educationally (HOPE) to retain the student's from out-migration in Georgia State of United States. The study examined the effect of HOPE program on enrolment of students in the colleges and universities in Georgia. The study finds a positive relationship in state financial aids and enrolment of students in state's own colleges. HOPE program increased the enrolment of students in Georgian four state's public as well as private institutions by 9% and 14%. Though these kinds of scholarships are found to be effective in retaining students in their home state universities but there is no evidence that they will stay in the home state and contribute to the workforce after their graduation as well.

Mukherjee and Chanda (2012)'s study addressed the concerns of student mobility between Europe and India and it also analyses the trend in student migration from India to the three important European countries- United Kingdom, France and Germany. The study identified the various factors that motivate students from India to go abroad for higher education and relate it with UK, Germany and France. According to the study Europe attract a sizable portion of Indian students and statically it is UK, Germany and France where Indian students are more attracted to and UK being the highest of them. The non-availability of intensives like scholarships and tuition fee is totally going against European education strategy. From the 120 Indian students participated in the survey, 51 per cent were partially or fully funded by various scholarships while the rest of 49 per cent are fully self- financed. So in the higher education system of European countries exerts a huge financial pressure on the India students. The language and cultural difference of the European countries also can be a repellent force for Indian students' choice of destination.

2.3 Student migration from Ladakh

Smith (2017), in her paper titled, "Politics, Pleasure, and Differences in the Intimate City: Himalayan Students Remake the Future", explored the experiences of students from Ladakh in the urban centres. The study was based on 35 interviews conducted with Ladakhi students in a span of five years. Favoursing the rural to urban mobility for education the study argues that these motilities help subaltern youths of Ladakh to develop their political and cultural selves and bridging up their differences with themselves as well as with different people they come across outside Ladakh. Smith in her study finds that these Ladakhi students both suffer and thrive in the urban cities like Delhi, Chandigarh and Jammu. They though encountered various types of discrimination and harassment in these urban sites but on the other hand these sites enabled them to develop new global subjectivities and transcend the traditional engineering/medical-oriented dreams of their parents, the paper says.

Smith and Gergan(2015) takes a closer look at the experiences of students from the Indian Himalayan Region studying in different cities of India. Drawing on interviews with students from Ladakh, Arunachal Pradesh, Sikkim, Assam, Manipur and Nagaland,

the authors explored those students, because they are categorized in similar ways by those they encounter the Ladakhi students shared same experiences as of the North Eastern students in Indian urban spaces even though they belong to different places of origins. The study further explains that though these encounters help in formation of subjectivity among the students but these youths experience discrimination, risk and alienation along with the freedom. The students face various challenges because of the hostile landscape, discrimination and harassment based on ethnic identity. And the students cop with the challenges by changing their personalities, language, dresses and other aspects of comportment to adapt to the Indian cities. All these further, results in the dissolution of culture among the youths of Himalayan Region. So, the paper concludes by saying that Himalayan students respond to the various forms of discrimination both through adjustment as well as adapting to the alien cultures.

Williams-Oerberg (2016) examines the overall scenario education migration among Ladakhi youth. The multi-sited ethnographic study explores the issues and challenges Ladakhi student migrants face both in the places they migrate to and back at home. The study unfolds that beside the difficulties of adapting in the changes landscape, lifestyle and culture, these students also encounters several difficulties within the classrooms such as

- i) Consider unequal among their classmates because they get admission through reservation through admission
- ii) Difficulties in language and communication
- iii) Lack of confidence to engage in classroom interactions
- iv) Struggles in coping up with other students and depression

The study also addresses the issue of cultural degradation back home because of modernized in the lifestyles among the students who return back home after study.

Vasan (2017) in her article, “Being Ladakhi, Being Indian Identity Formation, Culture and Community”, focuses on identity formation amongst migrant youths of Ladakh. With the help of ethnographic materials the study explores how Ladakhi students studying outside Ladakh negotiate the two totally different worlds they inhabit. The author explains that the world where they migrate to for their studies treat them with challenges like harassment based on their race and questions their belongingness to India even though the Ladakhi students consider themselves ‘faithful citizens of India’. And

when these students' returns back to their home after the completion of their studies they are criticized for losing their "Ladakhiness" and becoming too Indian in their dress sense, food taste and mannerism. The author unfolds that beside the endless reconciliation between their two different worlds many a time leave them unfit for both the worlds. So the author maintains that these students mediate between their two different worlds with varying degrees of ease and hardship.

Zutshi and Angmo (2017) in their study analysed the scenario of higher and technical education in Ladakh. The study found that though overall literacy rate in Ladakh is increasing but the enrolment of student decreases after matriculation. According to the study, the enrolment rates in middles, high and other higher levels of education are very low compare to the state average. The study also found out that there large gender gaps exist in both rural and urban. Looking into the educational challenges, the study also unfolds that educational institutions in Ladakh lack basic facilities leading failure in providing quality education developing required skills among students. The study has also raised the issue of educational unemployment in the region.

2.4 Research Gaps

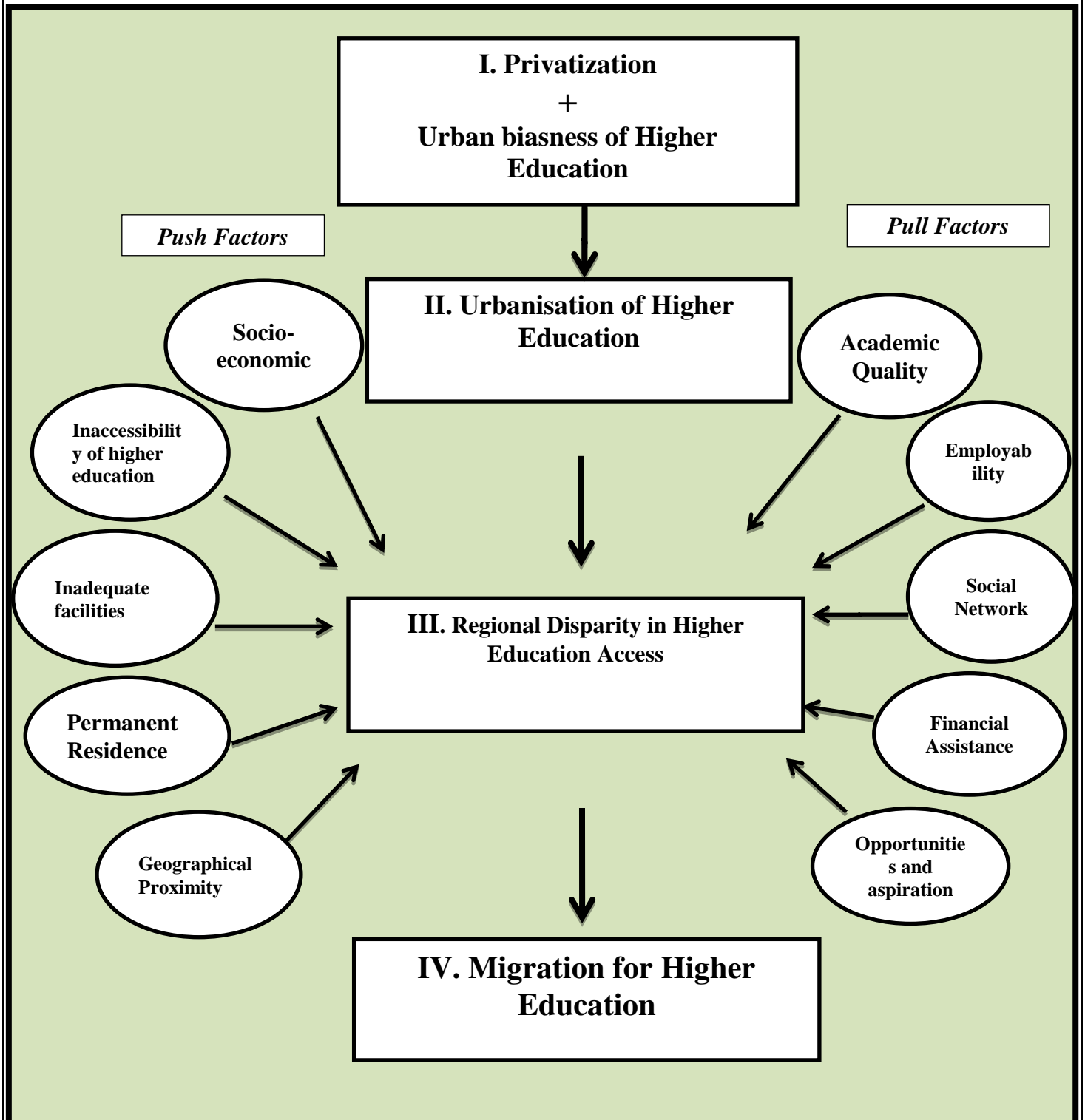
Student migration is a rising phenomenon not only in India but all over the world. The review of literature reveals that large numbers of studies were conducted all over the world and in India to understand the various factors responsible for student migration. The studies reviewed indicated that various factors both push and pull, plays significant role in students' migration for education. Although the unavailability of access to higher education is the primary drive for student migration, there are various other factors which pushes or pulls students out of their home state to migrate outside for education. The factors identified are put into various themes like socio-economic factors, personal factors, financial aids, social network, distance as factors institutional reputation, and, better job prospect. The various studies conducted in Ladakh region was also reviewed for the study. Though various studies were undertaken to understand the student migration from Ladakh, but the studies mainly emphasized on the issues and challenges the migrated students face outside Ladakh. There is no literature available which presents the scenario of education migration from Ladakh neither are the already undertaken studies talks about the determinants

for student migration from Ladakh. So the present study will fill the gaps in these research by looking at the scenario of out migration of Ladakhi youths for higher education of migration. The study will also be first of its kind to explore the determinants of student migration among Ladakhi youth.

2.5 Conceptual Framework of the Study

After going through extensive literature and looking into the pattern of the study, the below conceptual framework is being framed. The framework designed three major steps that first deprive a student to access higher education and with the adding up of other determinants force students to migrate for higher education (Figure No 2.1).

Figure No 2.1 : Conceptual Framework of the study



Source: Prepared by Author

I. Privatization of Higher Education: Migration for higher education started with the privatization and urbanization of higher education. Before the 1980s higher education in India was funded by the public sector only. However, the extensive demand for higher education in the late 1980s and early 1990s put pressure on the public sector to expand its fund for higher education. It was very difficult for the public sector to handle the excessive demand for higher education in the country because of which the private sector came into play in the 1990s which was further backed by India's economic liberalization in the 1990s. So the higher education in India which was controlled by the government sector until the 1980s has seen trending towards the private sector (Agarwal, 2006). This was unpreventable because of the trend of liberalization and globalization on one hand and India's inability to meet the rising demand for higher education by the public sector on the second (Angom,2015). The approach of higher education expansion with the help of the private sector has led to huge expansion in the Indian higher education system in the previous years. This led to the privatization of higher education and today in India, more than 60% of the enrolment is in private institutes (Varghese,2015).

II. Urbanization of Higher Education: Besides its market mediated expansion, Indian higher education has also from the very initial stage of its expansion been experiencing the challenge of "urbanization" (Varghese *et al.*2018) of higher education. The establishment of Universities in India reflects an urban biasness, limiting higher education facilities mostly to urban centers (ibid). This was obviously increased with the coming of privatization because private institutes are established mainly in cities and urban areas. Because urban areas have more number of people with paying capacity, so the opening of higher education institutions attract more students on one hand and also because of high fee maximizes revenue and profit (ibid). The average deviation of enrollment in Indian Universities as well as in colleges is very high (UGC,2008). This approach in the expansion of higher education institutions has contributed to the concentration of higher education institutions in urban areas. This "urban biasness" in the expansion of higher education institutions which are even more increased by the privatization of higher education has led to the concentration of higher education facilities in the urban cities and towns,

depriving the rural and far-flung areas with lack of higher education institutions.

III. Regional Disparity in Higher Education expansion: Because of the privatization of higher education which led to the concentration of higher education institutions in the urban center today there is a huge disparity in higher education expansion in India at the state level as well as at district level. Besides, India's remarkable progress regarding the expansion of colleges and universities in the past, there is a widening difference between rural – urban and among regions regarding the availability of higher education institutions and at the same time availability of infrastructure like hostels, libraries, laboratories, teaching faculties etc.(UGC,2008). These regional imbalances regarding the access to higher education have forced students from a lesser developed higher education regions to migrate to the educationally more advanced regions (Jha and Kumar 2017). Chandrashekher and Sharma(2014) also maintain because of the regional imbalances caused by the unequal distribution of higher education infrastructure facilities, there is a flow of human capital from the educationally less advanced state to educationally more advanced ones. Though unavailability of proper higher education facilities can be the key force which drives inter-regional migration for higher education, however, these intraregional migration is determined by a variety of social, economic, political, cultural, and most importantly personal factors.

- **Other factors that come into play:**

The unavailability of higher education is the primary reason why students from some regions migrate to other places for higher education. However for the migration to happen there are various other factors that come into play. Those factors can be either push factors that drives a student out of his home or pull factors which attract the student to host place.

As the neo-classical theory explains, mobility of any kind is carried out with the expectation for gaining better economic or employment opportunities.

The inadequate supply of higher education is the major cause for migration in India and this inadequate of supply is majorly cause the unequal distribution of higher education facilities (Agarwal, 2006; Varghese, 2015; Chandrashekher and Sharma 2014; Varghese *et al* 2018). This unavailability of access to higher education is than backed by socio-economic background of the students which makes the outward mobility for higher education a success (Jah and Kumar, 2017; Sapare, 2014; Christie, 2007). This socio-economic condition of the students has a direct impact on the destination of choice of the students as it has emerged in the studies that students choose colleges with closer proximity owing to the financial constraints (Alm & Winters, 2009; Agasisti and Bainco, 2006; Hossler and Gallagher,1978).

Academic quality at the destination is the reason which students out migrate (Ruslan et al. 2014; Brezis and Soueri, 2011; Savery et al., 1996). This migration smoothens if someone from the family or friend of the migrant is already residing in the destination which helps in networking (Mazzarol and Soutar, 2001; Yousuf, 2010; Beine et al., 2013). The economic benefit is also a major driving force for migration (Anthias, 2008; Mahmood and Schomann, 2003; Furukawa *et al.*, 2012; Khimani *et al.*, (2007). The same reason also causes the flights to the campuses a permanent stay as many students prefer not to come back home (Tan 2012; Wadhwa 2016).

So there are various factors in the form of push and pull which determines a student migration for education.

So, all these stages which are dependent on each other at first deprive remote and far-flung areas of access to higher education facilities and then with the help of various other push and pull factors, promote outward mobility of students for the pursuance of higher education.

So, the conceptual framework of the study maintains that because of excessive privatization backed by India's 'urbanbiasness' in higher education expansion, the higher education avenues in India get glued to the urban centres only causing urbanization of higher education facilities. This urbanization of higher education facilities causes a huge regional disparity regarding the accessibility of higher education facilities particularly to the rural and far-flung areas causing the rural, far-flung, and remote areas unapproachable to higher education facilities. Because of the reason, a large number of students from regions with poor higher education facilities are left with no option but to migrate to educationally advanced regions for pursuing higher education. This inter regional migration is at the same time determined by various social, economic, political, cultural, and personal factors. However, this forced migration is not easy as it put a lot of pressure in terms of emotional and financial burdens among the migrated students.

Although the unavailability of higher education is the primary reason for students from some regions to migrate to other places for higher education. However for the migration to happen various other factors come into play. Those factors can be either push factors that drives a student out of his home or pull factors which attract the student to host place.

The same issue is also being faced by the current youths of Ladakh. Ladakh is a remote region with almost 80% of its population is Scheduled Tribe, has been deprived of higher education facilities. There are only two degree colleges in Ladakh providing higher education which have not been adequate from the youths of Ladakh. This forced the Ladakhi youths to migrate to other places in search of higher education. However the migration of the youth migrants from Ladakh is also determined by various social, economic, and personal factors which acts as either push or pull elements for the student migration.

2.6 Conclusion

After going through the extensive literature review it is evident that a large number of studies both nationwide and worldwide have been taken place in understanding the scenario of out-migration for higher education. However, at the same time, it has also

come into light that there is a very few studies conducted on the issue of student migration in the Ladakh region, which is a very new and a rising phenomenon in today's time. The handful of student migration conducted on student migration from Ladakh does not touched upon the aspect of trend and pattern of student migration neither tried to explore the determinants of migration. In this matter the present study would be first of its kind in understanding the scenario of migration from Ladakh and its determinants. The chapter also presents the conceptual framework of the study which was formed after going through the extensive literature. The conceptual frame provides a structure to the present study.

Chapter-3

Research Methodology

3.0 Introduction

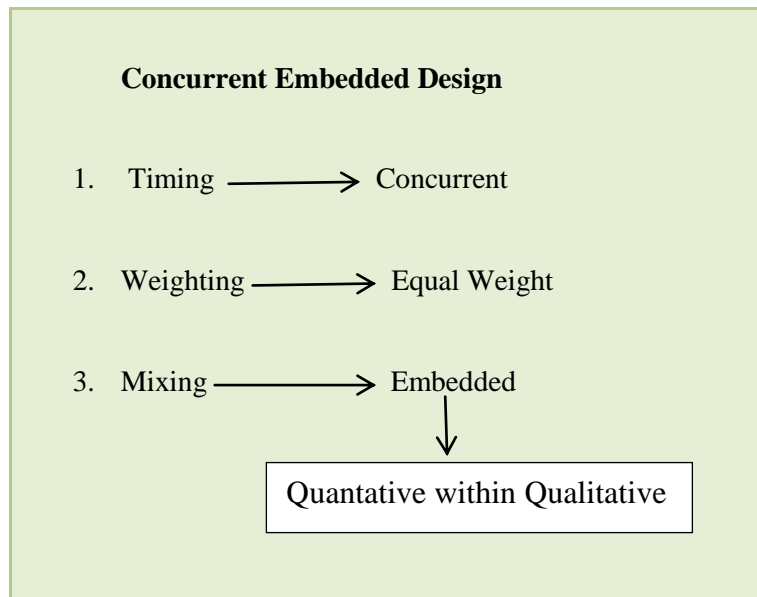
This chapter deals with the methodology that is used in the study. A research methodology is a way to give a rationale of the research methods used in the study which helps in matching the methods used for the study with the objectives of the study. To understand the problem in depth, some of the appropriate methods that have been used. The chapter discusses in detail the sampling, data collection, and data analysis applied for the present study.

3.1 Methodology

The present study is a blend of both descriptive and explanatory type of study. Descriptive is used to depict the scenario of migration in general and migration for higher education among the youths of Ladakh in particular. As the study does not end with tabulation and fact gathering, exploratory research is also used in order to give a deeper insight into the determinants which forces the youth of Ladakh to move outside their region in search of Higher education.

The researcher used a mixed-method design for the study. Mixed method research is a type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoint, data collection, analysis, inference technique) for the broad purpose of breadth and depth of understanding and corroboration (Jhonson, 2007, pg 123). The mixed-method design used for the study is the Concurrent Embedded Design. The following figure illustrates the design.

Figure No 3.1: Concurrent Embedded Design



Source: Adopted from Cresswell 2009

So the researcher used the Concurrent Embedded Model of research design in which survey was conducted and quantitative data was collected from the sampled respondents in the form of questionnaires. At the same time qualitative interviews were also conducted with some students in order to explore the phenomenon deeply.

3.2 Sample

3.2.1 Selection of the Area:

The major cities in India where Ladakhi students migrate for higher studies are Delhi, Chandigarh, Jammu, and Srinagar (Williamson, 2015; Ozer, 2012; Smith & Gargen, 2015; Norbeg, 1997; Vasan, 2017). Though the investigator desired to take up all the four major cities, due limited time it was not possible to do so. So, only two of those four major cities were selected for the study according to the convenience of the investigator. The two cities selected are Jammu and Delhi. The rationale behind taking the two particular cities for the study are:

1. Jammu comes under the erstwhile state of Jammu & Kashmir. Delhi is a region outside the state. This helped in revealing the overall spatial differences in terms of distance.
2. Because of the political stability, within their erstwhile state, Jammu is most preferred destination among the Ladakhi. On the other hand, outside their state Ladakhi students prefer Delhi as a destination because the city being a cosmopolitan city and the capital of the nation.

3.2.2 Selection of the Colleges:

From the two sampling sites, two colleges each site were selected for primary data collection. From Delhi, the two colleges selected were affiliated to the University of Delhi. The colleges selected from Jammu were both affiliated to the Cluster University of Jammu. The criteria for selection of the colleges were:

1. There are Student Unions of Ladakhi students functioning in the two sampled cities. The heads of Student Union Kargil and Student Union Leh were interviewed regarding the colleges of the distinct cities where according to them have the largest numbers of students from Ladakh studying. Then, those four colleges were selected, which according to the Ladakhi Student Union heads of both cities had the highest number of Ladakhi students studying.
2. One Women College and one Co-Education college were selected from each sampling site.
3. One of the criteria for selection was the location of the college. That is those colleges were selected which were located mainly in the city because of which they are easily accessible to Ladakhi students.
4. The colleges offering courses in at least all the three streams that were arts science and commerce were also criteria.

From all the four colleges, firstly, the data regarding the number of students from Ladakh enrolled in the college were collected. The data was collected in order to give some quantitative overview of the situation of higher education migrants from Ladakh. The colleges could able to give the data of enrolment of the past three years only. After that, data was collected from the Ladakh students studying in the colleges in order to understand the nuances of migration.

3.2.3 Selection of the Students:

To explore the determinants of migration among the youths of Ladakh, the investigator gets filled in semi-structured questionnaires from the Ladakhi students and interviews were also conducted with the Ladakhi under Graduate students studying in the sampled colleges.

The data collected regarding the enrolment of students from Ladakh in the four sampled colleges was the base for selection of the students. Of the total Under Graduate students enrolled in the four colleges, 30 per cent in each college were sampled to fill the questionnaire which was done on basis of convenient. Out of the same 30 per cent, two students from each college were conveniently selected for the interview.

Rational for 30 per cent sampling: As the total number of the students enrolled in the colleges was unknown in the beginning, so a rough estimation was made that the each colleges would have around 20 students from Ladakh and 30 per cent of which makes 6 students from each colleges. This estimation was made taking into account the colleges in Delhi. The estimation showed appropriate for sampled colleges in Jammu however in colleges in Jammu the enrolment of Ladakhi students in the colleges was very high because of which the sample size from Jammu went up very high.

The 30 per cent of the sampled made the following number of students from each college:

Table No 3. 1: Sampled students of the colleges

Colleges	Total Number of Students	Sampled students (30%)
College J1(Co-Ed College)	273	82
College J2(Women College)	148	44
College D1(Co-Ed College)	37	11
College D2(Women College)	26	8

Source: Primary Data Compiled by the author, 2019

In total, 145 students filled the semi-structured questionnaire form and 8 students (two each from the four colleges) were interviewed. Besides, four Student Union heads were also interviewed in order to get a deeper understanding of the situation of migration. The details of the student Union who's Heads were interviewed are given in the following table.

Table No 3.2: Name of Student Union who's Heads were interviewed

Jammu		Delhi	
Leh	Kargil	Leh	Kargil
All Ladakh Student Union Jammu	All Ladakh Student Welfare Association Jammu	Ladakh Student Welfare Society Delhi	All Kargil Student Association Delhi

Source: Primary Data Compiled by the author, 2019

The student Union heads were interviewed regarding the number of students from Ladakh studying in the two main cities.

3.3 Data Collection

The data collection includes an extensive collection of both qualitative and quantitative data from both primary and secondary sources. The data was collected from the two sample sites that are Delhi and Jammu. The data has been collected in form of open ended and closed ended questionnaires and semi structured interviews which are discussed in detail below.

3.3.1 Primary Data: The secondary data for out migration was not available, both in the Census of India as well as the NSSO 64th Round Report. Census does not have information on outmigration from any particular districts to a state, and the NSSO 64th Round did not cover Leh and Kargil districts of Jammu and Kashmir. That is why to show the trend of migration the investigator took primary data of enrolment of Ladakhi students from the four sampled colleges. However, the colleges could provide the enrolment data of past three years only as it was an extensive work of going through all the admission forms of 3000-4000 students.

Information has also been gathered from AICTE (All Indian Council of Technical Education) which implements the Prime Minister Special Scholarship Scheme (PMSSS). Data regarding the receiver of scholarship by students hailing from Ladakh was collected from the Council. This data helped in giving an outlook about the number of students from Ladakh who are coming outside for studies.

Besides, the information was also collected from four Student Unions of Ladakhi students operating in the two sampled cities to get a view about the scenario of migration for higher education among the youths of Ladakh.

To explore the determinants of migration, primary data was also collected from total 145 students from the sample colleges with the help of self-made questionnaires. Two students each from all the four colleges were also interviewed to get a deeper understanding of the matter.

3.3.2 Secondary Data: Secondary data was also used to give a strong background to the study. Secondary data from All India Survey on Higher Education (AISHE) is used to explain the situation of higher education in the region. The Census data was used to understand the pattern of migration from the region.

Relevant information was also collected from NIEPA, Ministry of Human Resource Development, and Higher Education Departments of Jammu and Kashmir. Various government official reports like NSSO 64th round, Government of India Census Reports and AISHE Reports have also been used for the study. Besides, to supplement the study's requirement, various others published and unpublished sources were also used.

3.4 Data Constraints

The study comes across huge data constraints because of the unavailability of secondary related to Ladakh. The National Sample Survey did not cover Leh and Kargil districts of Jammu and Kashmir State in its 64th round survey. The Census of India does not information about the outmigration from a district to another state. It

does give information about the intra-district migration however that data is also limited in terms of age and reason for migration. Because Leh and Kargil being two districts of Jammu and Kashmir, it was not possible to get primary data regarding migration neither from Census nor from NSSO. So, the study was relying fully on primary data regarding outmigration of the Ladakhi students because of the data constraints.

3.5 Tools for Data Collection

Based on the objectives of the study appropriate instrument of data collection was used by the researcher. A researcher uses one or more than one tool as per the need of the research. Following are the tools the investigator used to deeply investigate the phenomenon:

3.5.1 Questionnaire: For collecting the relevant data, one of the tools used was the questionnaire. The questionnaire is a set of standardise questions, often called items, which follow a fixed scheme in order to collect individual data about one or more specific topics (Lavrakas,2008). The questionnaire used was semi-structured and self-administered. The questionnaire contained mainly closed-ended questions with few open-ended questions to understand the matter more genuinely.

For the collection of data for the present study, the investigator developed two questionnaires.

1. One questionnaire was for the migrated Ladakhi students who were studying higher education in the two sample sites. The questionnaire was broadly categorized under headings of personal information, current education information, Education information of 10+2, Parents' background, Information about the migratory background, and 29 statements with five points Likert scale with the question regarding reason for migration.
2. Another questionnaire was for the sampled colleges' administration. This was developed to get information about the number of students studying in the colleges. The questionnaire consist of detail of the respondent, detail of the college and detail about the number of Ladakhi students studying in the college

3.5.2 Interview: Besides the semi-structured questionnaire, interview was also used as a tool for data collection for the study. Interview is a flexible tool for data collection enabling multi-sensory channels to be used: verbal, non-verbal spoken, and heard (Cohen and Menion, 2007). For the study, the researcher used semi-structured interviews with six students and four Student Union Presidents.

1. Interviews were conducted with two undergraduate students each from the four sampled colleges. The interviews consist of 24 semi-structured questions to understand the nuances of the phenomenon of migration for higher education among the youths of Ladakh.
2. Another interview schedule was for the Student Union head of the Ladakhi Student Unions operating in the two sample sites. Interview questions were mostly relating to the personal information of the student Union head, information about the student union, and 20 other questions were relating to the information about migrated students in the respective regions.

The combination of the above two tools, that is questionnaire and interview, helped in bringing out the best of information in the detailed form to understand the scenario of higher education migration among the Ladakhi youths.

3.6 Data Analysis

In order to fulfil the research objectives, the collected data were analysed in depth. There were two types of data collected through the two tools of data collection that is interview and questionnaire. The data collected through questionnaires were analyzed in the form of cross-tabulation, tables, and charts by using statistical techniques like mean, percentage, and sums. However, the data collected through the interview was first coded and then put into relevant themes. Then, the information drawn from the various themes of interviews was used in support of the data collected through the questionnaire.

3.7 Conclusion

In this chapter, an attempt has been made to give a detail about the methodology used for sites selected for the study through convenient sampling. The respondents for the study were students, student unions, and college administrators. Questionnaires and

interview schedules were employed to collect data from the respondents. The analysis procedure for the study is embedded qualitative within quantitative that is the qualitative findings are used to support the quantitative findings.

Chapter-4

Higher Education Landscape of the Ladakh Region

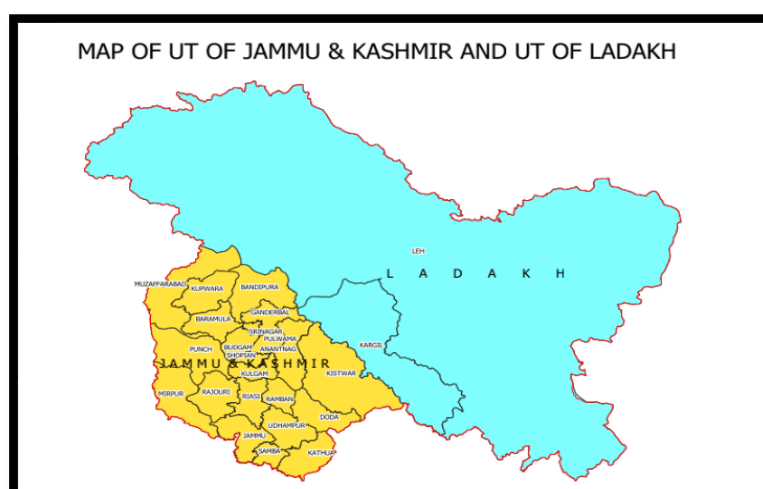
4.0 Introduction

This chapter attempts to fulfil the first objective of the study by giving a detailed description of the scenario of higher education in Ladakh. The chapter starts by presenting the overall profile of the area of study in terms of its geographical location and socio-economic structures. Then, a summary has been presented to exhibit the school education system in the region. Finally, the chapter gives a detailed description of the higher education scenario. Secondary sources like books, journals, and articles were used to give an understanding of the study area and secondary data from UDISE, AISHE, and Census of India were added to it to describe the school and higher education scenario of the region.

4.1 Profile of Ladakh

Ladakh, the northernmost territory of India, is situated at a height of 3,350-5,485 meters above sea level. The region shares India's international boundaries with Pakistan in North West and China in the North East. The region shares a national boundary with Srinagar, Jammu, and Himachal Pradesh. Though Ladakh may appear isolated and inaccessible as it is tucked in the midst of the world's most dreadful mountain ranges, in fact, it was an important trade hub for centuries. Ladakh is situated across the important trade route between South and Central Asia. Ladakh was the trade center for traders from Kashmir, Baltistan, China, and Tibet. The map of Ladakh is being displayed below.

Figure No 4.1: Map of Ladakh



Source: Survey General of India

A cold dessert inhabited by a little population, Ladakh in itself is a very heterogeneous society in terms of religion as well as culture. According to the Census 2011, Ladakh has a population of 274,289 of which the population of Kargil is 140,802 with 76.87% of the population being Muslim (mostly Shia), while that of Leh is 133,487 with 66.40% Buddhist. The population of Ladakh consists majorly the followers of Islam and Buddhism but there are also sects of Christianity, Hindu, and Sikh in Ladakh but in a very minority. Ladakh is very diverse in terms of its variety of cultural communities also. Ladakh has in itself 8 tribal communities namely; Balti, Beda, Bot, Brokpa, Changpa, Gara, Mon, and Purigpa. Tribes make up 81% of Ladakh's total population(Census 2011). These tribes are very diverse in culture, language, tradition, and way of leaving.

Till 1979, Ladakh was a single district and the largest district of India. In 1979, the Jammu and Kashmir government raised the number of districts and Tehsils in the state, and Ladakh was bifurcated into two districts viz; Leh and Kargil. After the bifurcation also Ladakh still has 70% of the area of Jammu and Kashmir. In 1995 Ladakh was given the status of Autonomous Hill Development Council as Ladakh Autonomous Hill Development Council. In 2003 because of the dissimilar population and issues in governance, the Hill Development Council of Ladakh was split into the two as LHDC-Leh and LHDC-Kargil.

On August 5th, 2019, the Indian government revoked article 370 of the Indian constitution which provides special status to the state of Jammu and Kashmir. With this, the state of Jammu and Kashmir has also divided into Union Territories namely Union territory of Jammu and Kashmir and Union territory of Ladakh. On 31st October 2019 both Jammu and Kashmir and Ladakh were formally set up as Union territories under the Jammu and Kashmir Act of Reorganization 2019. R.K Mathur is the 1st Lieutenant Governor of Ladakh.

4.1.1 Socio-economic Profile of Ladakh

Ladakh is also known as the last *Shangri-la* which means “a land of deep spiritual values where traditionally a contented peasantry pursued a sustainable agriculture base on self-regulating system organized in such a way as to minimize social and individual stress”(Rizvi,2012). Until very recently Ladakhi society was completely agrarian and pastoral kind of society. The major crops produce there is wheat, barley, peas, buckwheat etc.and the main domesticated animals are sheep, goats, donkey, horses, cows, yak, and dzos. The animals provide fuel, milk, wool and also the main means of transport. But in the last few decades, there is a drastic change in Ladakhi society. The connection of Ladakh with the outside world through the airway and later with the Leh- Srinagar highway in the wake of Sino-India war in 1962 and the large scale deployment of troops in the region, led to the beginning of shifts in developmental policies and practices in the region (Beek,2000). The very recent and major phenomenon which has intensified developmental changes in Ladakh is tourism. Starting with a handful of visitors in 1974 when Ladakh was first open to tourist, today Ladakh receive tourist double of its own population. This phenomenon resulted in the conversion of the traditional agrarian society of Ladakh into a society of cash economy. Traditional occupations like agriculture and domestication have today more or less cease to exist and occupations like hotel owners, taxi drivers, government employment, and soldier are at rising. This transformation has turned Ladakhi society from a self-sustained and contented society into a materialistic and unsatisfied one (Norbeigh, 1991). These changes are drastically transforming the social, economic, political, and even cultural scenario of Ladakh in a very drastic manner.

4.2 Education in Ladakh

In early Ladakhi society, education was provided through various religious institutions. The basic education along with religious instructions was provided to the Buddhists through the monasteries, while the Muslims acquired basic education along with the religious education from the religious heads like moulvis, Maulanas and sheikhs. The various subjects included in those curriculums were: Boti, Arabic, Arithmetic, Geometry, and other religious books. In the early 1850s, Christian missionaries started visiting Ladakh (Bray, 2005). These Christian missionaries played a very important role in modernizing Ladakh educationally as well as socially. Though the missionaries had a little success in converting the local Ladakhis to Christianity they played a very important role in promoting modern education, modernizing agriculture, and developing the local craft industry (Beek, 2000). The missionaries started its first school as Moravian Mission School in Leh in April 1887. Today, the school is one of the best private schools in Ladakh providing formal education based on CBSE board.

4.2.1 School Education

After the independence of India, Ladakh was connected with the rest of the country first with an airstrip in 1947 and later with the Srinagar–Leh national highway in early 1962. With the initiation of other developments like opening up Ladakh for tourists in 1974 and the creation of Ladakh Hill Development Council in 1995, Ladakh went through various socio-economic changes, and education is one of them. The Indian government incorporated Ladakh into its homogeneous education system like that of other parts of India with the help of various boards of education. School boards like Jammu & Kashmir Board of School Education (JKBOSE) and Central Board of School Education (CBSE) are working in Ladakh. The various schools are funded by the state government, central government, and various religious organizations also. In 1943 the whole Ladakh Wazarat including Skardu had 63 primary schools, two basic schools, three patshalas and 10 Maqtabs (Beek, 2003). As per the latest UDISE data in the year 2016-17, there are 956 schools in overall Ladakh including both private

and government schools. There are 364 schools in Leh and 592 schools in the Kargil district of the region.

Table 4.1: Number of schools in Ladakh, 2016-17

Districts	Govt. Schools	Private Schools	Madrasas & Unrecognised Schools	Total
Kargil	529	63	0	592
Leh	293	71	0	364

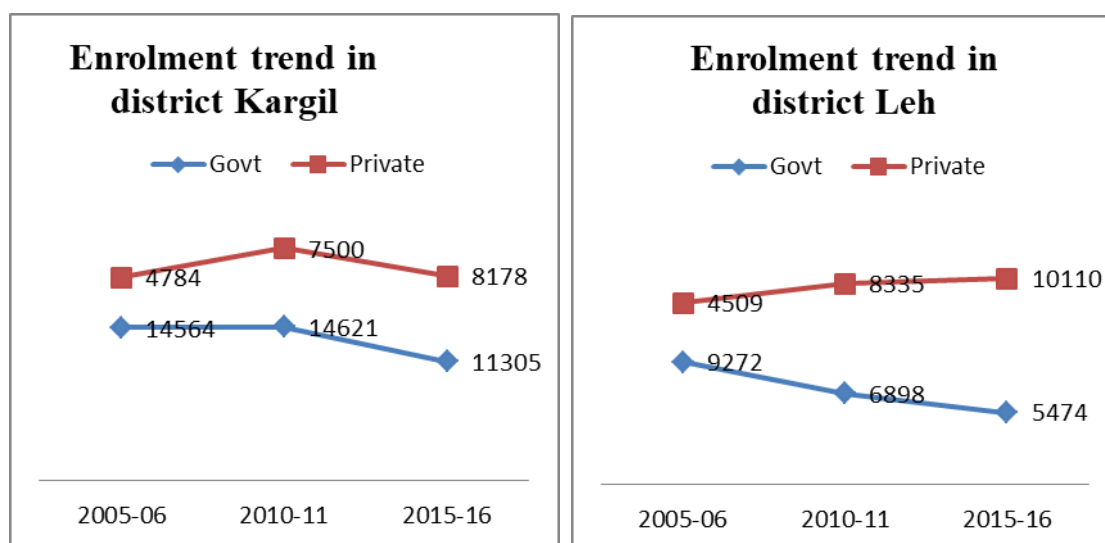
Source: UDISE 2016-17

If we look into the past year data, we see a rise in the number of government schools and private schools in the region. However, this rise is not very steep and both government and private schools rose in the past years. In Ladakh, the number of government schools raised from 745 in 2005-06 to 834 in the year 2015-16. The number of private schools in the region increased from 85 private schools in 2005-06 to 127 private schools in the year 2015-16 all over Ladakh. So number of institutions for school education is increasing year by year and so is the share of private schools. This rise in the number of private schools in the region also points towards the privatization of school education in Ladakh.

This increase in the number of schools led to the improvement in the literacy rate of the region. The overall literacy rate of the region according to the census 2011 is 78% with Leh district having the literacy rate of 80.5% and Kargil district have the literacy rate of 74.5%. The Net Enrolment Ratio of both the districts of the region is increasing very exceedingly in the region. If we look at the decadal growth of NER in the region, it is being seen that there has been an increased almost 20% for Primary level of education while for Upper Primary education level, the Net Enrolment Ratio was 55.25% in 2007-08 which increased to 70% in 2015-16.

As per the UDISE data, with the increase in private schools in the region, the region experiences a tremendous decrease in the enrolment of student in government school. On the other hand, the enrolments in private schools have spiked drastically (Figure No 4.1).

Figure No 4.1: Enrolment trend in private and government schools



Source: UDISE, 2005-16

Looking into the past ten years data regarding the enrolment of students in the government managed schools and the private managed schools, it is quite clear that school education is getting more and more privatized in Ladakh like the other parts of the country. Year by year, there can be seen a steep increase in enrolment in private schools while at the same time the enrolment in the government managed schools is decreasing drastically.

The reason for this increase in privatisation of school, on one hand, can relate to the change of Ladakhi society from an agrarian based economy to a cash based economy which resulted in the improvement of monetary resources of households in Ladakh. Because of this increase in the number of paying capacities of household, Ladakhi parents are able to send their children to private schools. Another reason for the phenomenon can be the poor quality education being provided in the government schools and the better performance of private schools in the exams (Sthal;2014, Williams-Oerberg;2016). Because of this general distrust about the government schools, the people in Ladakh are preferring private schools by anyhow managing the huge sums of fee. With the increase in the school education graduates there is obviously an increase in the aspiration for higher education which further results in demand for more higher education facilities.

4.2.2 Higher Education

During the late 1980s, various initiatives were taken by the state government along with the central government to make education accessible to all in Ladakh. These resulted in opening up a large number of elementary, secondary, and higher secondary educational institutions in the most inaccessible regions of the two districts of Ladakh. The improvement in the school education system in Ladakh on one hand and the unavailability of Higher education avenues compelled the students of Ladakh to find ways to access higher education. So, students from Ladakh started visiting Jammu and Srinagar for pursuing Higher education. But, because of the rough road to Srinagar or Jammu, the journey to those places was exhaustive and even life threatening. So let alone acquiring a proper higher education, even accessing higher education was a challenging task among the Ladakhi. Keeping these challenges into concern, the government established first Degree College in Leh district of Ladakh in the year 1994 by the name Elizer Jolden Memorial College. In 1995, a Degree College was also established in Kargil district of the region. Both the colleges are managed by the state government and are affiliated to the University of Kashmir. When the Ministry of Human Resource Development sanctioned the initiative of Model Colleges in the backward districts of the country, eleven districts were taken up for the initiative in Jammu and Kashmir and two of them were from Ladakh. So, two model degree colleges were established in Zaskar and Nubra districts of Ladakh in the years 2011 and 2012. These two colleges are also affiliated under the University of Kashmir and are managed by the state government. Today, Ladakh owns eight higher education institutions and the detail of which is given in the table below.

Table No 4.2: Number of Higher Education institutions in Ladakh, 2019-20

State	College				Stand Alone Institutions				
	Central Govt.	State Govt.	Private Aided/ Unaided	Total	Central Govt.	State Govt.	Private Aided/ Unaided	Total	Grand Total
Ladakh	0	4	0	4	0	4	0	4	8

Source: AISHE Report 2019-20

Among the eight higher education institutions, four of them provide undergraduate degrees. However, among the four colleges, the Degree College of Kargil only provides degrees in maximum courses. While Degree College like that of Nubra have only one department Table(4.3).The four standalone institution includes two polytechnic colleges one in each districts and the DIET (District Institute of Education Training) of both the districts.

Table No 4.3: Colleges their enrolment and number of department, 2017-18

S. No	Name of College	No. of Department	Enrolment		
			Boys	Girls	Total
1	Eliezer Joldan Memorial College Leh	13	214	669	883
2	Govt. Degree College Kargil	19	469	1048	1517
3	Govt. Degree College Nubra	1	10	42	52
4	Govt. Degree College Zaskar	9	15	31	46

Source: AISHE 2017-18

From the above Table No 4.3, it is evident that Ladakh have four fullfladged degree colleges and two polytechnique colleges. However, if we look at the year of establishment of those higher educational institutions it gives a very different picture (Table 4.4).

Table No 4.4: Number of Colleges with year of establishment

Year of establishment	No. of Institutes	Names of institute
1994-95	2	Two Degree Colleges
2004-05	2	Two Ploytechnic Colleges
2011-12	2	Two Degree Colleges
2015-16	1	Kashmir University Campus

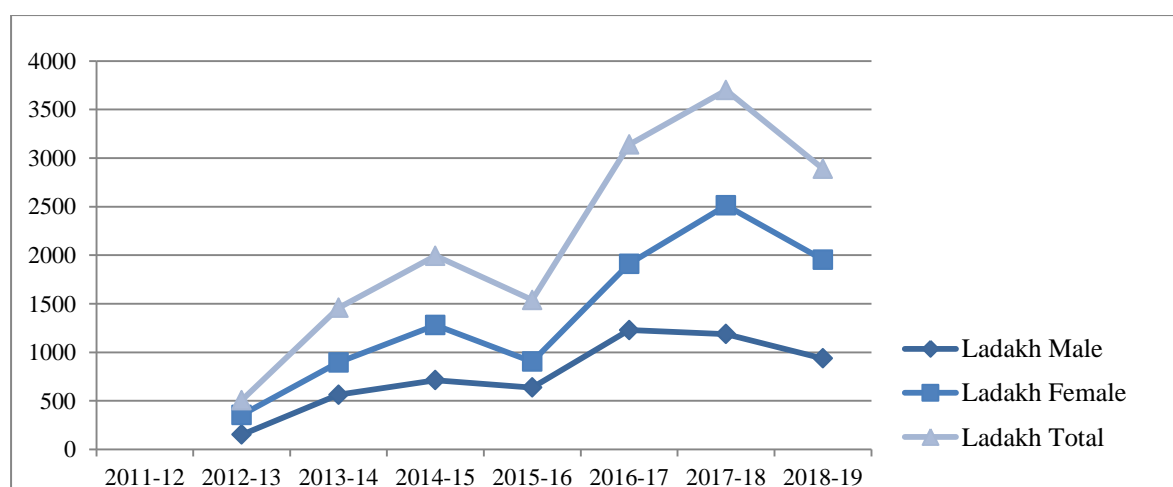
Source: AISHE,2017-18

Ladakh was provided with two degree colleges in the year 1994-95 by the government of India. It was only after around 15 years after the establishment of first colleges in the year 2011-12, Ladakh was sanctioned two more colleges. The two colleges were established after identifying the two districts of Ladakh as the educationally backward districts among the nine other districts of Jammu and Kashmir by the government for the implementation of the 11th Five-Year Plan. And

around after five years, the first branch of University was established in the region in the year 2015, which is not even a full-fledged University. This delay in the establishment of higher education institutions in the region clearly shows the administrative negligence in improving the higher education facilities in Ladakh. As it takes years for a higher education institution to fully establish, the two Degree Colleges established in the year 2011-12 are yet to be fully established in terms of infrastructures as the newly established Govt. Degree College Zaskar has only one department (Table:4.2). Besides Ladakh being a remote area hence not a good breeding ground for the market-oriented private sector, there is not even a single private higher education institution in the region. Other than the two polytechnic colleges, the region also does not have even a single professional college like any B.Ed college or Nursing College let alone any institute of national importance.

Enrolment in these higher education institutions has been rapidly increasing in Ladakh in the past years. The spike in enrollment can be the result of the improvement in economic standards and connection with the outer world through today's improved means of transport and communication. As the economic standard of family positively determines students' participation in higher education (Tilak, 2015). The participation of students in higher education institutions has increased from mere 506 in 2012-13 to 2890 in the year 2018-19.

Figure No 4.2: Trend of student enrollment in Colleges in Ladakh, 2011-12 to 2018-19



Source: AISHE, 2011-19

Another way of looking at the increase in enrolment is in relation to the rise in the number of higher education institutions. With the establishment of two more colleges in the region in the year 2011-12, there can be seen a rapid increase in the participation of students in higher education. This growth has rapidly increased in the next years with some fall in 2015-16. With the establishment of the first University branch in 2016-17, there experienced again a spike in enrollment in the next two years. However, the University is not even a fullfledged university, it is a satellite branch of the University of Kashmir and offers only a few selected courses. So Ladakh is facing the inaccessibility of higher education because of the unavailability of higher education institutions. In a study done by the CPRHE,NIEPA in the year 2018, both Leh and Kargil districts of the region is coming under the low and moderate concentration of higher education facilities respectively. The study also identified Kargil district Jammu and Kashmir as among the district with first priority for the opening of higher education institutions.

So, accessibility is the main problem regarding higher education in the region. Today with the improvement in the elementary and secondary level of education a lot of students are graduating schools than earlier. And the region's higher education condition is not good enough to fulfill the higher education needs of the students both in terms of accessibility as well as quality. The existing colleges of Ladakh suffer poor infrastructure facilities as colleges like Govt.Degree College Nubra has only one department. The level of education providing in the existing colleges of Ladakh is not quite satisfactory (Williams-Oerberg, 2016). The region is also not provided with a single university though there is an increase in the number of college graduates. In the past year, there have been huge protests for the university in the region.

4.3 Counclusion

The Higher education of Ladakh is on its way to growth. The number of enrollment of students is also growing. This growth seems to be proportional to the number of higher education institutions. Though the government in recent times established colleges in the Ladakh region, they are at the very initial stage of their flourishing both in terms of infrastructure and quality education. The new colleges do not have

enough number of courses available. So, because of the privatization of school education, the aspiration of the student rise for better quality higher education and that need the region could not cater. This becomes the base for students from Ladakh to move to other parts of the country for higher education.

Chapter-5

State of Outmigration of Youth from Ladakh

5.0 Introduction

This chapter presents the scenario of migration for Higher Education among the youths of Ladakh. The chapter contains the analysis of the primary data collected to exhibit the present state of youth migration from the Ladakh region. By analyzing the primary data collected from the Student Union heads and the sample college administration, the chapter attempts to present the pattern of migration among the youths of Ladakh especially for the purpose of higher education in Delhi and Jammu.

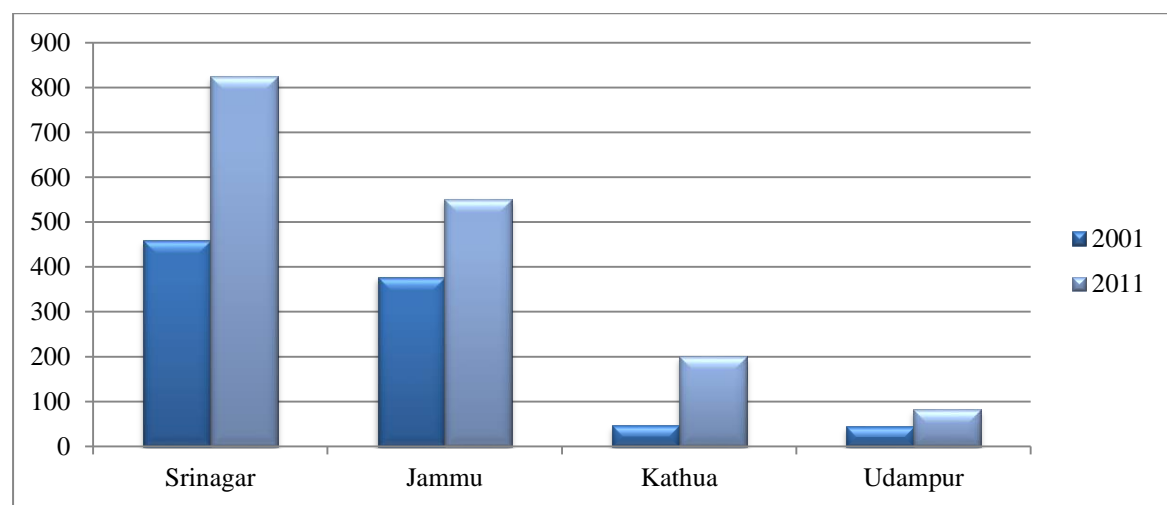
5.1 Migration Scenerio of Ladakh

Ladakh is located at a very strategic location for India as it shares India's international boundary with China and Pakistan. Traditionally also Ladakh has been a significant interaction spot for trade and culture for thousands of years. Ladakh was located at an important location for the Central Asian trade route which is also known as the "Silk Route". In the 19th and 20th centuries Ladakh's main town: Leh and Kargil, used to be the main zones for cultural interaction among the traders from Central and South Asia (Fewkes, 2006). The Ladakhi traders used to visit Yarkhand and Tibet in the east and Baltistan and Skardu in the west and Kashmir and other India plains like Punjab in the south for the trade of it much-valued commodity; pashmina. So, from the very past Ladakhi has been moving, and even crossing international boundaries for trade and even Ladakh have been an important spot for the trade. However, with the independence of India and the demarcation of India's international boundaries with its neighbors, Ladakh's trades with its eastern and western neighboring regions have also come to an end.

After the independence with the formation of India's international boundaries with China and Pakistan, Ladakh has lost its contact with its eastern and western neighboring regions. But its boundaries with its southern regions like Srinagar, Jammu, and Punjab has opened up more and more in the coming days. Ladakh was

linked with the rest of India first with a road from Srinagar to Leh in 1962 and then with the airways. With the improvement in these means of transportation, a large number of people from Ladakh still moving to its southern regions like Srinagar, Punjab, and Jammu for various purposes. If we look into the Census of India data which is the only source of migration data in the country, it exhibits that intrastate migration of Ladakhi people is higher in four main districts of Jammu and Kashmir; Srinagar, Jammu, Kathua, and Udampur than in other districts (Table No 5.1).

Figure No. 5.1: Destination districts of Ladakhi migrants in Jammu and Kashmir state (Census 2001-2011)

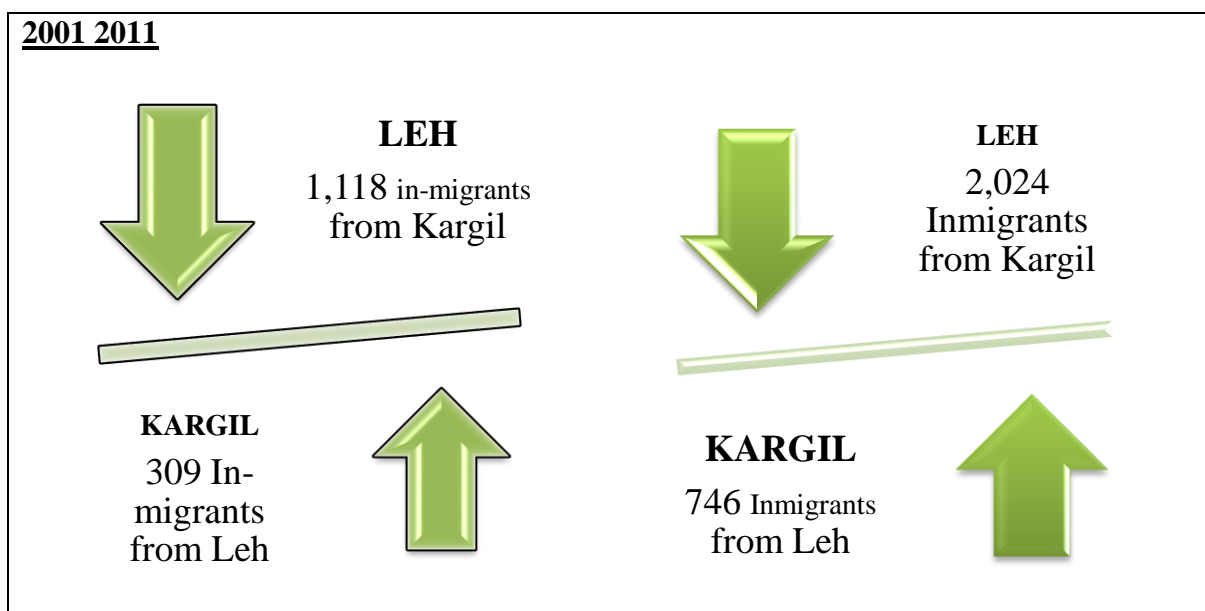


Source: Census 2001 and 2011

In 2011, Srinagar has the highest number of Ladakhi migrants (825) which is an increase of 50% compared to the 2001 census. Within the state, people from Ladakh have majorly migrated to urban areas than rural. In Srinagar, all the immigrated Ladakhis are residing in urban areas only. And in Jammu also, out of the total 552 migrants from Ladakh, only 50 are enumerated in Rural Jammu. The proportion of male migrants is higher than that of females among the Ladakh intrastate migrants. There is also a lot of movement of Ladakhi people within Ladakh only. The data regarding the inter-district migration of people between the two districts, that is. Leh and Kargil, reveals that the movement is more within district Leh than district Kargil (Fig.No 5.1). As Leh is the capital city of Ladakh and is much urban in its development than Kargil, the immigration into Leh is three times more than in Kargil.

Leh, because of being more advanced than Kargil, provides more employment as well as educational opportunities than Kargil.

Figure No. 5.2: Inter-district migration within Ladakh in the Census years 2001 and 2011



Source: Census 2001 and 2011

Figure No. 5.2 illustrates that there is an increase in both in-migration and out-migration trends from the Census years 2001 to 2011. Out-migration from Kargil district to Leh is higher than the out-migration from Leh to Kargil. However, because of the unavailability of information about the district wise reason for migration as well as age group, it is not possible to explain for what reason the migration is happening and for which age group. As the number of female migrants is much higher than males and this number is increasing it can assume that marriage can be the major reason for migration. The figure (5.2) exhibits an increased inter-district migration in Ladakh.

5.2 Migration for Higher Education in Ladakh

Mobility among the people of Ladakh is not a new phenomenon. As discussed earlier that Ladakh has been an important trade hub for centuries. Jannet Rizvi (1996) in her book “Crossroads of High Asia” mentioned that Ladakhis used to travel to places like Baltistan in the West to Tibet and China in the East and Kashmir in South for trade

for centuries. During the nineteenth-century people from Ladakh also started visiting other places for religious education. Buddhist monks used to visit Tibet religious education (Brey,1998). Like wise Muslims used to move to places like Macca, Madina, Najaf, Qum, and other places of Iraq and Iran for the purpose of theological education. However, among the laymen population, this phenomenon is a very recent one. Laymen population of Ladakh started visiting other places only during the late 90s and early 2000 (Elizabeth, 2016). The improvement in the socio and economic condition of Ladakhis with the change in occupation to government jobs like the army and private employment like tourism from agriculture and domestication made this mobility possible for the layman population. Connecting Ladakh to the rest of the world via road as well as air has also boosted in this mobility of people from Ladakh to the outside world.

The primary cause of migration from Ladakh to other regions is not economic employment but for the pursuit of higher education (Elizabeth, 2016). Migration for higher education is a rising phenomenon in Ladakh. Today, a very large number of Ladakhi students are pursuing higher education from various institutions all over India. Outside Ladakh places like Jammu, Srinagar, Delhi and Chandigarh are the most preferable destination for higher education among Ladakhi youth (Williamson,2015; Ozer,2012; Smith & Gargen.2015; Norbegh,1997; Vasan,2017)

5.3. Pattern of Higher Education Migration among the youths of Ladakh

Large numbers of students migrate from Ladakh to other parts of the country in search of higher education. However, because of the unavailability of secondary data, it is not possible to track the trend and the pattern. Moreover, the Census of India does not give information regarding the migration reasons or age group in inter-district migration data. And the NSSO (2007-8) report did not cover Leh and Kargil districts of Jammu and Kashmir. Because of this reason, primary data was collected to show some trend or pattern of migration among Ladakhis. The primary data was collected from the sampled colleges, the AICTE, and the student union heads of the sampled cities.

5.3.1. Estimation of Student Union Heads

In order to understand the state of migration for higher education among the youths of Ladakh, four Students Union heads from the two study sites (Delhi and Jammu) were interviewed. Two Student Union heads of each district of Ladakh in each sample site were interviewed regarding the scenario of migration among the youths of Ladakh.

The Student Union Head interviewed were:

1. President of All Kargil Student's Association Delhi (Represent Kargil District)
2. President Ladakh Student Welfare Society Delhi (Represent Leh District)
3. President All Ladakh Student Welfare Association Jammu (Represent Kargil District)
4. President All Ladakh Student Association Jammu (Represent Leh District)

The All Kargil Student Union Delhi (AKSAD) and All Ladakh Student Welfare Association Jammu (ALSWAJ) deals with students from Kargil district residing in Jammu and Delhi respectively. The Ladakh Student Welfare Society Delhi (LSWSD) and All Ladakh Student Association Jammu (ALSAJ) deals with students from Leh district residing in Delhi and Jammu respectively.

The Student Unions are registered student unions but they did not have any official data at their disposal regarding the number of students registered with them. The reason for which according to the union heads, is that the students do not take the registration seriously and do not get themselves registered even though when the union open registration for students. That is why the union heads could not give the exact number of studying in Jammu or Delhi. Only an estimate number of students residing in Jammu or Delhi were driven from the student union heads, which the student union heads gave as per the strength they observed during the fresher's and other fests.

Table No 5.1: Number of New students from Ladakh in Jammu and Delhi, 2019-20 (Approx.)

Places	Student Unions	District Represent	Male	Female	Total
Delhi	AKSAD	Kargil	400	40	440
	LSWD	Leh	500	300	700
Jammu	ALSWAJ	Kargil	400	350	750
	ALSAJ	Leh	80	120	200

Source: Primary data compiled by the author, 2019

Referring to Table no 5.1, one can see that the flow of students is more towards Jammu as a destination of migration than Delhi among students from Kargil district and it is all the way around for students from Leh district. The flow of male students is more than that of females except in the case of students from Leh migrating to Jammu. From Leh, the number of male students is lesser than that of females in Jammu. The table highlights that the number of students from Kargil is more attracted towards Jammu than in Delhi and it is other way around for the students from Leh district.

Table No 5.2: Total Number of students from Ladakh in Delhi and Jammu (Approx.)

Place	Student Union	District Represent	Male	Female	Total
Delhi	AKSAD	Kargil	1080	120	1200
	LSWD	Leh	1200	800	2000
Jammu	ALSWAJ	Kargil	1300	700	2000
	ALSAJ	Leh	4300	2700	7000

Source: Primary data compiled by the author, 2019

According to the estimation given by presidents of the student Unions working in Jammu and Delhi, there are approximately 12,000 students from Ladakh studying both Jammu and Delhi. The number of students studying in schools is not taken into consideration as according to the Union Head, it is very minimal. The number of students studying in Jammu is much more than that of Delhi. In both of the places, the

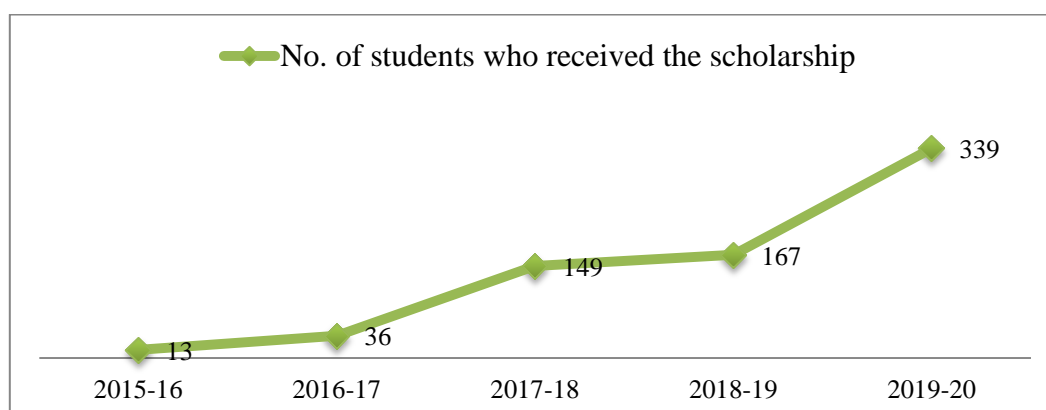
number of students from Leh exceeds the number of students from Kargil. However recently the male students from Leh are preferring Delhi over Jammu (President, All Ladakh Student Association Jammu). Besides the Degree Colleges, according to the President, All Ladakh Student Welfare Association, a very large number of students from Ladakh are enrolled in various Nursing and B.Ed. colleges in Jammu.

As per the Census of India 2011, the total population of Ladakh was 2, 74,289. Out of the total population, 74,058 was the population of the age group 18-29 which form 27% of the total population. According to the estimation of the Student Union heads, there are around 12,000 Ladakhi youth residing in Jammu and Delhi at the time data collection. This migrated youth forms 16% of the total youth population of Ladakh. So, 16% of Ladakhi youth have migrated to Jammu and Delhi for Higher education which can be more if we take into consideration the other place of destination like Chandigarh, Bangalore, and Srinagar, etc.

5.3.2. Prime Ministers' Special Scholarship Scheme

The Prime Minister Special Scholarship Scheme is a scholarship provided to students who belong to the Jammu and Kashmir state are doing their higher education anywhere outside the state. The scheme was started from the year 2011 and is provided to students who have completed their school education and are going for higher education outside the state. As per the information regarding the scheme, each year 5000 students from the state were provided the scholarships which meet their expenditure of Academic Fee and Maintenance Allowances (hostel and mess fee, the cost of books and other charges). The information regarding the Scheme has been used in the section in order to get an idea about the rise or fall in the number of students from Ladakh coming into other states of India.

Figure No. 5.3: Number of students who received the PMSSS over the year 2015-16 to 2019-20



Source: AICTE Data, 2019

The trend of students from Ladakh who took advantage of the Special Scheme is growing year by year (see Figure 5.3). This exhibits the increase in number of students coming out from Ladakh to avail the higher education opportunity.

5.3.3. Enrolment in the sampled colleges

Four colleges were selected for the study, two each from Delhi and Jammu. Among the sampled colleges, one was a co-education college and the other was a women college in both the sample sites. Both of the colleges selected from Delhi are affiliated to the University of Delhi. The two colleges selected from Jammu are affiliated to the Cluster University of Jammu.

5.3.3.1 Colleges from Delhi: The colleges selected from Delhi were the ones that are affiliated to the University of Delhi. Both the selected colleges are located in the North Delhi district of the Union Territory of Delhi. Brief descriptions of the colleges are given below.

College D1 (Co-Ed College): The College is located in the North Campus of Delhi University. The college was established in 1954 and is one of the constituent colleges of the University of Delhi. It is a co-educational institute and has an enrolment of 4767 students. The college has a NAAC accreditation of A+ with a CGPA of 3.45. The college provides 10 major courses which include: B.A. Programme, B.Com, B.Sc. Physical Science and B.A Honours and B.A.Sc. Honors in various subjects.

Students from Ladakh studying in the college

The primary data was collected regarding the number of undergraduate students enrolled in various courses in the colleges. The college provided three year's enrolment data of the students.

Enrolment: There are currently 37 students from the Ladakh region studying in the college (see table no 5.3). The number of female students is much less than male in the year 2017-18 and 2018-19, however, in 2019-20, there is an equal enrolment of both the gender though the overall enrolment of male students is quite low than the previous years.

Table No. 5.3: Enrollment of Ladakhi students in College D1 (2017-19).

Year	Male	Female	Total
2019-20	4	4	8
2018-19	6	2	8
2017-18	16	5	21
Grand Total	26	11	37

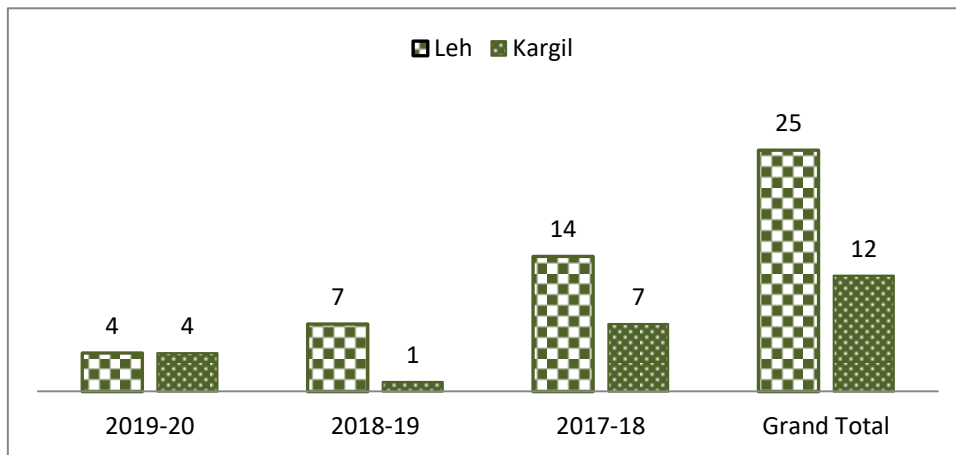
Source: Primary data compiled by the author, 2019

Further, when compared to the enrollment of 2017- 18, the enrollment of Ladakhi students are decreased to almost half in the succeeding two years. The reasons observed for the occurrence are:

According to the President of All Kargil Student's Association Delhi because of the cutoff rates for admission is rising year by year it gets more difficult for students from Ladakh to get admission in the college as a majority of the student get admitted through the ST quota.

Because of the lesser cutoff rates in the Central and South Delhi campuses of Delhi University, students are diverting towards those colleges.

Figure No. 5.4: District wise enrollment of Ladakhi students in college D1.

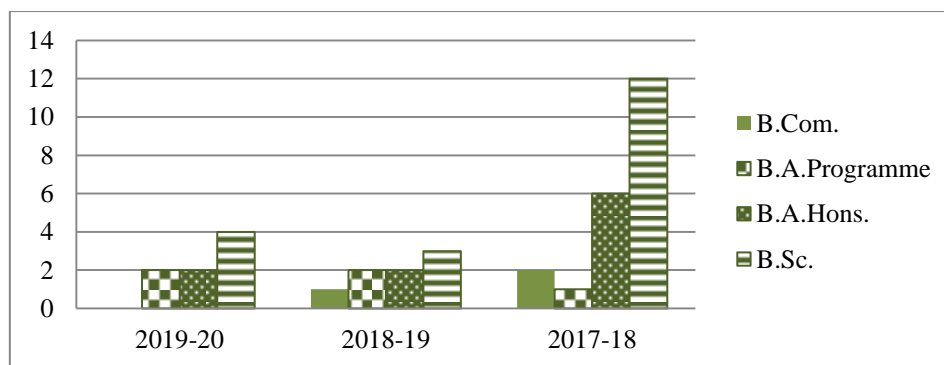


Source: Primary data compiled by the author, 2019

The enrollment of students from Leh district of Ladakh outnumbered the enrolment of students from Kargil district of Ladakh in the academic year 2017-18 and 2018-19 (Figure 5.4). However, in the 2019-20 the enrolment of students from both Leh and Kargil district of Ladakh is equal though the overall enrolment is quite low from the year 2017-18.

Course Selection: The college provides admission in 10 major courses to students for Under Graduate level of education. The following figure (5.5) explains the major courses the students hailing from Ladakh have taken up in the college.

Figure No. 5.5 : Courses wise enrollment Ladakhi students in College D1



Source: Primary data compiled by the author, 2019

The majority of Ladakhi students studying in the college were enrolled in the course Bachelor of Science. The B.Sc. course here referring to honors in various subjects in

Bachelor of Science and B.Sc. in Life Science as both of them are added to the same category. A good number of students were also doing the B.A programme and B.A.Honours in various subjects. Besides some students have also taken up Commerce courses.

College D2 (Women's College): The college is one of the constituent colleges of the University of Delhi which is located in its North Delhi Campus. The college was founded in 1960. It is a women college and it provides both the Bachelor as well as Master level education. At present, the college has 18 departments and has 3626 students enrolled. It is an accredited A+ by National Academic Accreditation Council.

Students from Ladakh studying in the college:

Enrolment: The college provided the enrolment data of the past three years. Table 5.5 depicts the enrollment of Ladakhi students in the college.

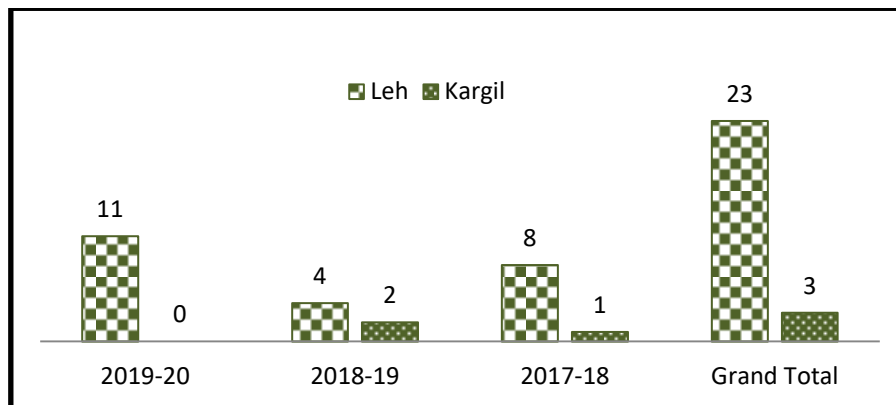
Table No. 5.4: Enrollment of Ladakhi students in College D2 (2017- 19)

Year	Total
2019-20	11
2018-19	6
2017-18	9
Grand Total	26

Source: Primary data compiled by the author, 2019

The college have a total enrollment of 26 female students from Ladakh. The number has increased to 11 students in the year 2019-20 from 6 students in 2018-19. Data also reveals that the number of female students from Ladakh coming to the college is increasing slowly. However, there is a huge disparity in the enrolment of students from the two districts of Ladakh (Figure No 5.5).

Figure No. 5.6: District wise enrolment of Ladakhi student in College D2

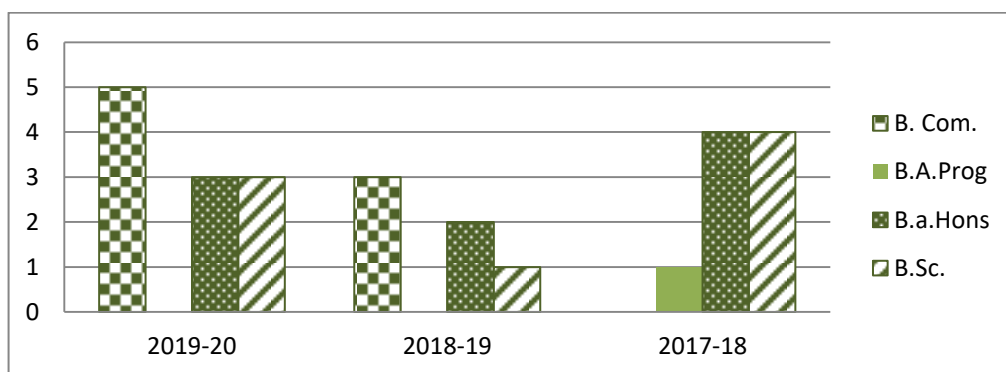


Source: Primary data compiled by the author, 2019

Referring to above Figure no 5.5, it is evident that from the total 26 Ladakhi students enrolled in the college, 23 of them were from Leh district of Ladakh and the remaining 3 were from Kargil district. So like the co-ed college, enrollment of students from Kargil district of Ladakh is very low compare to Leh district. Though there is an increasing trend in the enrolment of students from Ladakh in the college, however the proportion of students from Kargil district is much lower to that of Leh.

Course Selection: The college offers admission in almost 19 major courses. They are categorised into 18 departments. The Ladakhi students enrolled in the college have taken up various courses.

Figure No. 5.7: Courses wise enrollment of Ladakhi students in College D2



Source: Primary data compiled by the author, 2019

The highest number of Ladakhi students were enrolled in B.Com Course in the college in the recent academic session. Other than that B.A. Honours and B.Sc. are major courses in which a large number of students are admitted.

It is evident from the above discussion that in the two sampled colleges in Delhi, there were a decent number of students from Ladakh enrolled. The enrollment proportion of female students in comparison to the male student is very low in the co-ed college and the proportion of students from Leh district of Ladakh is very high in comparison to the enrollment of students from Kargil.

5.3.3.2 Colleges from Jammu

The two colleges selected from Jammu are the constituent colleges of the Cluster University of Jammu. The colleges were earlier affiliated to the University of Jammu, but with the formation of the Cluster University of Jammu in 2016 under the Srinagar and Jammu Cluster Universities Act 2016 the five colleges located in the main city of Jammu including the two sampled colleges were made the constituents of Cluster University of Jammu. Cluster University is a collegiate state public university, the main functions of which are divided between the schools of the university and the constituent colleges (Srinagar and Jammu Cluster Universities Act 2016). The University came into existence on 1st March 2017 and its first academic session also started in 2017-18.

College JI(Co-Education College): The college is located in the main city of Jammu and has an exquisite topography in terms of being in the main city and is well connected with the airport, railway station, and general bus station. The college is a co-education college. The college was first established by Maharaja Pratap Singh in 1905 and was the first institution of higher learning in all over Jammu. The college is graded B+ by the National Academic Accreditation Council of India. The college has 20 separate departments including BAA and BCA and one PG Mathematics Department. It provides 27 different subjects at the undergraduate level

Students from Ladakh studying in the College:

The Cluster University of Jammu came into existence on 1st March 2017 and its first academic session also started from 2017-18. So the university did not have information before that. The university could provide the data of students from Ladakh studying in the college from the last three years only, which is from the Academic session of 2017- 18 to 2019-20.

Enrolment: 273 students are studying who hails from the Ladakh region (see table no 5.6. It is also evident that the enrolment of students from Ladakh had an increase in 2018-19 to many 120 students enrolled that year by the year after there is a steep decrease of even lesser than half of 2018-19 numbers.

Table No. 5.5: Enrollment of Ladakhi students in College J1 (2017-2019)

Year	BBA/BCA	B.A	B.Sc.	Honors	Total
2017-18	2	34	4	6	46
2018-19	2	95	17	5	119
2019-20	0	84	24	0	108

Source: Primary data compiled by the author, 2019

The reason noticed for the decrease in enrolment are:

- According to the University administration, the overall intake capacity of constituent colleges was much lesser than earlier years.
- According to the students from Ladakh studying in the college, it is because of the chances in the increase in there is the medical seats of NEET exams which made a large number of science student to drop admission in the current year.
- Increase in the movement to other places like Delhi, Chandigarh.

The college could not provide information about the district wise and gender-wise enrollment of the students from Ladakh studying in the college. To give an overview of genderwise and district wise enrolment of Ladakhi students in the college the data collected through the questionnaire is used as the sample from the college was very large.

Table No 5.6: Gender and District wise enrollment of Ladakhi students in College J1

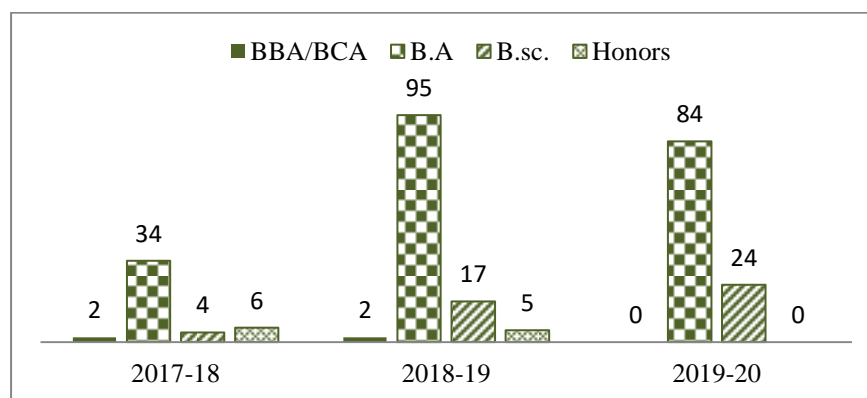
Number of sample	Gerde wise number of studets		District wise number of students	
	Male	Female	Leh	Kargil
N= 82	69	13	13	69

Source: Primary data compiled by the author, 2019

It is evident from the Table no. 5.6 that in the college, the number of female students is very low compared to male students. And if we look at the district-wise number of students enrolled in the college, from the 82 students sampled from the college, the 69 students were from Kargil while only 13 were from Leh. So in college, the number of students from Leh district is also very less.

Selection of Course: The college has 20 separate departments including BA and BCA and it also has one PG Mathematics Department. It provides education in 27 different subjects at the undergraduate level. The following figure (Figure 5.8) makes it clear the major courses the students from Ladakh are opting for.

Figure No. 5.8: Course wise enrollment of Ladakhi students in College J1



Source: Primary data compiled by the author, 2019

The graph marks an overwhelming majority of students have taken up courses in Bachelor of Arts and Bachelor of Science in their undergraduate level of education. Out of the 273 students enrolled in the college, 213 were enrolled in the B.A programme and 45 were enrolled in the B.Sc. programme. There were only 11 students from Ladakh who were doing honors in the few selected subjects the college provides like Mathematics, Physics, and English.

College J2 (Women College): The college is a Women's College and is the only Female College constituent of the Cluster University of Jammu. The college is located in the main city of Jammu and hence have an urban location. The college was established in 1969 and provide 61 courses. The college has an enrolment of 6763

students. It is accredited with Grade A by the National Academic Accreditation Council of India.

Student studying in the College:

The college is a constituent of the Cluster University of Jammu which started its academic session from 2017- 18 only. So the enrolment data is also for the three years only.

Enrolment: The college has a total enrolment of 148 students from Ladakh. Referring to table No 5.7, the year 2017, the college had the highest number of Ladakhi student enrolment whereas in 2019 it has decreased dramatically. The reasons for the decline in enrollment was the same as mentioned for the College J1 as both the colleges are the constituent colleges of the Cluster University of Jammu.

Table No. 5.7: Enrollment of Ladakhi students in the college J2 (2017-19)

Year	Total
2017-18	72
2018-19	34
2019-20	42

Source: Primary data compiled by the author, 2019

As both of the colleges are the constituent colleges of the Cluster University of Jammu it has the same problem regarding the data of district-wise enrollment of Ladakhi students in the college. So, an outline of the figure is given in (Table No 5.8) inferred from the sampled students from the college.

Table No. 5.8: District wise number of students in College J2

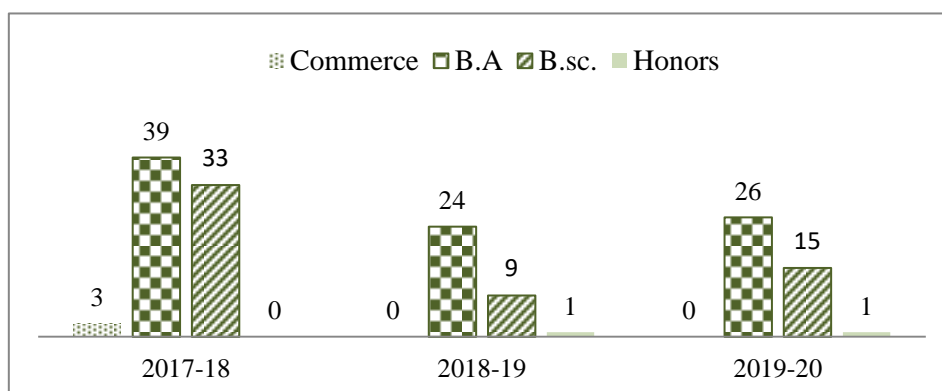
Number of smaple	District wise number of students	
	Leh	Kargil
N= 44	10	34

Source: Primary data compiled by the author, 2019

As the first college, this college is a constituent of the Cluster University of Jammu. The college also has a lesser number of students from Leh district of Ladakh than from Kargil district. The number of students from Leh district was minimal compared to the number of students from Kargil. The reason for this may be due to the increasing trend of students from Leh district to move to other places like Delhi and Chandigarh.

Selection of course: The college provides undergraduate in 61 subjects. The courses in which the majority of students opted to study in the college is shown through the following Figure No 5.8.

Figure No. 5.9: Course wise enrolment of Ladakhi students in College J2



Source: Primary data compiled by the author, 2019

The highest number of students from Ladakh studying in the colleges are admitted in the course Bachelor in Arts(B.A) during all three sessions(see Figure no 5.9). Courses in Bachelor in Science also seem to be quite popular among the students studying in the college. Besides the mentioned two major courses, some students were also studying Honours in various subjects in the college and some are in BBA and BCA courses.

5.4 Conclusion

The chapter gives a detailed description of the trend and pattern of student migration from Ladakh. Because of the unavailability of secondary data, the whole chapter is based on the primary data collected from the student union heads and the sampled colleges of the two sample sites. The chapter describes the gender-wise and district wise student migration to the two main destinations that is Jammu and Delhi. A very

large number of students from Ladakh have migrated to Jammu and Delhi for higher education. These have been spotted the difference in the destination of migration between the student migrants of the two districts of Ladakh. The students from Leh districts are preferring Delhi over Jammu, however, it is the other way around for the students from Kargil district. Jammu being the home state is the destination to a very large number of Ladakhi students. The enrolment of Ladakhi students in the colleges is very high in Jammu compare to Delhi. The students are studying the courses like that of B.A, B.Sc.,B.Com programmes as well as honors in the enrolled colleges.

Chapter-6

Factors Responsible for Out Migration of Ladakhi Youth

6.0 Introduction

In this chapter, an attempt has been made to understand the various reasons responsible for the student's migration for Higher Education outside the Ladakh region. The Chapter includes the analysis of the primary data collected from the 145 respondents out of whom 19 were from Delhi and 126 were from Jammu. The primary data from the respondents were collected in the form of semi-structured questionnaire and semi-structured interview schedule. All the 145 respondents filled the questionnaire but interviews were conducted with only six respondents, two each from all the four colleges. Besides, interviews were also held with the Student Union heads. Four Students Union heads were interviewed, two each from Delhi and Jammu. The present chapter is divided into two sections. The first section revolves around the analysis of various push factors responsible for the out-migration of students from the Ladakh region into the states of Delhi and Jammu. The second section includes the primary data analysis of the various pull elements which draws students to urban centres like Delhi and Jammu. The push and the pull factors identified in the chapter are not definitive; they can be regarded as general motivations that drive students to move outside Ladakh for pursuing higher education.

6.1 Profile of sampled students

In order to explore the determinants of out-migration among the youths of Ladakh, semi-structured questionnaires were get filled by the sampled students of the concerned colleges. In addition, semi-structured interviews were also conducted with the Under Graduate students studying in the sampled colleges. Of the total Under Graduate students enrolled in the four colleges, 30% of the students have filled the semi-structured questionnaire. Further, two students each out of those sampled students from the four sampled colleges were interviewed in order to have an in-depth

understanding of the factors that affect their migration. The profile of the students sampled for the study is given in the table below (Table No 6.1).

Table No. 6.1: Profile of sampled students from Jammu

Sampled College	Total Enrolment	Sample Size	Gender		District	
			Male	Female	Leh	Kargil
CJ1 (Co-Ed College)	273	N=82	69	13	13	69
CJ2 (Women College)	148	N=44	0	44	10	34

Source: Primary Data Compiled by the Author, 2019

In Jammu, the number of students from Ladakh enrolled in the colleges was quite high. This made the 30% of the enrolled students who had to select to fill the questionnaire also higher in number than from that of the Ladakh students in the sample colleges of Delhi. As the selection of students from the colleges was random there is a disproportion in the sample gender wise as well as district wise.

Table No.6.2: Profile of sampled students from Delhi

Sampled College	Total Enrolment	Sample Size	Gender		District	
			Male	Female	Leh	Kargil
CD1 (Co-Ed College)	37	N=11	8	3	8	3
CD2 (Women College)	26	N=8	0	8	6	2

Source: Primary Data Compiled by the author, 2019

The sample size of the students from the sampled colleges in Delhi was much lower than that of Jammu due to the reason that the sampled colleges in Delhi have much lower enrolment number of Ladakhi students. As discussed in the previous chapters, it is also evident that the movement of students belong to Leh was more towards Delhi

than Jammu, whereas, the enrolment of students from Leh district was more than that of Kargil.

6.2 Analysis of the Data

After collecting the information from the above sampled respondents from the sample site of Delhi and Jammu, the primary data were analyzed quantitatively through frequencies and percentages in forms of tables, graphs, and charts. This analysis describes the various factors which determine a student's migration from Ladakh to Delhi and Jammu.

The reason for people migration is determined by the various push and pull factors which either motivate people to move to new places or force them to leave their own home (Lee,1966). These factors are determined by various social, economic, personal, political, and environmental reasons. The Push factors are those conditions that force people to leave their homes while the pull factors are those forces that attract people to another location. The various push and pull factors identified for the study are described in the Table No. 6.3 which is further elaborated in detail in the chapter.

Table No. 6.3: Various factors responsible for the out migration of students

Push Elements	Pull Elements
<p>1. Inadequate Higher Education Facilities:</p> <ul style="list-style-type: none"> • Poor Education Facility • Unavailability of subject of choice • Affiliation with University of Kashmir • Inaccessibility of University 	<p>1. Quality Higher Education:</p> <ul style="list-style-type: none"> • Accessibility of Higher Education • Quality Higher Education Facilities
<p>2. Parental Background:</p> <ul style="list-style-type: none"> • Literate Parents • Employed Parents 	<p>3. Conducive Environment at Destination:</p> <ul style="list-style-type: none"> • Peaceful Socio- Political Environment.
<p>3. Students' Academic Background</p> <ul style="list-style-type: none"> • Type of School and Board in 10+2 • Marks in 10+2 	<p>4. Higher Chance of Employability</p>
<p>4. Student's Migratory Background</p> <ul style="list-style-type: none"> • Students previous migratory Profile • Student previous migratory stream 	<p>5. Overall Development of Personality</p> <ul style="list-style-type: none"> • Improve Communication Skills • Build confidence
<p>2. Geographical Proximity</p> <ul style="list-style-type: none"> • Easy transport • Easy Communication 	<p>5. Family's Network:</p> <ul style="list-style-type: none"> • No. of family members staying outside • Reason for their stay
<p>6. Unavailability of other facilities:</p> <ul style="list-style-type: none"> • Inaccessibility of Coaching centres • Inaccessibility of Book Stores, libraries etc. 	<p>6. Better Opportunity and Aspiration</p> <ul style="list-style-type: none"> • Excitement of New place • Fulfilment of aspiration • Exposure
<p>7. Hope of returning back home</p>	<p>7. Govt. Financial Assistance</p>

Source: Author's own data, 2019

6.3. Section I: Push Factors

The various factors which are responsible for the students of Ladakh to out-migrate for higher education in various other regions of India are being discussed in the section. The analysis of the primary data collected from 145 respondents in the form of semi-structured questionnaire and four semi-structured interview schedule is being classified into various themes which comes under the main theme of Push Factors responsible for student outmigration. Frequencies and percentages were calculated and various themes were identified from them to understand the responsible push factors. The major themes are discussed below.

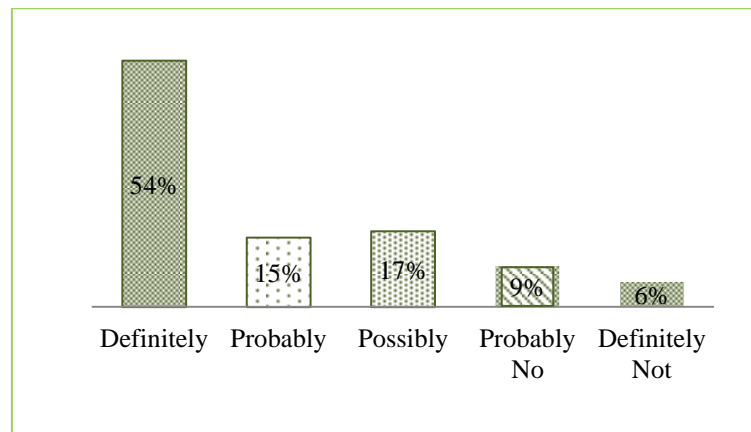
6.3.1 Inadequate Higher Education in Ladakh

- a. Poor education facilities
- b. Colleges' affiliation with University of Kashmir
 - i) Irregular timing of exams
 - ii) Irregular timing for results
- c. Unavailability of University

The main reason for students from Ladakh to move out to other regions is the inaccessibility of higher education in Ladakh. Though on record, there are four colleges in Ladakh in reality, it is only two colleges, one in each district, which are properly working. Ladakh, being a geographically very vast and topographically very harsh region, could not cater to the need of all students with one college each in the main towns. Besides, the respondents put forward following views regarding the inaccessibility of Higher Education in the region

- a) **Poor education facilities in the existing colleges:** With poor education facilities being the reason for migration, the majority of the students strongly agreed with the statement (see Figure no 6.1). It is only 6% of the respondents strongly disagreed and 9% slightly disagreed. The possible reason for the 15% disagreement is that some students out-migrated for their school education also, so they do not have any idea about the higher education scenario of Ladakh. Otherwise, the majority of the student agreed that poor education facilities forced them to migrate.

Figure 6.1: Poor education facilities at home as reason for migration



Source: Primary Data Compiled by the author, 2019

One respondent who belongs to the Drass region of Ladakh mentioned that the college which is there in Drass is functioning in a higher secondary school with very few subjects. The same was the general view of the student union heads also.

“I guess its altogether the non-availability of higher education facilities in Ladakh because of which a lot of students are coming out. Even the colleges and the just recently offered university, they are not properly built only....It is not lacking in quality education or lack of opportunity, but the unavailability of higher education avenues in itself that force students to migrate outside.”

President (All Kargil Student Union Delhi)

“As we can see that education infrastructure is complete zero in Ladakh. There is a forceful migration that is continuous till now after Ladakh becomes a Union Territory. This forceful migration will persist according to me some 10-15 years more.”

President (All Ladakh Student Union Jammu)

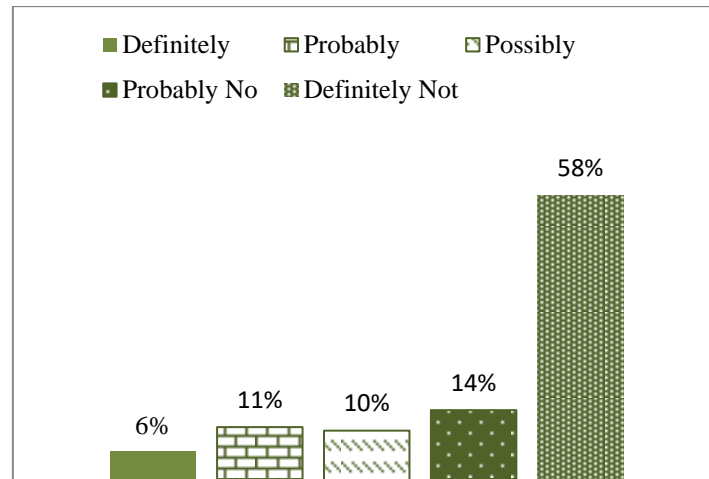
The above discussion thus sums up that the lack of avenues for higher education in Ladakh is the major push factor that forces students from Ladakh to move outside Ladakh to pursue higher education.

b) Colleges’ affiliation with University of Kashmir:

From the Figure No 6.2, it is evident that the approximately 60% of the respondents strongly believes and 24% of the respondents somehow believes that the colleges of

Ladakh being affiliated with the University of Kashmir does not coincides with the smooth fuctioning of the colleges of Ladakh.

Figure 6.2 : Respondnet Response on affiliation with Kashmir University and smooth working of colleges in Ladakh



Source: Primary Data Compiled by the author, 2019

The colleges of Ladakh being affiliated to the University of Kashmir cause a delay in the exam and the declaration in results on time according to the respondents:

“In colleges in Ladakh as we know a three-year undergraduate course takes four years or five years because exams are not conducted on time. That is the main reason for me to come here.”

Angmo (College D1)

“If I take the example of myself, here in Jammu this year I have completed my graduation, my classmates who took admission in Kargil, they are still in their last year of Bachelor Course.”

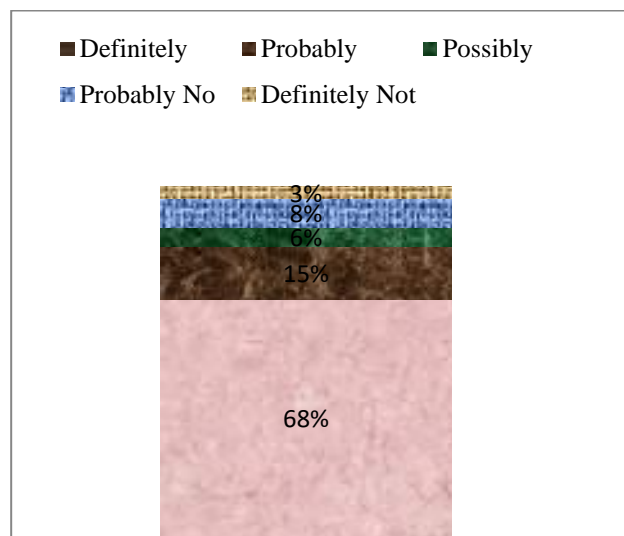
President (All Ladakh Student Welfare Association Jammu)

This demonstrates the disturbing situation in Kashmir being maneuvering its effect on the higher education system of Ladakh causing huge hurdles in the way of the higher education system of Ladakh. This left the Ladakhi youth with no other option but to leave their home town and move outside for higher education.

c) Unavailability of University:

It is just recently that Ladakh was provided with a Cluster University. Otherwise, there was no avenue for post-graduation in the Union Territory after graduation. This also has identified as one of the major reasons why students move to other places for higher education.

Figure No. 6.3: Respondents Response on Unavailability of University as reason for outmigration



Source: Primary Data Compiled by the author, 2019

The unavailability of a University in Ladakh is a major reason for the outflow of Ladakhi students. Around 70% of the respondent strongly believes that the unavailability of a university was a strong reason for their migration to Jammu/Delhi. One would imagine that the unavailability of simply the avenue for a university can cause migration for education:

“After graduation, there are no avenues for post -graduation in Ladakh if even they provide it there are no options fall all subjects, like that of geography.”

President (All Ladakh Student Welfare Association Jammu)

Because of the non-availability of even a single university in the region, students have to out-migrate anyway after graduation for their post-graduation and further studies, so the majority of them move outside after their 10+2.

6.3.2 Parental Background as a factor

Economic factors have a positive impact on the out-migration of students (Yang, 2007; Gillian et al, 2003). Parent's employment and education directly impact the migration of a student as an economic factor. Today, there is a change in the economy of Ladakhi society from an agro-pastoral economy to a cash economy. This change is the direct result of people's change in occupation from domestication and farming to govt. and private-sector employees (Rizvi,2012). This change in the people's employment which indirectly affects their occupation has shown a direct relation to the migration of their children outside for higher education. The two main parental background as a factor being identified were

- i) Parents Occupation
- ii) Parents Education

i) Parents Occupation:

As it is clearly visible from the Table No 6.4 that it is only 28% of the respondents' fathers are farmers or labourer while 54% of them are employed in govt. sector and 15% of them are self-employed which include running guesthouse, hotels and other businesses. Among the mothers also though most of the respondent's mothers are home maker and 7% of the respondents' mothers are government employed.

Table No.6.4: Occupation of respondents' parents

Respondent's Parents	Self Employed	Farmer/labourer	Govt. Employ	Home Maker	Not Mentioned
Father's occupation	15%	28%	54%	0%	3%
Mother's Occupation	1%	4%	7%	72%	16%

Source: Author's Primary Data, 2019

The same reason was also mentioned by a union president, regarding the outflow of youths from Ladakh

”After getting Ladakh recognised as a tourist hotspot there is a steady increase in the monetary resources of the of the people is one of the reason why Ladakhi students are coming to Delhi for studies”.

President (All Kargil Student Association Delhi)

From the discussion, it is evident that parental occupation can look upon as an important determinant which makes it a possible for the students to bear the financial burden of their studies which they do in urban centres like Delhi and Jammu.

The same can further be investigated by looking into the difference between the two sample sites. As families with a higher number of a family member also have higher expenditure, it is evident that those who have a higher number of family members are preferring Jammu over Delhi (Table No 6.5)

Table No. 6.5: Difference in family size between the respondents of two sample sites

Sampling Sites	Sample Size	Family Size		
		3-5	6-8	9&More
Delhi	N= 19	10	7	2
In per cent age		53%	37%	11%
Jammu	N=126	41	61	24
In per cent age		33%	48%	19%

Source: Author’s Primary Data, 2019

In Delhi, 53% of the respondents have a family size of 3-5 members, and 37% of them have a family size of more than five members. However, in Jammu, the majority of the respondents, that is almost 50% of them, have a family size of 6-8 family members, and 19% of them even have more than 9 family members. As families with a higher number of the member also have higher expenditure, so it is evident that those who have a higher number of family members prefer Jammu over Delhi. The coast of leaving is relatively much less in Jammu than in Delhi:

“Jammu is economically very affordable to students of Ladakh as compare to Delhi or Chandigarh. In Jammu, you get rooms easily from Rs.2000 to 3000, which in Chandigarh is for Rs.10,000 and upon that you need to give the security fee. In Delhi, you get a proper room available only for Rs.10,000 and over that you need to pay the security fee. So it gets quite expensive outside Jammu and if the students are coming to Jammu, they find it economically affordable.”

President (All Ladakh Student Association Jammu)

So, affordability is a great concern for students to migrate outside. As Yong (2008) in his study also mentioned that Korean choose to go to China over the U.S for their study because China is more affordable to them than the U.S in terms of economic burden. It was also evident from the interview session with the students that all of them strongly agreed with the statement that being financially sound matters a lot in studying out home. According to the respondents, transportation and accommodation cost a lot of money to stay in a place like Jammu or Delhi.

ii) **Parents Education:**

Referring to Table No 6.6, the fathers of 87% of respondents were found literate, while 12% of them were found illiterate. Among those whose fathers were literate, majority of the father were with secondary level graduate degree, while 8% were even with graduate degree.

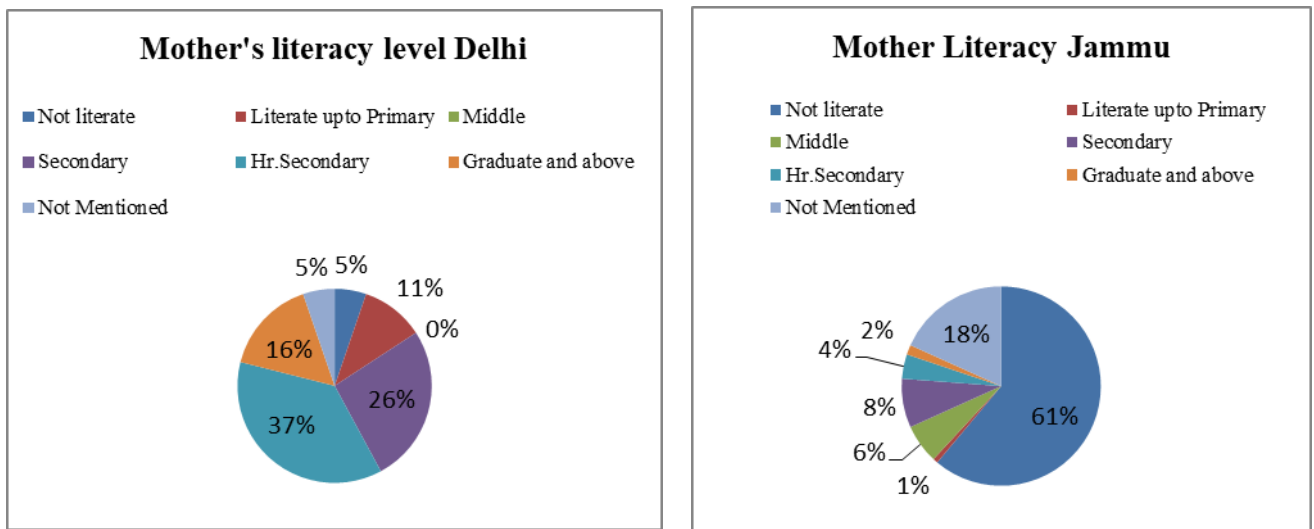
Table 6.6: Parents Educational level of the respondent

Parents	Not Literate	Literate upto Primary	Middle	Secondary	Hr. Secondary	Graduate and Above	Not Mentioned
Father	18	2	17	57	38	12	1
Percentage(N=145)	12%	1%	12%	39%	26%	8%	1%
Mother	77	1	8	10	5	2	23
Percentage(N=145)	53%	1%	6%	7%	3%	1%	16%

Source: Primary Data Compiled by the author, 2019

Regarding the literacy levels of mothers of the respondent, it was found that 54% were not literate and 30% of them were literate. Among the literate mothers, 53% of them were secondary and higher secondary level literate and even 7% of them were graduates. Regarding the mother's literacy level, the difference between the literacy levels of mothers of the respondents from the two different sampling sites shows some interesting results.

Figure 6.4: Differences in Mother's literacy level between the two sample sites



Source: Primary Data Compiled by the author, 2019

Though the sample size from the two sample sites was not equal, but if we look at the mother's literacy level of the respondents of the two sample sites, there can be seen huge differences. In Delhi, it is only one respondent whose mother is not literate, while another respondent did not mention the mother's education. The remaining 37% of respondent's mothers were higher secondary level literate and 26% of them were secondary level literate and even 16% of them were graduates. However in Jammu, more than half of the respondents' mothers were not literate, 8% of them were secondary literate and 18% were higher secondary literate.

The above findings reveal that the mother's literacy level has an impact on the destination of choice of the student. As in cosmopolitan city like Delhi, the majority of the respondent's mothers were secondary and higher secondary literate while in Jammu majority of the respondent's mothers were not literate.

6.3.3 Good Academic Background of the student

The academic background of the student also exhibited as a determining factor for the outmigration of the student. It is a fact that students who have pursued their school education from private schools are financially quite well off and can afford to go for higher education outside the region. Other than that, students who score good marks are also displayed more likely to go outside for pursuing higher education. The following analysis will explain it in a detailed manner. Two factors identified under this theme for analysis were:

- i) Type of school and Board in 10+2 and
- ii) Marks obtained in 10+2

i) Type of School and Board in 10+2

Although it is not fair to do any comparison between the two samples size because there is a huge difference between the two sample sizes, however because of the undeniable difference between the responses it becomes more enlightening to compare both. Table No. 6.7, presents that approximately 60% of the respondents whose destination of migration for higher education was Delhi have found attended private school and studied through the Central Board of Secondary Education (CBSE). However, the majority, that is around 80% of the respondents whose migration destination was Jammu have found attended the government schools and almost 90% of them have studied through the state board. Furthermore, it was also found that the respondents from Delhi have a more academically prestigious background compared to the ones who were studying in Jammu. As it is also very clear from Table No 6.5 that the students residing in Jammu have a very large family size compare to the ones who are residing in Delhi. So it is understandable that financially they are not quite well. It was not possible for them to afford to go to Delhi as life in Delhi is very expensive compared to that of Jammu.

Table No 6.7: Academic Background (10+2) of the respondents (In percentage)

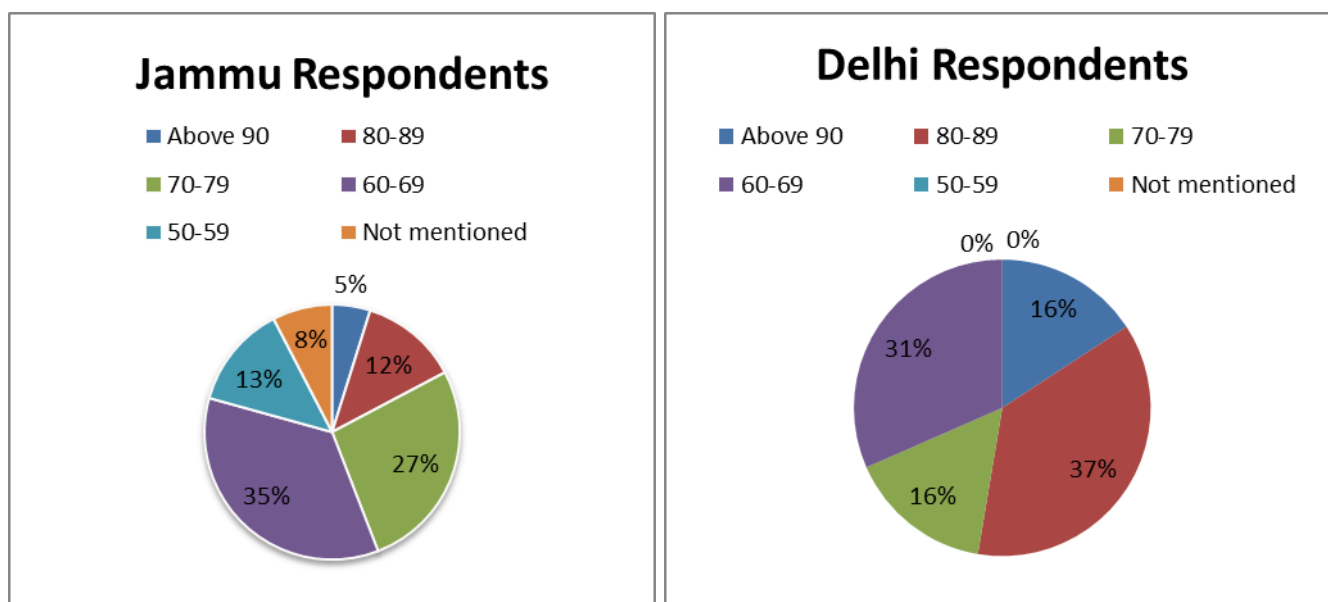
Sample Sites	Total Respondent	Type of School		Type of Board		
		Govt.(%)	Private (%)	State Board (%)	CBSE (%)	Other(%)
Delhi	N=19	42	58	21	79	0
Jammu	N=126	79	21	89	10	1

Source: Primary Data Compiled by the author, 2019

ii) Academic talent/ Better Marks in previous class as a factor:

In Jammu, 35% of the respondents have 60-69% in their 12th class exams and around 30% of them have a score of 70-89% in their exams. In Delhi 31% have a score of 60-69% while 53% of the respondents have a score of 70-89% in their 12th class examinations (Figure No 6.5).

Figure No 6.5 : Respondents marks obtained in Class 12th Examination



Source: Primary Data Compiled by the author, 2019

So it appears that students with very good academic talents are being pulled by the destination Jammu and Delhi for their higher education. If we compare between the

two sample site regarding the marks they secure in their previous that is class 12th exams it is evident that respondents who have very good marks in their class 12th board examinations are more attracted to Delhi as a destination of their higher education relative to the ones who do not have high marks.

From the above discussion, it is revealed that academic background, be it the type of school or board or the marks of the student in 10+2 board examinations, strongly determines the destination of choice for the higher education of the students. Delhi attracts more students who have studied from private schools, through CBSE board and those who have a good academic record in the previous class. However because of its affordability reason and also because it is convenient, Jammu attracts students who do not have very much good academic records and also those belong to the families with lower income but could afford to come for their tertiary education.

6.3.4 Student's Migratory Background

Students' migratory background is also identified as a factor responsible for the student's out-migration for higher education. Student's migratory background has been identified as a push factor on the basis that experienced migrants are more likely to migrate because the experience pushes them to migrate more.

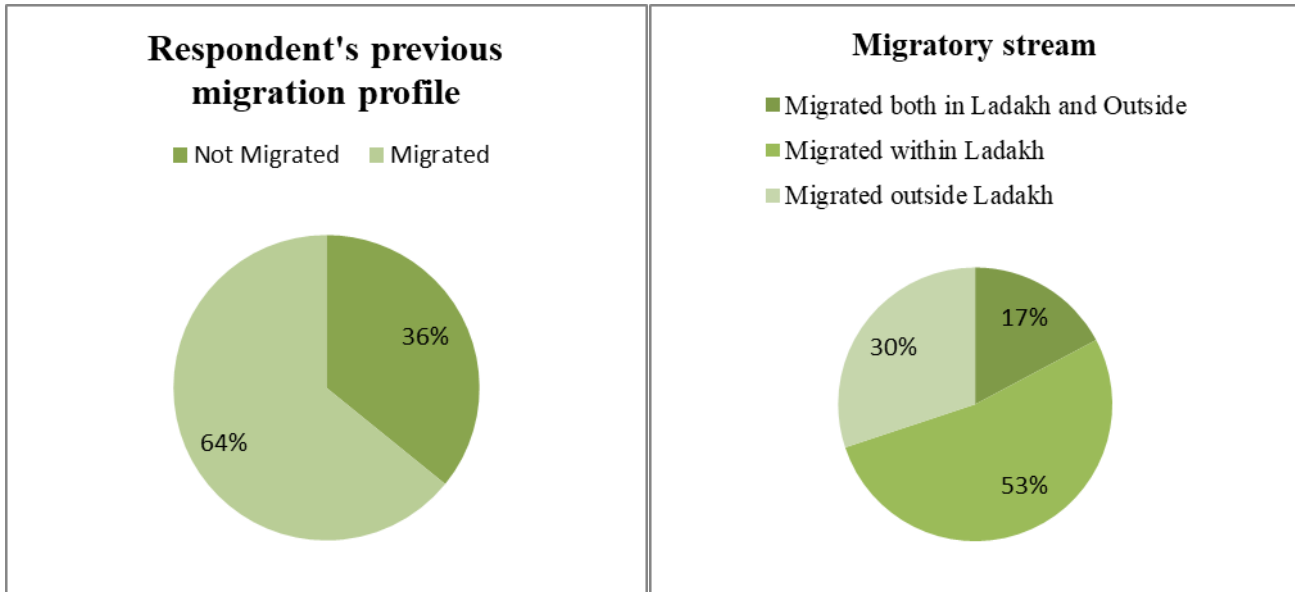
The migratory background here means that if the student migrates to anywhere during the time of his school education. The migratory background of the student looks into two aspects of previous migration of the student, that is if the student carried out any migration during his/her school days if so where?. Two factors identified under this theme for analysis were:

1. Students previous migratory profile and
2. Students migratory stream

Referring to Figure no 6.6, it is evident that among the respondents, 64% of them have already carried out migration sometime during their school time. Of the respondents who gave a migratory background, 53% of them moved within Ladakh which include both inter-district migration and rural-urban migration. 30% of the

respondents moved outside Ladakh for their school education also and the main destination of their migration mentioned are Jammu, Srinagar, and Delhi also. Some respondents also mentioned that they moved within Ladakh as well as outside Ladakh during their school education period.

Figure 6.6: Profile and stream of previous migration



Source: Primary Data Compiled by the author, 2019

The discussion reveals that the majority of students who migrate for higher education have already experienced migration in their school education also. The ones who have migrated within Ladakh have moved from their villages to the main town of Leh or Kargil because of the inaccessibility of secondary and higher secondary education facilities in their villages.

6.3.5 Geographical Proximity:

Geographical proximity plays an important role in student choice of destination. The closer distance of the college from the residence of the student has a positive correlation with the enrolment of a student in the college (Agasisti and Bainco 2006; Hossler and Gallagher 1978). The college which is nearer to the migrant student is more likely to be attended by the migrant than the one which is far away (Longkumer, 2015). Distance as a determinant for migration can be seen clearly from the fact that

the number of students from Ladakh is very high in Jammu compare to Delhi. It is revealed that students who are pursuing their education from Jammu accept that being nearer to home was a reason for them to come to Jammu for pursuing higher education as Jammu and Ladakh were two divisions of the same state.

One reason to stay here was that also. I never wanted to go far away from home, and it is easier to go back home from Jammu than other places like Delhi.

Shahi (CJ1 Co-Ed College)

Distance was also one of the reasons for me to come here. If any problem happens I can go back home easily.

Hakima (CJ2 Women College)

So, geographical proximity also appeared to be a determinant for the student's choice of destination. Students who are residing in Jammu are attracted to Jammu because of its nearer distance with Ladakh.

6.3.6 Unavailability of other facilities

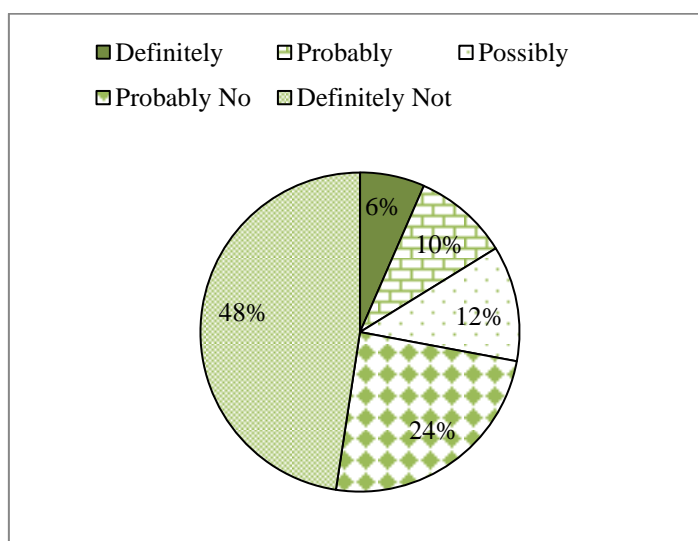
Unavailability of facilities like access to coaching centres, book stores, stationery stores, and libraries is identified as push elements responsible for student outmigration. The access to those important facilities becomes a basic need for the student for his studies. Two factors identified for analysis under this theme are :

- i) No access to coaching centres
- ii) No access to book stores, libraries etc.

i) No access to coaching centres:

Referring to the Figure No 6.8, it is understood that almost 50% of the respondent was of the view that Ladakh does not have easy accessibility to facilities like coaching centres and 24% of them were somehow negative about it.

Figure No 6.7: Response on availability of facilities like coaching centres, libraries, bookstores etc in Ladakh



Source: Primary Data Compiled by the author, 2019

Further, in the interview also the same reason was mentioned by students which pushed them to out-migrate for higher education:

“If a student wants to prepare a project or a model in Leh, he won’t get all the material he wants for preparing the model in Leh, but here (Delhi) everything is very easily available.”

Rinchen (CD1,Co-Ed College)

In Leh there are no good teachers for Commerce subject; neither had I got good coaching centres. In Leh, there is no availability of good coaching centres, particularly for Commerce subjects. So I decided to come here. Here even though one does not understand everything in the classroom, the coaching centres are obviously very good to help to cope up.

Stanzin (CD1,Co-Ed College)

ii) No access to book stores, libraries etc.

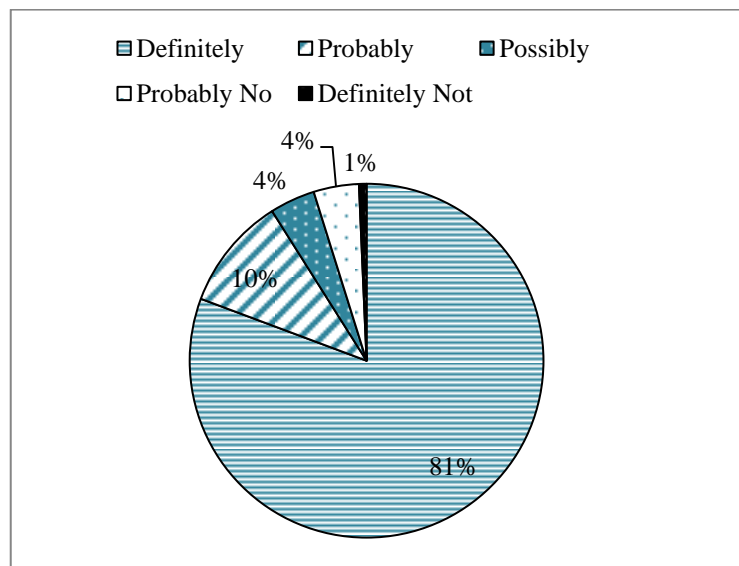
The facilities like coaching centres, book stores, stationeries, libraries, etc are important resources that are necessary for a student for his overall need for education. Facilities like good coaching centers are the need of today’s education. They give extra assistant to the student to help them to cope up with their counterpart and secondly, the availability of coaching centres helps students to study other courses besides academics. One student from Jammu mentioned that because of the

availability of coaching centres he also goes for computer classes and coaching for banking exams along with his along with his college classes. So the unavailability of these facilities also pushes students to go outside Ladakh for a quality higher education.

6.3.7 Hope of Going back home after studies

One of the push factor identified for students from Ladakh come to urban centres like Jammu and Delhi and Jammu is because of the expectation that after the completion of their studies, they would return back to home. Through an interview with the respondents, it was very clear that after the completion of their studies they would go back to Ladakh for a job.

Figure 6.8 : Response on going back home for job



Source: Primary Data Compiled by the author, 2019

As we can see from Figure 6.8, 81% of the respondent strongly agreed with the fact that they want to go back home for a job after the completion of their studies. This is in itself a very unique phenomenon:

“That is a very unique thing about Ladakhi student migrants.....I have not seen it in any migrants from any region. The Ladakhi youth who have studied here are being satisfied with not so high profile jobs back at home than a very good job in Jammu or Delhi. So all of them go back home to get employed.”

Union Head (All Kargil Student Association Delhi)

The migrated student could not adjust to the temperature and over-crowdedness of the places they have immigrated into. So the students want to go back home soon after the completion of their education.

I would definitely go back home after my studies. Because of its nothing more beautiful than home. No place is as amazing as Ladakh.

Rigzin(CD1 Co-Ed. College)

I would definitely go back home because I do not like any other places as much as I like Ladakh. Though quality education is a challenge there, but I would go back home after my studies

Stanzin CD2 Women College)

I would go back home for my job than being in Delhi. And I don't want to do just a job; rather I want to do something which would be helpful for the people of Ladakh. So I would go back and serve the society back at home.

Sonam CD1 Co- Ed College)

I would definitely go back home. Because no matter how much you stay here it we never feel like home anyway.

Rahila(CJ1 Women College)

So, the sentiments above illustrate that unlike the findings of the studies of Yong (2008) and Longkumer (2015), this study found that when the migrant students use their current destination of migration as a stepping stone for further migration, the migrant youth of Ladakh wants to go back home after their studies. This is in itself a very unique phenomenon. This can be further related to the tribal character of the people of Ladakh as almost 80% of the population of Ladakh is Scheduled Tribe. As tribes have a strong link to their territories and are shy of contact with other communities (Singh, 1997).

6.4 Section II -Pull Factors

There are various factors that pull the students from Ladakh to the urban centres like Jammu and Delhi. This section includes the various themes which were identified as pull factors responsible for students to out-migrate Ladakh. As it is not only push factor which causes migration, there are also various pull elements that attract the students to the urban centres.

6.4.1 Good quality education at destination place

From the above discussion regarding the push factors responsible for student migration, it is evident that Ladakh lacks accessibility to higher education which pushes students to migrate outside for higher studies. Through the interviews conducted with the six students, all of the respondents pronounced that their primary reason for coming outside was the unavailability of higher education facilities back at home. All of the four Student Union head interviewed also remarked that the main reason for a student coming outside is for better quality higher education: When asked about the reason for students to migrate outside Ladakh, the following were the responses:

“Obviously it is a lack of education infrastructure back at home. Secondly, for better quality education as every parent wants their children to get a better quality education. As in Ladakh we have 96% tribal population and the parents are not much literate, so they dream to educate their children more and more. And in Ladakh, we have zero education infrastructures so they send their wards outside Ladakh for better quality education.”

Union Head (All Ladakh Student Union Jammu)

It is not lack of quality education or lack of opportunity, but the unavailability of higher education avenues themselves that force students to migrate outside. There is no proper college, there is no basic infrastructure of education, there is no proper setup of higher education in Ladakh.

President (All Ladakh Student Association Delhi)

In Ladakh, there is a lack of primary accessibility to higher education for students. The available colleges lack basic infrastructure facilities which leave the students with no other option but to move out for higher education.

A hypothetical question asked to the students during the interviews regarding the availability of good higher education facilities have responded the following answers.

Table 6.8: Response to the hypothetical question about “Availability of proper higher education facilities back home”

Respondents		Response	Reason
Delhi	Respondent 1	Definitely Not	
	Respondent 2	Would still come to Delhi	Get exposure to many things.
	Respondent 3	Never	Would not but availability of coaching centres, bookstores will matter
	Respondent 4	No	If one get something near you home why would one go so far for?
Jammu	Respondent 1	No	I would prefer Ladakh over Jammu
	Respondent 2	No	It was unavailability of facilities due to which I come here
	Respondent 3	No	
	Respondent 4	No	But availability of good coaching centres matters

Source: Primary Data Compiled by the author, 2019

So, all of the five out of six respondents revealed that if there had been good education facilities in Ladakh, they would have never come outside for higher studies. But the respondents do concern about the availability of good coaching centres and bookstores at the same time. However, one respondent said that she would still come because coming outside not only higher education facilities but one get the exposure to many other things.

- Better Quality Higher Education

The quality of higher education does significantly affect the choice of destination of higher education migrants. Quality education has a significant effect on student migration and young people migrate to countries with the highest quality education than countries with the highest wages (Brezis and Soueri ,2011).

Table 6.9: Students’ response regarding the quality education they get at the destination

Response	Delhi		Jammu	
	Number	%	Number	%
Satisfied	17	89%	62	49%
Not Satisfied	2	11%	62	49%
No response	0	0%	2	2%
Total	N=19	100%	N=126	100%

Source: Primary Data Compiled by the author, 2019

Referring to Table no. 6.9, it is evident that among the respondents residing in Delhi are quite satisfied with the educational facilities they get in their respective colleges. However, in Jammu half of the respondents are satisfied while the other half are not satisfied with the quality education they get in their colleges. The reasons the students mentioned for their dissatisfaction are poor infrastructure i.e. unavailability of the library, proper classrooms, and laboratories, unavailability of faculty members, and un-regularly classes. In Delhi, all of the students interviewed accept that it was a good decision of theirs to come to Delhi. However, in Jammu the majority of the students were not satisfied with their decision to come to Jammu for higher education. The same has also been mentioned in the interviews:

“For 11th and 12th class it was a good decision to come to Jammu but for Higher Education I think we should have gone to Delhi or somewhere outside for higher education”

Rabia (CJ2 Women College)

“I can say that we get a better education here, but the quality is not quite satisfactory to the students. But as compare to the education in Ladakh it is much better here. As we call “Something is better than nothing”.

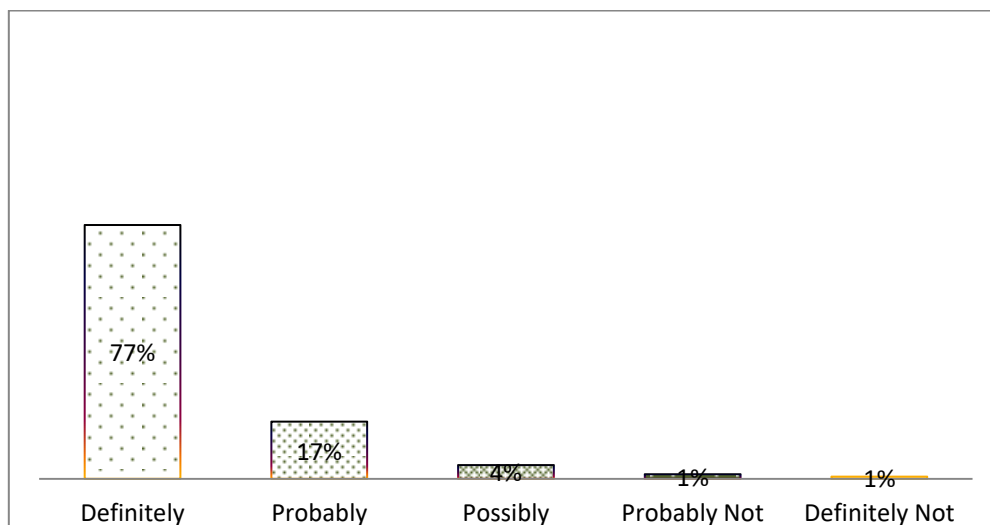
President (All Ladakh Student Union Jammu)

So their interview responses back up with the survey findings that even after coming miles away for higher education in places, like Jammu, the students were not very much satisfied with the education facilities there. As discussed earlier, students pursuing higher education from Jammu were economically not quite strong as the respondents in Delhi. So because of economic constraints students in Jammu were not able to pursue quality higher education even outside the home. The same phenomenon has been found in the study of Sapare (2014), according to which study, low-income students attend colleges of marginal or low quality, while students with high family income likely to attend colleges with relatively higher quality.

6.4.2 Conducive Environment at Destination

The study also brings into light that a conducive environment at the destination place positively impacts student’s migration. The finding reveals 77% of the migrants strongly expressed that a peaceful environment at the destination helped them to migrate to Jammu and Delhi.

Figure 6.9: Response on Conducive environment at destination as motivation for migration



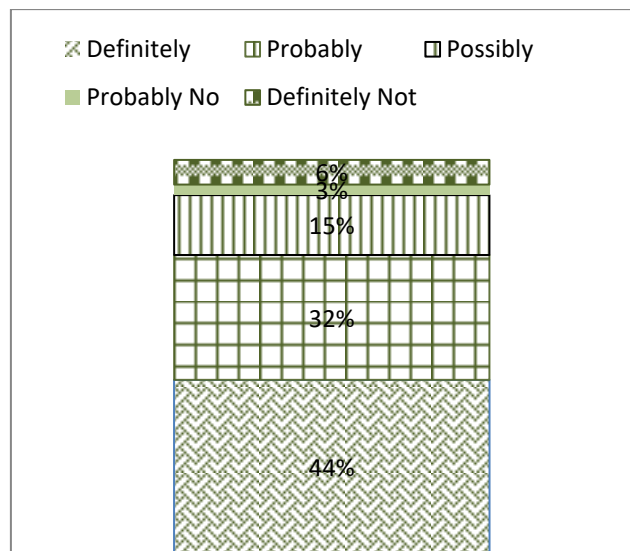
Source: Primary Data Compiled by the author, 2019

So, peaceful cultural and political environment of the destination place motivated students to choose the destination for their higher education migration.

6.4.3 Better Job Opportunity

Better job prospect is an important motivation for out-migration of students, as post-education economic prospect of studying from good colleges are higher (Tan 2012; Anthais 2008; Khimani et al 2007). The same perception was also found among the student migrants of Ladakh.

Figure No 6.10 : Response on Migration and better job opportunity



Source: Primary Data Compiled by the author, 2019

If we look at the figure (6.10), there is not a single dominant opinion found on migration and its impact on a better job opportunity. But 76% of the respondents have an affirmative response that coming to Jammu/ Delhi can help them to a better job opportunity. While 10% of them believe that there is no relation between job opportunity and migration. In the 6 interviews held, the respondents strongly agreed that studying in places outside Ladakh enhances job opportunity because of the experience and exposure :

Of course, because of the better exposure and the experience we have. If we go for any job interview we have more knowledge and more confidence because of our exposure and it is preferred also.

(Chuzin CJ2 Women College)

If two people go for a job interview in which one is from Jammu University and the other is from Delhi University, they will prefer Delhi university obviously because of the renowned name, status, education quality and it's a psychological thing also that the interviewer thinks that those studied from Delhi University have more experience than the others.

(Zahida CD2 Women College)

So, the above discussion makes it evident that student migrants from Ladakh were also of the view that acquisition of better quality education from places like Delhi and Jammu can add to their chances for better job prospects in the future.

6.4.4 Overall Personality Development

The youths of Ladakh coming to urban centres like Delhi develop their own subjective which they form by negotiating between their traditional upbringing and the cosmopolitan cultures of the cities to migrate to (Smith and Gergan,2015). Coming in contact with people of different languages helps them to improve their communication in languages like Hindi and English. Two factors identified for analysis under this theme are:

- a) Improve Communication Skills
- b) Confident and Independent Person

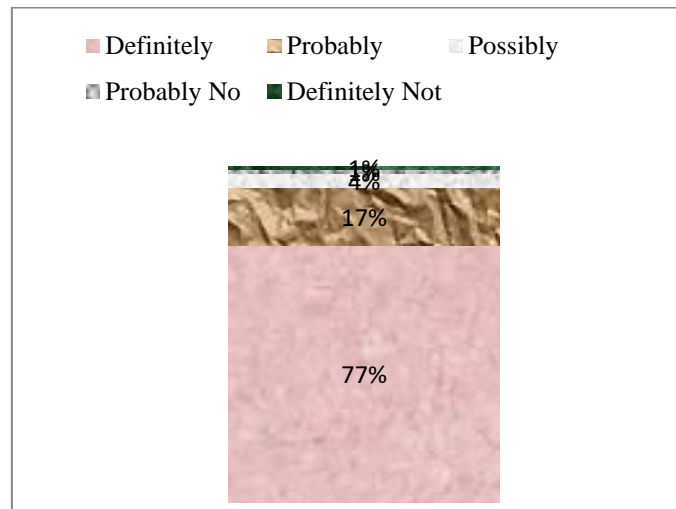
a) Improve Communication Skills:

Referring to below table no 6.11, it is shown that 77% of the respondents strongly agreed that studying in Jammu/Delhi definitely helped them to improve their communication skills in languages like Hindi and English.

"I see a lot of improvement in my studies. There is improvement in my self - confidence and there are also my communication skills in English and Hindi."

Rabia (CJ2 Women College)

Figure No 6.11: Response on Migration and improvement of communication skill



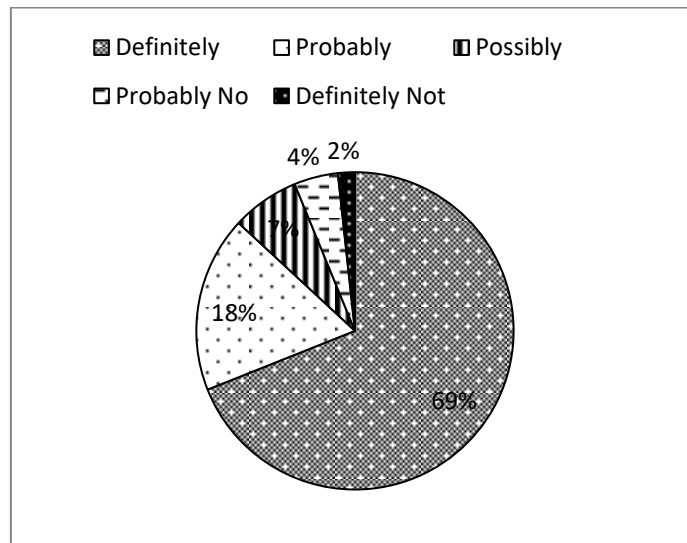
Source: Primary Data Compiled by the author, 2019

According to the students, other than higher education itself, language is one of the most important things that they learn in urban spots. The improvement in their language gives them further confidence in interacting with other students and also with teachers.

b) Build Confidence:

As shown in Figure No 6.12, around 70% of the respondents strongly agreed that migration have a positive impact on their confidence building and 25% of also agreed that it somewhat helped them in building self-confidence (Figurer 6.12). It was only 2% of them who believes that migration to Jammu or Delhi has no influence at all on their confidence building.

Figure 6.12: Response on Migration influences on building confidence and decision making:



Source: Primary Data Compiled by the author, 2019

In the interview the respondents also admit the same:

During the initial three to four months was is quite difficult to cope up with the studies. In the classrooms, I could not use to understand anything at all. First of all we Ladakhis, we are very shy. The other students who are from here they may understand everything, but we don't and we still do not have the confidence to ask the teacher regarding that. I lack confidence because of the reason that students laugh at me if I ask the question or what would be the teacher's impression about me after that etc. But later we somehow cop up with that.

Rigzin (CDI Co-Ed College)

The respondents also admitted that being away from constant control of their parents make them independent and responsible decision-maker as it is they who have to make all decisions regarding their lives being away from home. However, one female respondent who is studying in Delhi also revealed that though being away from home makes them confident and responsible but at the same time they constantly in fear of their safety and security.

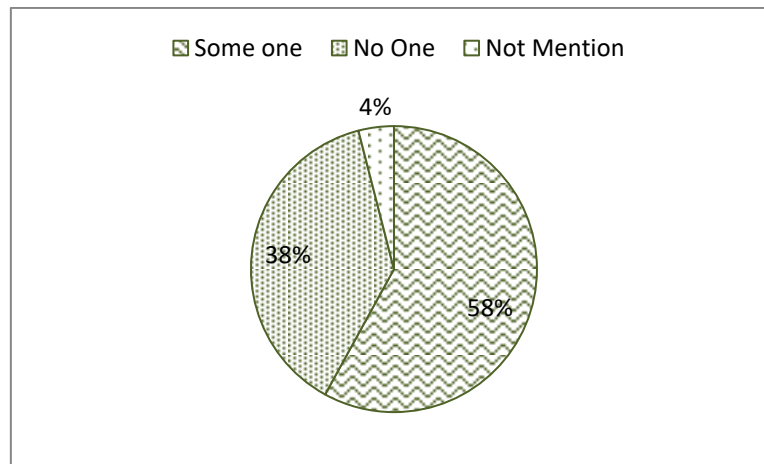
The discussion highlights that migrating to urban centres like Jammu and Delhi have a positive influence on the overall personality development of the students in terms of

their confidence and communication skill. However, these are not the primary reason for their out-migration.

6.4.5 Family's migrated network

The presence of friends or family members at the destination place can act as a magnet for the migration of students (Beine et al 2013; Yusoff 2010; Mazzarol and Soutar 2001). Students' prior knowledge about the host region because of the presence of someone known at the place positively impacts the migration of the student. The same is also evident in the present study:

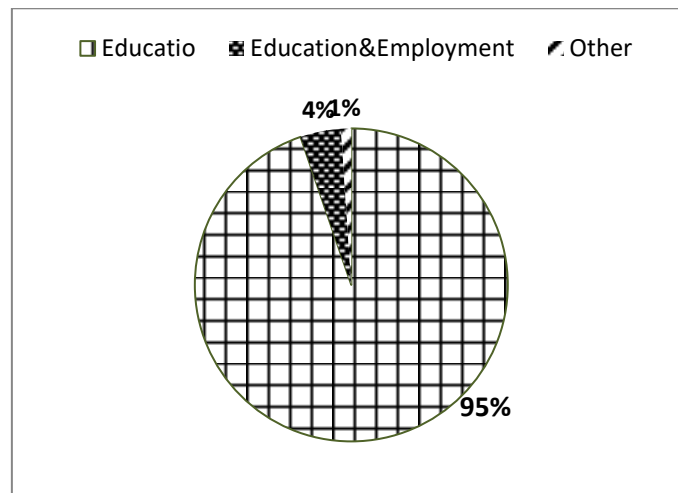
Figure 6.13: Respondents' Family members staying outside Ladakh



Source: Primary Data Compiled by the author, 2019

The figure illustrates that the majority (58%) of the respondents have someone from their family members who are staying outside Ladakh. The survey data also indicates that in Jammu the students have more family members residing compare to Delhi, convenient accessibility of the region can be a reason for the occurrence. Another important finding that came into the light is that most of the family members of the respondents is pursuing education in various parts of India including Jammu and Delhi.

Figure 6.14: Reason for migration of member family



Source: Primary Data Compiled by the author, 2019

So, in the light of the above discussion it can be said that family networks outside Ladakh is also playing an important role in pulling students from the region for higher education.

6.4.6 Better opportunities and aspiration

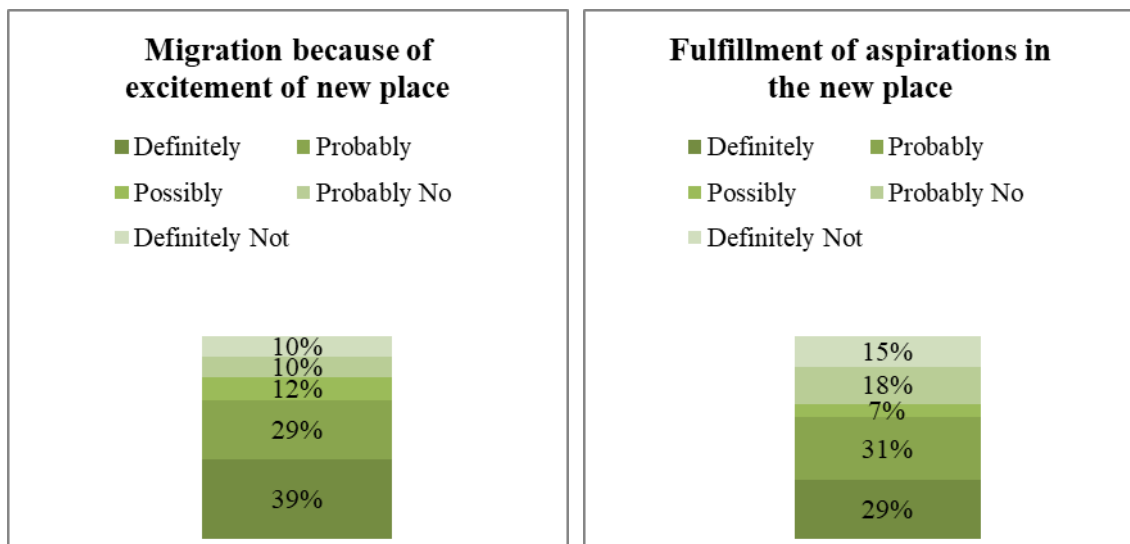
Besides quality education which students get in Jammu or Delhi, there are various other opportunities and aspirations which are also get fulfilled in cities like Jammu and cosmopolitan cities like Delhi. The rural-urban mobility for education helps the youths of Ladakh to develop their own global subjective by transcending the traditional aspirations their parents have (Smith,2017). Better opportunities and aspirations as a pull factor for migration is identified in terms of two aspects, they are:

- a. Excitement of new place and Pursuing own aspiration
- b. Exposure
 - 1.b.1. Understanding level of competition
 - 1.b.2. Awareness about the scope of course studying
 - 1.b.3. Broadening perspective regarding education
 - 1.b.4. Broadening perspective regarding other cultures
- a. **Excitement of new place and Pursuing own aspiration**

The respondents gave a mixed response regarding the excitement of a new place as a reason for their migration (see Figure no 6.15). Around 40% of the respondents

strongly agreed that the excitement of a new place has been a driving force for their migration. However, 41% of them were not in full consensus and the other 20% were negative regarding the enticement of new pace as a motivation for their migration. In the interview, the students stated that though the excitement of living in a cosmopolitan city somehow motivated them to migrate, the main reason was for quality higher education only. According to the respondents, the excitement of a new place does not hold a strong motivation for migration. Being parted from parents and home and also to force to live in a hostile landscape in terms of extreme temperature and congested-ness, one is not at all excited for it.

Figure 6.15: Response on migration because of excitement of new place and fulfilment of aspirations



Source: Primary Data Compiled by the author, 2019

There is also a mixed response regarding the fulfilment of their aspirations. However about 60% of the respondents do agreed that in the new places they did get to fulfil their aspiration and also enjoys the metropolitan cities. The respondents interviewed revealed that they get to hang out with friends and go to mall etc.

“Delhi is a place where we can enjoy our youth to the fullest. Particularly metropolitan cities like Delhi effects to the lives of the youths from hanging out with friends to attend birthday parties etc, everything we enjoy in cities like these.”

Zainab (CD2 Women College)

Though students enjoy the pleasures of urban centres along with their studies but at the same time all the respondents also did acknowledge that they also miss home at the same time.

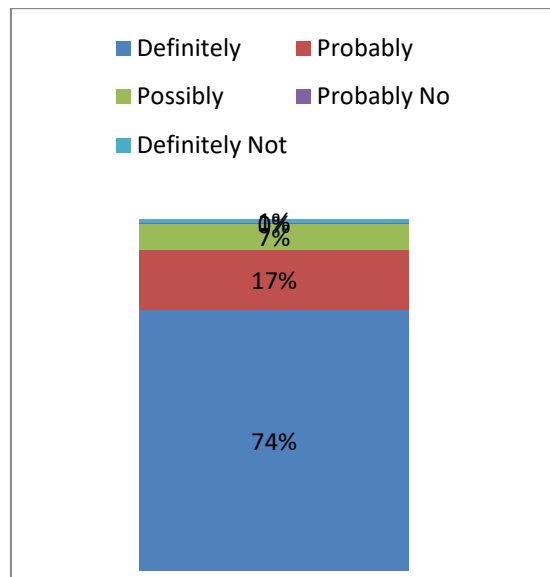
b) **Exposure:**

Studying outside Ladakh in urban centres like that of Jammu and Delhi gives students exposure to many things like acquaintance with new people and culture, understanding the level of academic and job competition in the outside world and awareness about further education.

- *Acquaintance with new people and culture:*

Regarding migration and its influence on acquaintance with a new people, majority of the respondents strongly agreed that migration help them in understanding about the new world with people of diverse culture and acceptance of those cultures and vales (see table no 6.16).

Table No 6.16 : Response on migration and acquaintance with new people and culture



Source: Primary Data Compiled by the author, 2019

While discussing the benefits of doing higher education from Jammu or Delhi with the respondents, all of them mentioned that it helps them to get to know about the new people, their cultures, and values.

In Ladakh as we are at home we do not have much of people to know while here we come in contact with various people and come to know about their culture e.g. north eastern classmates and classmates from other places also, so we get to know about all of them.

Chuzin (CD2 Women College)

When we come outside we get exposure to many things. We get to know about others religions and cultures.

Hakima (CJ2 Women College)

According to the respondents this acquaintance helps them to learn acceptance of diverse people and broadening their perspective about the world.

- *The environment and Understanding of the Competition outside:*

Places like Delhi and Jammu being educational hubs in their own places gives a very suitable environment to the students from Ladakh to do their studies properly. The places give a good atmosphere for study because of their peaceful social and cultural environment.

Here for example there are diverse students coming from various states of India even from different countries outside India which makes a very good environment of learning, in Ladakh it is only us locals who are there so we do not get to learn much about various other culture and people

Zahida (CD2 Women College)

Besides, being in these urban places also help the Ladakhi students to understand about the level of academic competition. Coming here help them in understanding the broader scopes of the courses they are studying. A respondent recalls:

“In Ladakh by commerce we mean one can join banks or go for competitive exams. But here one comes to know about many other scopes of the subject. It is only after coming to Delhi that I came to know that there is a thing called CA (Charter Accountant). My friends here have already given the exams of CA in their 12th class and preparing for the next. But in Leh we did not had any idea about CA.”

Dolker (D1 Co-Ed College)

Almost all of the respondents studying in Delhi did admit that their classmates here in Delhi are more aware of the understanding of the subject as well as the scope of the subjects than them. However, they take it in a very positive way by saying that those competitions push them to work harder and harder.

- *Awareness about further Higher Education:*

The migrated undergraduate students of Ladakh believe that their migration for college education gives them exposure for even better further education. The respondents who were doing their graduation from Jammu are not quite satisfied with the quality education they get there. The students studying in Jammu in their interview mentioned that coming to Jammu helped them to come to know about even better quality further education avenues all over the country. Rabia a female student studying in Jammu who had also done her school education from the same place, in her interview she mentioned:

“For 11th and 12th class it was a good decision to come to Jammu but for Higher Education I think we should have gone to Delhi or somewhere outside.”

So migrating outside Ladakh for education helps them to go for better further higher education all over the country.

The detailed discussion reveals that studying outside Ladakh helps the students to pursue their aspirations in terms of the enjoying the urban character of the cities and also, on the other hand, these urban sites also helps in the inculcation of aspirations in them of their education also by broadening their overview regarding the scopes of their studies and other exposures.

6.4.7 Financial assistance from the government

All of the respondents agreed that staying in urban centres like Jammu and Delhi is financially very expensive. And it is only a few students who avail scholarship. The two financial assistants identified for analysis under this theme are:

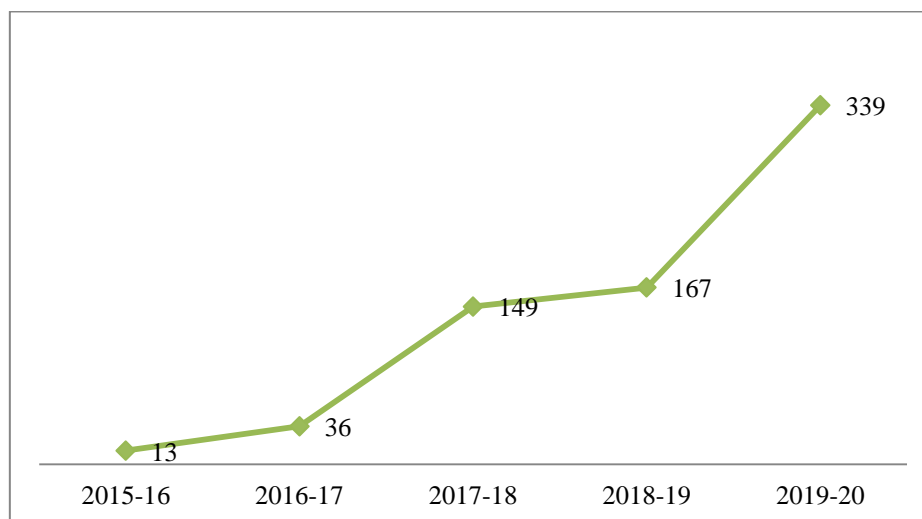
- 1) Availability of PMSSS

1) Availability of PMSSS:

The Prime Minister Special Scholarship Scheme is a scholarship provided to students who belong to the Jammu and Kashmir state are doing their higher education

anywhere outside the state. The scheme was started from the year 2011 and is provided to students who have completed their school education and are going for higher education outside the state. According to the scheme, each year 5000 students from the state are provided the scholarships which meet their expenditure of Academic Fee and Maintenance Allowances (hostel and mess fee, the cost of books and other charges). The scheme has been used in the section, just to get an idea about the rise or fall in the number of students from Ladakh coming into other states of India.

Figure 6.17: Number of students who received the PMSSS over the year 2015-16 to 2019-20



Source: AICTE Data, 2019

The trend of students from Ladakh who take advantage of the Special Scheme is growing year by year (Figure 6.17). The Council gives 5000 fresh scholarships every year to students domicile of Jammu and Kashmir. Although the recipient of the scholarship from the Ladakh region is exponentially increasing however if we look at it with the total number of scholarships the Council gives per year it is very low. In the latest year (2019-20) out of the 5000 recipients, only 339 were from Ladakhis. So questions regarding the PMSS scholarship were also asked to the respondents in the questionnaires. 61% of the respondents were not at all aware of the PMSSS scholarship (Table 6.10)

Table 6.10 : Respondents awareness about PMSSS

Response	Number	Percentage
Yes	57	39%
No	88	61%
Total	145	100%

Source: Primary Data Compiled by the author, 2019

Among the respondents who were aware of the PMSSS Scheme, many could not avail it because of not having complete information regarding the scheme. Some respondents are aware of the scheme but because of not having complete information about:

I was aware of it and I did apply for it and also did everything possible to get it, by completing the documents on time after the exams. But we did some mistake in filling the choices of colleges as we did not have full information about the scheme. Due to which during the allotment of the colleges we got other courses than the ones we actually wanted to study. We got the colleges in Bangalore and Punjab etc. and I could not go.

Chuzin (CD1 Women College)

I faced the problem in filling the right choice of colleges because of which I did not get good colleges. So, I left the option.

Rabia (CJ1 Women College)

So, because of not having proper information about the scheme is not able to be fully utilized by the students from Ladakh. Because of the lack of information they get college in far places like Bangalore and Haryana because of which they could not make use of the scheme.

6.5 Other Observations

Besides the identification of the factors which are responsible for students to move outside Ladakh for higher education, some challenges being faced by students were also observed during the interviews. They are discussed below under separate heads.

6.5.1 Harassment:

Ladakhi students face various kinds of harassment in the places they reside in. In the present study, the harassment complaint has mainly made by the students in Jammu than in Delhi. Both the student union heads interviewed stated that they get a lot of complaints regarding student harassment in Jammu

Ladakhi student harassment in buses in Jammu where the buses conductors ask for full fare from Ladakhi students who are identified from their facial features...Ladakhis are also called by various names like “Chinku”, “Chene” etc

President (All Ladakh Student Welfare Association Jammu)

Because of being Ladakhi people here do not treat us very well.

Shahin (Co-Ed College Jammu)

The perspectives highlight the problem of harassment Ladakhi students face in areas they reside for the pursuance of education. The complaint has been observing more in Jammu than in Delhi. The reason for it can be the larger number Ladakhi students are residing in Jammu compare to Delhi and because Jammu has lesser diversity of people, the Ladakhis becomes the attack.

6.5.2 Academic Challenges

Students from Ladakh face various challenges regarding their academics in colleges in Delhi and Jammu. According to them, their classmates in the colleges are very strong academically and they could not cope up with them initially.

Unlike us who in their 10th class studies only 10th class level things, students here go to tuitions and clear the subjects of 11th and even 12th class and then in 12th class they prepare for JEE Mains etc. So students here prepare for any kind of competitive exams from as early as in 10th class...it is tough to compete with them.

Rigzin (Delhi Co-Ed College)

Sometimes I do feel inferior to see the understanding level of other students.

Rabia(Jammu Women College)

Many times in the classes the teachers give lectures in English and it is very difficult for the students to comprehend them.

President (All Kargil Student Association Delhi)

The finding reflects that Ladakh students face issues in coping up with their studies in colleges in Delhi and Jammu. Even though they face problem related to academics but the students are very motivated are “working hard’ to cop up. Even some students see the challenge as a way to push themselves hard.

6.5.3 Accommodation Problem

Accommodation problems in places like Jammu and Delhi is common to students. The accommodation problem includes harassment of landlords and high rent problems.

“Accommodation problem has also increased in the last 3-4 years. Earlier we used to get proper rooms for only Rs1500. But now for Rs.1500 the room you get are not even good for living”

President (All Ladakh Student Welfare Association Jammu)

6.5.4 Safety Issue

Safety is one of the biggest concerns, particularly among the Ladakhi girls’ students. In urban centres like Jammu and Delhi where they do not have their parents or any guardian with them, they are very concerned about their safety and security.

First of all, of course it is Delhi and girls' safety is a huge issue as you are a girl. If I call home they start telling us scenes from “Crime Petrol” etc.

Zubida (Delhi Women College)

Women harassment cases we can see of Ladakhi girls, just recently last year there was a harassment case of our Ladakhi female student at Jammu Medical College. There are mobile phone snatching cases also reported which are particularly targeted on Ladakhi students.

President (All Ladakh Student Welfare Association Jammu)

So in the light of the above discussion, it can be said that even though Ladakhi female students do come outside Ladakh for their education, but they stay here in constant fear regarding their safety and security.

6.5.5 Student Unions play crucial roles for Ladakhi migrants students:

Associations like the Student Unions operating in Jammu and Delhi provide helps to the Ladakhi students in many ways. The Student Unions organizes various religious and cultural functions in forms of meets and festivals celebration. This kind of functions help the Ladakhi students meet and interact with other Ladakhi students and discusses their problems. The students also acknowledged the importance of Student Unions:

The Ladakhi student union plays a very positive role for the students in Jammu. They fight for their rights. Beside they organize various counselling programs which helps students a lot.”

Student from College J1

"They make us feel homely"

Student from College J2

“If we face any kind of problem, we know that we can discuss them with the Ladakhi society.”

- College Delhi 2

“Yes, During admission time they help us. They help in finding proper facilities e.g. rooms, P.G etc. Provide medical facilities during emergencies.”

- Student from Delhi College 1

So the Student Unions functioning in places Jammu and Delhi are very active in assisting the Ladakhis students in many ways. They carry out a large number of functions from making students comfortable at the destination place to provide them academic guidance. The Unions are also the first place where the students go when they faced problems of harassment and other difficulties like accommodation and medical facilities.

6.6 Conclusion

The chapter gives a detailed description about the various push and pull factors responsible for the student from Ladakh to move outside the region for higher education. Section one of the chapter discusses the identified push factors that force students from Ladakh to move outside their home region. Factors like unavailability of higher education facilities, decent financial and academic background, geographical proximity, unavailability of facilities like library and coaching centers, and the desire to return back home after the completion of studies, force students to out migrate from Ladakh. The second section of the chapter discusses the various pull elements in the destination places like availability of adequate education facilities, a conducive environment, better job prospects, personality development, family networks, opportunities and aspirations, and government's financial assistance which motivate students to migrate to the urban centers for higher education. The chapter also contains some miscellaneous observations, which the investigator came across while conducting the study. It was found out the Ladakhi studying in Jammu and Delhi face serious issues of racial harassment, accommodation, academic challenges, and safety issues. All these findings are the results of the primary data collected through interviews and questionnaires.

Chapter-7

Major Findings and Recommendations

7.0 Introduction

The chapter includes the major findings of the study, based on the analysis of the primary and secondary data. The study has three major objectives and the chapter contains a detailed explanation of the findings of the study as per the objectives of the study. The chapter also presents a detailed recommendation the study gives.

7.1 Major Findings of the study

Major Findings for the study are given in three sections. These are divided as per the objectives of the study. The findings are derived from the analysis chapters given in the earlier chapters.

7.1.1 Landscape of Higher Education in the Ladakh region: Based on the analysis of the data collected to address the first objective of the study, “To study the present landscape of Higher Education in Ladakh region”, the major findings are listed below.

1. There is a rise in the privatization of school education in Ladakh. This privatization of school education is rising aspiration among Ladakhi youth to go for better quality higher education.
2. There are four degree colleges in Ladakh and two colleges of technical education and not even a single proper single university yet.
3. There is no private college in the Ladakh region as of now .
4. Ladakh also does not have any professional colleges like B.Ed colleges or Nursing Colleges. Large number of students from Ladakh are pursuing professional courses like that of B. Ed and Nursing from places like Jammu.
5. With the rise in the number of higher education institutions, there can be seen a rise in the enrollment higher education in the region.
6. There have been huge gaps in the establishment of higher education institutions in the region because of which the newly built institutions are not well established. This can

be the reason for the large number of student migration from the region as the newly created colleges are not yet fully established.

7. There is a rise in the enrollment of students in the higher education institutions in the region, however, in the year 2018-19 there is a fall in the enrollment. This can also relate to the rising phenomenon of migration from the region.

7.1.2 Scenerio of inter-regional migration among the youths of Ladakh: Based on the analysis of the data collected to address the second objective of the study, “To study the present scenario of inter-regional migration for higher among the youths of Ladakh”, the major findings are listed below.

1. There is an increase in the intra-state mobility among the people of Ladakh from the year 2001-2011. This increase has even reached up to 50% in some districts like Srinagar.
2. Of all the 22 districts of Jammu and Kashmir, the main destination for inter-state migrants of Ladakh is Srinagar and Jammu, which are the main cities of Jammu and Kashmir.
3. Almost all of the migrants from Ladakh are resending in the urban areas of district Jammu and district Kashmir than in rural areas.
4. The intra-district migration among the two districts of Ladakh reveals that Leh district receives more migrants from Kargil and it is other way around for the Kargil district. The number of migrants from Kargil district to Leh district has doubled in 2011.
5. Like all over the country, female out-migrants from Kargil outnumber male out migrants. Marriage can be assumed as the reason for migration among females.
6. An estimation done from the data given by the Student Union Heads of Ladakh operating in Jammu and Delhi found that around 16% of the youth population of the region are residing in Jammu and Delhi for purpose of Higher Education.

7. According to the Union Heads, the number of the youth migrants to Delhi and Jammu is drastically increasing. When the situation worsened in Kashmir, the number of Ladakhi students in Jammu, in particular, has increased rapidly.
8. There are approximately 9,000 Ladakhi students studying in Jammu and approximately 3,200 students studying in Delhi. The number of students from Ladakh is much more in Jammu than in Delhi because of the much obvious reasons like, closer distance from home and economically viable.
9. In both Jammu and Delhi, the number of students from Leh outnumbers the number of students from Kargil.
10. There is a decreasing trend in the number of male students hailing from Leh district to Jammu. The reason for which is that students today can afford to go to other places like Delhi and Chandigarh.
11. There are 37 students from the Ladakh region enrolled in the sampled Co-Ed college in Delhi, in which 26 are male and 11 are female. The enrolment trend in the college is decreasing. The reason identified for the occurrence is the high cut-off rates in North Campus colleges of Delhi University for admission due to which students from Ladakh are dispersing more towards Central and South Campus of Delhi University.
12. There are 26 students from the Ladakh region enrolled in the sampled female college in Delhi. There is an increase in the three year tend in the enrolment of Ladakhi students in the college.
13. There are a higher number of students from Leh than Kargil in the sampled colleges of Delhi.
14. While in Jammu, the situation was just the opposite. Sampled colleges of Jammu had a higher number of students from Kargil than Leh. Of the total respondents in Jammu more than 80% of them were from Kargil.

15. The sampled Co-Ed college of Jammu have an enrolment of 108 students from Ladakh and the last three years enrolment trends shows a decrease in the enrolment of Ladakhi students. The reason identifies are the college's lesser intake of students in the last years.
16. In the sampled Female College of Jammu there are 148 Ladakhi students enrolled.
17. Programmes like B.A Honers, B.Sc. Honors and B.Com were majorly opted by Ladakhi students studying in Delhi
18. In the sampled colleges in Jammu, the Ladakhi students are mainly admitted to B.A Programme and B.Sc. Programme and few students are also admitted to BBA and BCA programmes.
19. In both the sampled co-education colleges, the number of female students is very low compare to the number of male students.
20. In the sampled women colleges of both Jammu and Delhi, the number of students from Ladakh shows an increasing trend.

7.1.3 Factors responsible for Ladakhi students to out-migrate for Higher Education outside the region

Based on the analysis of the data collected to address the second objective of the study, "To explore the various factors responsible for Ladakhi students to out-migrate for Higher Education outside the region", the major findings are listed below.

7.1.3.1 Pull Factors for migration:

1. There is a lack of avenue for higher education in Ladakh. The available higher education institutions of Ladakh are affiliated to the University of Kashmir and the disturbing situation of Kashmir maneuver its impact on the higher education institutions of Ladakh causing a three-year degree to take four to five years to complete. The inaccessibility to quality higher education because the colleges are being affiliated to the University of Kashmir is the main reason why students from Ladakh migrate for higher education.

2. The change in Ladakhi economy from an agro-pastoral one to a cash economy because of the rise in the government, private jobs, and other businesses like tourism, etc. is an important factor pushing students to out-migrate. 70% of the respondent's fathers are employed and 87% of the respondents' fathers are literate. This finding is also inconsistent with the studies of Sapare (2014) and Christie (2007) as their studies also found a positive relationship between the financial background of the student and migration.
3. However, there is a dichotomy between the financial condition of the respondents in Jammu and Delhi. As because of financial constrain, students choose those destinations which are economically affordable (Yong 2008), Ladakhi students with larger family size attracts to Jammu because Jammu is economically affordable and students with smaller family size go to Delhi.
4. Mother's literacy levels have an impact on the destination of choice of the student. As in cosmopolitan Delhi, 66% of the respondent's mothers are secondary and higher secondary literate while in Jammu, 61% of the respondent's mothers are not even literate
5. Academic talent/ Good marks in previous exams are also an important reason for students to migrate outside. In Jammu, 35% of the respondents have 60-69% in their 12th class examinations and around 30% of them have a score of 70-89% in their examinations. In Delhi, 31% have a score of 60-69%, while 53% of the respondents have a score of 70-89% in their 12th class examinations.
6. Good academic background is an important factor for the choice of destination as well. Students with private school background and CBSE board prefer to go the Delhi over Jammu while students with government school and state board background prefer Jammu over Delhi. This indirectly shows the income disparity in choice of destination.
7. A student's migratory experience is also identified as a push factor for his/her migration. Students use their first migration destination as a foothold for further migration (Longkumer, 2015; Yong, 2008). Among the respondents, 64% of them

have carried out migration sometime during their school time. Among those who experienced prior migration, 53% have moved within Ladakh which includes movement of both inter-district migration and rural-urban migration and, 30% of the respondents outside Ladakh for their school education. So, students who migrate for higher education have a prior experience migration in their school education also.

8. Besides the basic higher education, Ladakh being an underdeveloped remote region also lack access to important facilities like coaching centre, libraries, book stores, etc. which is also forces students to migrate. Facilities like good coaching centres are the need of today's education. They give some extra assistant to the student to help them cope up with their academics and the availability of coaching centres helps students to study other things besides academics.
9. One of the push factor identified for students from Ladakh come to urban centres like Jammu and Delhi and Jammu is the hope that after the completion of their studies, they would return back to home. This is a very unique finding that the study has come across and is contrary to the existing works of literature which believes one of the major determinants for student migration is the intention of permanent residence at the destination (Tan 2012; Wadhwa2016; Bass 2006; Jhonsan and Regets 1998).In the present study, 81% of the respondents strongly believe that they would definitely go back home after their studies. The reason for this is the attachment with the home as all of the interviewees responded that no place is better than Ladakh. This can be further related to the tribal character of the people of Ladakh as almost 80% of the population of Ladakh is Scheduled Tribe. As tribes have a strong link to their territories and are shy of contact with other communities (Singh, 1997).
10. Geographical proximity also appeared to be a determinant for the student's choice of destination. Students who are residing in Jammu are attracted to Jammu because of its nearer distance with Ladakh. This is in corresponds with the studies conducted by Alm& Winters (2009); Agasisti and Bainco (2006);Hossler and Gallagher (1978) and Longkumer(2015).

7.1.3.2 Pull Factors for migration:

1. Because of the inaccessibility to quality higher education in Ladakh its, the availability of good quality higher education in the destination places like Jammu and Delhi is the main motivation for students from Ladakh to out-migrate. Human capital does not flow from poor country to rich country, but it rather flows from country with low quality education to the one with high quality education (Brezis and Soueri 2011). The study revealed that 90% of the respondents responded that would there have been quality higher education in Ladakh, they would never have migrated outside.
2. However, there is a dichotomy between students studying in Jammu and Delhi in their satisfaction level regarding the quality of education. In Delhi, almost 90% of the respondents are satisfied with the education they get however in Jammu only 50% are satisfied while the other 50% are not satisfied with it. As students studying in Jammu are financially weaker than the ones in Delhi, the economic constraints are hindering students to pursue quality higher education even outside the home. The same phenomenon has been found in a study of Sapare(2014), according to which study low-income students attend colleges of marginal or low quality, while students with high family income likely to attend colleges with relatively higher quality.
3. The study also brings into light that a conducive environment at the destination place positively impacts student's migration. The finding reveals 77% of the migrants strongly expressed that a peaceful environment at the destination helped them to migrate to Jammu and Delhi.
4. Better job prospect is an important motivation for out-migration of students as post education economic prospect of studying from good colleges are higher (Tan 2012; Anthais 2008; Khimani et al 2007). 76% of the respondents have an affirmative response that coming to Jammu/ Delhi can help them to better job opportunity. Student migrants from Ladakh are also of the view that acquisition of better quality education from places like Delhi and Jammu can add to their chances for better job prospects in the future.

5. Coming in contact with people of different languages helps them the development of their overall personality. 77% of the student strongly agreed that migration helps in improving communication skills and 70% of them strongly agreed that it helps in building confidence. The students responded that they see a lot of improvement in themselves in terms of improvement in communication skills and self-confidence. Earlier researches conducted by (Smith and Gergan,2015) also find the same results that the youths of Ladakh coming to urban centres like Delhi develop their own understanding of the world that they form by negotiating between their traditional upbringing and the cosmopolitan cultures of the cities they migrate to.
6. Almost 60% of the respondents have someone from their family members who are staying outside Ladakh. The findings also indicate that in Jammu the students have more family members residing compare to Delhi, convenient accessibility of the region can be a reason for the occurrence. The same result, that is the presence of friends or family members at the destination place can be acting as a magnet for migration of students, was also found in the studies of (Beine et al 2013; Yusoff 2010; Mazzarol and Soutar 2001).
7. Another important finding that came into light is that almost all (95%) of the family members of the respondents who are residing outside are pursuing education in various parts of India including Jammu and Delhi.
8. According to the respondents, the excitement of a new place is also a motivating force for their migration. About 60% of the respondents do agree that in the new places they do get to fulfill their aspirations and also enjoy the metropolitan cities. In metropolitan cities they “enjoy their youth to the fullest”, however, the main reason for migration is quality higher education only. This factor for migration is also in line with the studies conducted by Smith and Gergan(2015) and Smith (2017)who also find out that coming outside of Ladakh helps the Ladakhi youth to pursue their own aspirations. The finding of the present research highlights that coming to Jammu and Delhi helps them to understate the level of competition in education and exposure to better further education. Jammu and Delhi being an educational hub provide for a very suitable environment for the pursuance of higher education to the Ladakhi students. Here they

come to know about the widest scope they can have for education and job opportunity also.

9. Financial assistance like the Prime Minister Special Scholarship Scheme is a helping hand to those students who are studying outside Jammu and Kashmir, as a financial assistant is a motivation to move (Mukherjee and Chanda(2012). There are 339 students from Ladakh who received the PMSSS scholarship and are studying in various parts of the country. However, the number is much lower compared to the total number of students the scholarship is provided in a year that is 5000. The findings of the study bring into light that 61% of the respondent are not at all aware of the scheme. Many who were aware of that the scheme did not have full information about it because of which their scholarships got cancelled.
10. It has also come into light that students from Ladakh are facing harassment in the destination places because of their facial features and language accent. They are called by names like “Chinki”, “Chini” etc. The complaint harassment has been observed more in Jammu than in Delhi. The reason for it can be the larger number Ladakhi students are residing in Jammu compare to Delhi and because Jammu has lesser diversity of people, the Ladakhis becomes the centre of those kinds of attack.
11. Ladakhi students face serious academic challenges in the colleges they are studying in. Difficulty in understanding of the language, and coping up their “academically strong” classmate put them in great academic pressure. According to them, their classmates in the colleges are very strong academically as they have been getting proper education from the very initial stages and this makes the students difficult to cope with their mates.
12. Accommodation problems in places like Jammu and Delhi is common to students. The accommodation problem includes harassment of landlords and high rent problems. This put them in the double pressure of academic pressure and housing problems.
13. Student Unions plays very important role in helping the migrated students academically as well as emotionally. They provide academic counselling to students

and conduct student interaction in forms of meets and other religious and cultural functions.

14. Safety is one of the biggest concerns particularly among the Ladakhi girls' students. In the urban centres like Jammu and Delhi where they do not have their parents or any guardian with them, they are very concern about their safety and security. In Jammu the Student Union heads gets a lot of complain about harassment of women. Even though Ladakhi female students do come outside Ladakh for their education, but they stay here in a constant fear regarding their safety and security. Though Ladakhi female students do come miles away from home for pursuing higher education, but they stay here in a constant fear about their safety and security in the host places.

So the study revealed that the unavailability of higher education facilities is the main and most obvious reason for the migration of Ladakhi students. However, this phenomenon is further backed by the various push and pull factors that motivate the migration of students. With the constant unavailability of higher education facilities in Ladakh and on the other hand with the increase in the other push and pull factors, such as rise in the economic condition of people, easy transportation, competition in employment and job market, availability of quality higher education outside the region etc. has caused a huge increase in the outward mobility of students from Ladakh.

7.2 Major Recommendations:

After analyzing the findings of the study, the study would recommend the following regarding the higher education migration among the youths of Ladakh. The study suggests the following recommendations for the policymakers:

1. Need for Accessibility of adequate higher education facilities

The findings of the study revealed that there is a lack of adequate higher education facilities in the Ladakh regions. This is the main reason why youths from Ladakh are migrating outside the region. So it is the need of the hour to improve the higher

education system of the Ladakh region. This should be done by providing adequate higher education facilities with full facilities in terms of infrastructure and management. Ladakh is an educationally backward region with inadequate higher education facilities (UGC,2008; CPRHE 2018). Higher education the basic need of present 19th-century youth so higher education facility is the basic necessity of today's Ladakh.

2. Need of professional colleges

It is also a fact that there is a dearth of professional colleges in the region. Let alone professional colleges like that of engineering or medical, there is not even any B.Ed. college or nursing college in the region. From the findings of the study, it has come into light that a large number of students from Ladakh are doing vocational programs like Nursing and B.Ed. from colleges in Jammu. So there is a need for professional colleges in Ladakh and the concerned authority must take this issue seriously for future socio-economic development of the region.

3. Need for Fully functioning University

The study reveals that the main reason for students from Ladakh to migrate for education is because of the inefficient working of colleges in Ladakh. This is caused by the affiliation of the existing colleges of Ladakh to the University of Kashmir. The unavailability of post-graduation avenues is also an important reason for student migration. So Ladakh needs a full flagged University which should also administer the existing colleges of Ladakh so that the colleges would not have to be dependent on Kashmir University. Very recently the government of India has sanctioned a University in Ladakh with existing colleges as its constituent colleges. This although is a very positive initiative from the government, but it is important that the government provide the University with all the facilities so that the University start could functioning as early as possible and stop the forceful migration from the region.

4. Make education migration voluntary not forceful

Based on the decision-making approach, Fernie&Pitkethal (1985) classified migration into voluntary and forceful migration. Voluntary migration is one that is based on the choice of a person while a forceful migration is one that is impelled. Voluntary migration for higher education has no issues with it, however, when migration for

education becomes a forceful one it makes education a privilege of only those sections of the society who can afford it. Because of this forceful migration, the students from Ladakh choose to stay in places like Jammu because of economically affordable and geographically nearer to home. In that process, the students get to do with even unsatisfactory education even after coming miles away from home. So this kind of forceful migration, on one hand, puts a lot of burden on the students emotionally and economically and on the other hand, it does not even satisfy the need for quality education to the students. So Ladakh must have at least satisfactory education facilities so that educational migration from Ladakh at least would not be forceful. And those who cannot afford to go outside at least have an option of quality education facilities in Ladakh only.

5. Breaking the hierarchy in access to higher education

According to the current study, students with marginal income choose Jammu for pursuing higher education and students with better income to choose Delhi. The students studying in Jammu are relatively not satisfied with the quality of education they get compare to the students studying in Delhi. Those students who cannot afford to migrate anywhere stay in Ladakh only as family's financial constraints play a key role in students' migration student's decisions Christie (2007). This causes the students with lower family income to attend colleges with marginal or low quality, while students with high family income likely to attend colleges with relatively higher quality. This further results in the formation hierarchy in access to higher education among the Ladakhis which does not goes in accordance with India's policy of equal access to higher education for all the sections of the society. So it is very essential to provide access to higher education in Ladakh so that this hierarchy in access to quality higher education gets minimize.

6. Improvement in Higher Education Facilities in Jammu

Jammu being economically affordable and geographically closer to Ladakh is a very viable destination among the Ladakhis. However, the study found that Ladakhi students in Jammu, in particular, are not satisfied with the quality of education they receive in the destination place even after coming miles away from home for the pursuit of quality higher education So the improvement in higher education in places like Jammu is the need of the hour because it is catering to the needs of not only the

local students but also to the miles migrated Ladakhi students. Jammu is also an alternative for those students who cannot afford to go to places like Delhi because of economic constraints, so higher education facilities need to be up to the mark.

7. Special attention to Ladakhi students during the initial years of study in College

It has come to light from the study that Ladakhi students face various academic problems in their destination of migration at least in the initial years, i.e., Ist Year positively. It was revealed that students could not understand teacher's lecture or difficult to follow teachers' language in the beginning because of the 'communication problem'. Moreover, they could not speak up their problem or interact much with teachers due to lack of confidence. It is also revealed that the Ladakhi students, who have a humble educational background, find it difficult to cope up with their fellow students who have studied from eminent schools from the various urban centers. Besides these academic pressures, Ladakhi students also find it difficult to adjust to the heat and over crowdedness of places like Jammu and Delhi. So the teacher should take into consideration these issues while delivering lectures and give special attention, particularly to the Ladakhi students.

8. Awareness about PMSSS

The Prime Minister Special Scholarship Scheme is extended to students from Jammu and Kashmir is a very positive initiative from the Government of India. The Scheme provides for Scholarships to students who are domicile of Jammu and Kashmir to study in the colleges in India. The scholarship is being availed by students from the Ladakh region is also rising exponentially. However, it can be even helpful to more disadvantaged students from Ladakh if proper awareness about the scheme is delivered. The study found out that 61% of the respondents are not aware of the scheme and those who were aware did not have clarity about the choice of colleges because of which they fill the wrong choices which cause them to get admissions in colleges which were far southern states. So the student must give proper counselling to the scheme in their secondary schools only.

9. Coaching and Library facilities in Ladakh

Other than accessibility to colleges availability of coaching facilities and facilities for good libraries is also the need of a student. And because almost 90% of the population of Ladakh is tribal, the government should set up coaching facilities and library facilities to students within Ladakh. Most of the students' migrants mentioned that unavailability of facilities like that of coaching centers and library facilities is also a hindrance in the way of higher education accessibility in the region.

10. Courses apart from the conventional subjects to teach in colleges in Ladakh:

The findings of the study revealed that students from Ladakh after coming miles away from home studies the usual subjects which are provided in colleges. Undertaking higher education in some of the conventional programs by a large number of students will only cause the employment burden of some types of jobs only.

Ladakh in itself is a very unique region in terms of geography, culture, and environment. So the avenues employment in the region should be based on the cultural, geographical, and environmental needs of the region. In the colleges and the newly formed University of Ladakh, subjects should be taught in the colleges regarding tourism, agriculture, pashmina rearing, environmental conservation, cultural conservation, etc. This kind of modification in the courses of study at the initial stage of higher education development can be very helpful in providing not only quality but sustainable education. This kind of contextualize education can be very helpful for a culturally and environmentally sensitive region like Ladakh. But before that proper counselling to the students regarding breaking the stereotype is highly quintessential.

11. Accommodation facilities

In places far away from home, students in Jammu and Delhi face many problems and, accommodation is one of the most difficult issues students from Ladakh are facing. Staying away from home on their own, in an urban center like Delhi and Jammu, students face serious safety concerns particularly by the female students. So providing proper accommodation facilities in the form of additional seats in hostels or other accommodation facilities is a need for Ladakhi students. In Jammu, there is already a boys hostel established which is accommodating around 300 students from Kargil

district of Ladakh. Such kind of hostel facilities is urgent for the female students as there is a rise in the issue of female safety.

12. Student Grievances Cell for Ladakhi students

A student grievances cell in Jammu and Delhi is an urgent requirement for Ladakhi students. The Ladakhi students face various kinds of harassment because of their unawareness about the cities. The students face harassment in forms of racial comments and also issues of mobile snatching and sexual harassment in the urban centers. So a grievance cell for the students is an important requirement at the moment to take care of the students' problems in a proper manner.

13. Making the Student Unions Stronger:

In places where the Ladakhi students do not know anyone, it is the Student Union who helps them with everything. There is a need to recognise their efforts and make the stronger by providing them all assistance both financial and others to help them grow more strong. The Student Unions can also be used as platforms to give students guidance and can also use to assist students during admissions in colleges. The Unions can also be used to provide awareness about government initiative like the PMSSS. As the student unions works with the migrated students at ground level they should be taken into account while making education policies in Ladakh.

14. Availability of Migration Data

Because educational migration is a rising phenomenon in Ladakh, the study strongly recommends the Union territory of Ladakh to keep track of the students who are migrating outside Ladakh. The study also recommends surveys like NSSO to cover Ladakh in its surveys so that proper research on the area is possible. The availability of such data can be very helpful in terms of research as well as providing financial and other kinds of assistant to the students.

7.3 Conclusion:

The chapter highlights the major findings of the study came after a detailed analysis of the study. The findings of the studies are categorized as per the objectives of the study. The findings regarding the various push and pull factors responsible for

migration of the study are also discussed separately. The unavailability of adequate higher education facilities is the main reason which forced students outside the region to pursue higher education. This forced migration for higher education facilities in the region further creates a hierarchy in terms of access to higher education facilities as those who cannot afford migration stays at home, those who can afford some kind of migration go to Jammu for higher education facilities and those who are financially well off migrate to educational hubs like Delhi and access good quality higher education. So, the study recommends the government and policymakers to immediately provide adequate higher education facilities in the Ladakh region. The study also recommends the concerned authorities to provide accommodation facilities, coaching centers, and grievance cells in the destination states to ease the living of the Ladakhi students in those regions.

CHAPTER-8

Summary and Conclusion

8.0 Introduction

The present study was undertaken with a view to understand scenario of higher education in Ladakh, the pattern of migration of youths and the factors responsible for their migration. The study is based on both exploratory and explanatory kind of study and has used both qualitative as well as quantitative data to explore the issue in depth. The respondents for the study were students, student unions, and college administrators. Questionnaires and interview schedules were employed to collect data from the respondents. Beside information was also collected from secondary sources like AICTE, AISHE, UDISE and CENSUS of India to understand the overview of higher education as well as migration of India as a whole and Ladakh as particular. The analysis procedure for the study is embedded qualitative within quantitative that is the qualitative findings are used to support the quantitative findings. The summary of the findings, recommendations and suggestion for further research is being presented in this chapter.

8.1 Summary of the findings and conclusion

Education is an important means to shape human personality as well as the society in a better way. Higher education has the double benefit of individual personality development and individual economic prosperity leading to the economic growth of a country. Besides its moral and cultural aspect, higher education has huge socio-economic implications on individual citizens of a country which further potentially impacts the socio-economic development of a country as a whole. Because of that additional benefit, the social demands of tertiary education is massive. The government of India to meet the rising demand for tertiary education has been focussing on its policy of expansion of higher education from the very beginning. To give access to higher education a large number of higher education institutions have been established since independence. For it, India also took the help of the private

sector which enormously increased in the 1990s because of India's policy of economic liberalization. However, besides its extensive expansion, the inaccessibility of higher education is still an issue in many parts of India.

The conceptual framework of the study maintains that because of excessive privatization backed by India's 'urbanbiasness' in higher education expansion, the higher education avenues in India get glued to the urban centres only causing urbanization of higher education facilities. This urbanization of higher education facilities causes a huge regional disparity regarding the accessibility of higher education facilities particularly to the rural and far-flung areas causing the rural, far-flung, and remote areas unapproachable to higher education facilities. Because of the reason, a large number of students from regions with poor higher education facilities are left with no option but to migrate to educationally advanced regions for pursuing higher education. This inter regional migration is at the same time determined by various social, economic, political, cultural, and personal factors. However, this forced migration is not easy as it put a lot of pressure in terms of emotional and financial burdens among the migrated students.

Although the unavailability of higher education is the primary reason for students from some regions to migrate to other places for higher education. However for the migration to happen various other factors come into play. Those factors can be either push factors that drives a student out of his home or pull factors which attract the student to host place.

The same issue is also being faced by the current youths of Ladakh. Ladakh is a remote region with almost 80% of its population is Scheduled Tribe, has been deprived of higher education facilities. There are only two degree colleges in Ladakh providing higher education which have not been adequate from the youths of Ladakh. This forced the Ladakhi youths to migrate to other places in search of higher education. With that problem in the background the study attempts to understand the landscape of higher education in Ladakh. The study also examined the scenario of higher education from Ladakh and explored the determinants of migration. The summary of the findings are listed below:

1. The findings of the study revealed that there is an inadequate facility of higher education in the region.
2. The available colleges in Ladakh are affiliated to the University of Kashmir and because Kashmir remains in conflict majority of the time, the colleges in Ladakh also get affected by that. There is always a delay in the examination and result dates due to which according to the students cause a three-year degree course to take four to five years.
3. Because of the unavailability of a proper university in Ladakh the Ladakhi students are left with no other option but to migrate outside the region for higher education.
4. The study also revealed that around 16% of the youth of Ladakh out-migrate for higher education in Jammu and Delhi.
5. Jammu is more geographically accessible and economically affordable to the people of Ladakh region. Because of the reasons Ladakhi middle-class families migrate to Jammu for pursuing higher education. Delhi is also an option for many but because Delhi is very much expensive compare to Jammu is attracted by only a few elites.
6. However almost 50% of the respondents who are studying in Jammu are not satisfied with the quality of education they get in the destination.
7. In the colleges in Jammu, the students are studying the conventional courses like BA, BSc, B.com etc. While in Delhi majority of students are studying B.A Honors, B.A program and B.Com.
8. The finding of the study revealed the unavailability of adequate higher education facilities in Ladakh which is further intensified due to the affiliation of colleges of Ladakh to the University of Kashmir, is the main reason for their migration. According to findings of the study unavailability of a proper university is also emerged as a chief factor for students to move outside.
9. Parental background in terms of occupation and education level of the parents plays an important role in student migration as the study revealed that the majority of the students' fathers have employed and are literate.

10. It has come into light that students studying in Jammu are financially not as strong as the ones in Delhi. In Jammu the majority of the students have a larger family and have studied from government schools. Contrary to it students in Delhi have a smaller family, well-educated mothers, and studied from private schools. This shows that students with lower family income are more attracted to Jammu as a destination while students with higher family income are outmigration mainly to Delhi, it thus reveals an income-based hierarchy in access to higher education.
11. The students' academic background in terms of marks obtained by the students in 10+2 is also an important factor for student migration. The majority (57%) of the respondents have a score of 70% or more than it in their 10+2 exams. However a clear dichotomy can be seen among the two major destinations regarding the marks the students score in their 10+2 exams. In Delhi the number of students who score higher marks is more compare to the number of students who score lower marks and the same is vice versa in Jammu. So students marks obtained in 10+2 have a direct impact on the destination of choice.
12. One of the interesting results the study finds out is that the majority (64%) of the respondents have already a migratory background. The students have already migrated in their previous years and the majority of them migrated within Ladakh during their school education.
13. Geographical proximity also appeared to be a determinant for the student's choice of destination. Students who are residing in Jammu are attracted to Jammu because of its nearer distance with Ladakh.
14. The unavailability of facilities like libraries, good book stores, and coaching centers in Ladakh also acts as push factors for student migration.
15. A unique finding the study reveals that migrant students from Ladakh desire to go back home after the completion of their studies. This goes in contrast with

the findings of the studies conducted by Yong (2008) and Longkumer (2015) which highlighted that the migrant student use their current destination of migration as a stepping stone for further migration, the migrant youth of Ladakh wants to go back home after their studies. This is in itself a very unique phenomenon. This hope of going back home is an important push factor for student migration.

16. Obviously the availability of higher education facilities is the driving factor that attracts students to Jammu and Delhi.
17. Beside the study also made it evident that student migrants from Ladakh are of the view that acquisition of better quality education from places like Delhi and Jammu can add to their chances for better job prospects in the future.
18. The study highlights that migration to urban centres like Jammu and Delhi has a positive influence on the overall personality development of the students in terms of building confidence and improvement in communication skills. The respondents admitted that being away from family on one hand makes them homesick however on the other hand it makes them independent decision makers and responsible persons. However these are obviously not the primary reason for their out-migration.
19. The study illustrates that the majority (58%) of the respondents have someone from their family members who are staying outside Ladakh. Thus family network plays a very important role in the out-migration of the Ladakhi students.
20. Another important finding that came into light is that most of the family members of the respondents are pursuing education in various parts of India including Jammu and Delhi. So education is the only reason dragging students out of their home to various states of India.
21. The study exhibits that excitement for a new place also plays a role in student migration, the respondents revealed that coming to a cosmopolitan city which

large avenues for anything they want to do, helps them to fulfil their aspirations.

22. Besides the exposure regarding their academics the students get in their destination places play a key role in broadening their perspectives regarding the subjects they are studying. Jammu and Delhi are educational hubs in their own places that give a very suitable environment for students from Ladakh to receive a full flagged education.
23. The financial aid in the forms of the Prime Minister Special Scholarship Scheme is playing an important role in reducing the financial burdens of the students. At the same time it has also come into light that students are not aware of such schemes which deprive many students to take full advantage of the scheme.

The unavailability of adequate higher education facilities accommodated by various other push and pull elements force students from Ladakh to migrate for higher education. However after coming outside Ladakh for the pursuance of Higher education the Ladakhi students face various problems in the destination places.

1. The students face harassment because of their facial features and language accent. During their initial stage students face serious difficulty in comprehending the classroom lectures because of the language difference.
2. They also experience huge academic pressure for being academically not as sound as their counterparts who have studied from good schools from the urban centers.
3. Apart from accommodation and safety in particular to female students are serious issues faced by students in Jammu and Delhi.

8.2 Summary of Recommendations

After analysing the findings of the study, the study recommends various recommendations regarding the higher education migration among the youths of Ladakh:

1. The study strongly recommends making accessible adequate higher education facilities to Ladakh. The study recommends providing all the needed financial as well as other assistance to the newly established University of Ladakh so that it could fully function very soon and stop the forceful migration from the region.
2. The study suggests the establishment of professional colleges like B.Ed. colleges and Nursing Colleges in Ladakh at the onset of its need as it takes time in getting them fully established.
3. The study recommends making educational migration a voluntary migration not a forceful one. Because of the forceful migration, the students from Ladakh choose to stay in places like Jammu because of economically affordable and geographically nearer to home where they get education which do not satisfies them. So Ladakh must have at least satisfactory education facilities, so that educational migration from Ladakh at least would not be forceful. And those who cannot afford to go outside have an option of quality education facilities in Ladakh only.
4. The findings of the study revealed an inequality in access to higher education which can be a form of hierarchy in the long run. So the study recommends breaking this hierarch in access to higher education facilities by providing quality education facilities to all. This can be more effective if the colleges and the University of Ladakh provide programs in courses like tourism, agriculture, pashmina rearing, environmental conservation, cultural conservation, etc.
5. The study revealed that the students who pursuing higher education outside Ladakh are studying the usual conventional courses. The study recommends the newly established University of Ladakh as well as its constituent colleges to provide higher education in courses like tourism, agriculture, pashmina rearing, environmental conservation, cultural conservation, etc. This kind of

initiative can help in minimizing the burden on conventional courses and would be more helpful in terms of employment in the region. This kind of contextualized education can be very helpful for a culturally and environmentally sensitive region like Ladakh. But before that proper counselling to the students regarding breaking the stereotype is highly quintessential.

6. The study found out that 61% of the respondents are not aware of the Prime Minister Special Scholarship Scheme which provides financial assistance to students domicile of Jammu and Kashmir studying outside. Those who were aware did not have clarity about the choice of colleges because of which they fill the wrong choices which cause them to get admissions in colleges which were far southern states. So the study suggests that the student should give proper counselling to the scheme in their secondary schools only.
7. Other than accessibility to colleges, availability of coaching facilities and facilities for good libraries is also the need of a student. The study recommends the government to provide coaching facilities to the students in the Ladakh region.
8. It is also felt that improvement in higher education in places like Jammu is the need of the hour because it is catering to the needs of not only the local students but also to the miles migrated Ladakhi students. So the study suggests the policy makers to improve the higher education facilities in Jammu.
9. The study suggests to teacher in the colleges in Jammu and Delhi to give special attention to the students from Ladakh because, due to of the communication problem, students could not properly understand their teacher's language and because of the lack of confidence they could not speak up their problems.
10. Staying away from home on their own in the urban center like Delhi is a huge safety issue particularly to the female students. So providing accommodation facilities in the form of hostel facilities is a need for Ladakhi students
11. The study also recommends the need of creating a student grievances cell in Jammu and Delhi. The Ladakhi students face various kinds of harassment because of their unawareness about the cities..
12. The study recommends the n need to recognise the efforts of the Student Unions and make them stronger by providing them all assistance both

financial and others to help them grow more strong. The Student Unions can also be used as platforms to give students guidance and can also use to assist students during admissions in colleges. The Unions can also be used to provide awareness about government initiative like the PMSSS. As the student unions works with the migrated students at ground level they should be taken into account while making education policies in Ladakh.

13. Last but not the least the study suggests the Union Territory to keep the proper record of those who out migrate from the region. This can be helpful in providing a clear illustration of the trends and patterns of migration among the people of Ladakh. Such kind of record can be very helpful for researchers to studies the nuances of migration from the region. This can also be helpful in providing any type of assistant to the migrated youth.

So the higher education which potentially raises individual prosperity through the economic upliftment of individuals is not accessible to everyone not particularly to the poor and downtrodden and the ones living in the far-flung and remote areas. This kind of inaccessibility forces the people from the rural and remote areas to migrate to the educationally advanced regions. This forceful migration put rural youth through various kinds of economic and emotional burdens. Students from places like the Ladakh region are forced to migrate to urban centers like Jammu and Delhi where they are facing various economic and emotional problems because of difficulty in adjustment to the different topography and lifestyle. This kind of forceful migration also forms a kind of economic hierarchy in the accessibility to higher education among the mass thus further creates new classes in the society. The study finds out that because of inaccessibility to adequate higher education facilities those who cannot afford stays at home and those who can economically afford some kind of migration migrates to Jammu for higher education where they though get access to education but the quality is not satisfactory and those who are economically quite strong migrates to places like Delhi where they get a good quality education. However, besides income, such kind of migration also affected by student's educational background, government's financial assistance, education level of the parents, and various other factors. So in order to avoid such kind of forceful migration and creation of further hierarchies in the Ladakhi society, the government must take

special care in making quality education accessible to the remote regions so that higher education migration can be a voluntary one not forceful. The study also comes up with a distinct finding that the Ladakhi students prefer to stay at the migrated destinations only till the completion of their education. They prefer to go back home after the completion of their education. So the study strongly recommends that the government improved the education quality of destination places like that of Jammu and provide a suitable environment for the Ladakhi students to pursue their education in a conducive environment.

8.3 Suggestion for Further Research

In the light of the present research following are some of the suggestions to undertake further studies in the area.

1. The diaspora of Ladakhi youths are increasing all over the country. Because of the limited time the current study was confined to Delhi and Jammu regions only. Further studies can be undertaken keeping into consideration other migration destinations of Ladakhi students like, Chandigarh, Srinagar, Bangalore, etc.
2. Further studies can be undertaken by taking into consideration the students who are pursuing postgraduate and research from various higher education institutions.
3. The current study sampled only two degree colleges from the two sample sites. Further studies can be conducted by taking a sample of more than two colleges and beside degree colleges other professional colleges like B.Ed. colleges or Nursing colleges, can also be studied to get a detailed understanding of the Ladakhi students studying in the professional colleges as well.
4. To give a more generalizable overview of students studying in Delhi, the sample of students studying in various colleges in Delhi can be increased. This can be done by taking into account the Central and North campuses of Delhi University as it has come into light from the study that Ladakhi students are diverting more to those campuses than the usual North Campus.

5. To get a better understanding of the scenario of Higher Education in Ladakh a field study of higher education institutions of Ladakh can be more helpful.

These are some of the suggestions that can be considered in a further study which would make the study more generalizable and effective.

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APPENDICES

Appendix I

Inter-Regional Migration for Higher Education among the youths of Ladakh

Note:

* Please respond to all the items. DO NOT OMIT ANY

*The information obtained through this schedule shall be treated strictly confidential and shall be used solely for research purpose

*Your identity shall in no case be disclosed.

Semi-structured Questionnaire for Students

1. Personal Information

- i. Name (Optional):
- ii. Gender: Male/ Female/ Other
- iii. Date of Birth:
- iv. Social Category: Gen/ ST/ SC/ RBA/ Other
- v. Religion: Buddhist/ Muslim/ Christian/ Hindu/ Sikh/ Other
- vi. District: Leh/ Kargil
- vii. Permanent Address:
- viii. Locality: Urban/ Rural
- ix. Family size (Number of family members):
- x. Present Address:
- xi. Contact Number:
- xii. Name of College:
- xiii. Location of College: Rural/ Urban
- xiv. Where do you stay: Hostel/ Paying Guest/ Rented Room/ Rented Flat/ Own
House

xv. Does your family stay in Jammu/ Delhi: Yes/ No

2. Current Educational Information

i. Which stream are you studying: Arts/ Commerce/ Science

ii. Present Educational Status (e.g. 1st Sem., 2nd Sem., etc):

iii. What are the subjects/ course have you taken up for you Under Graduate study:

iv. Did reservation helped you in getting admission in this college: Yes/No

- If yes, what kind of reservation was it? (e.g. ST, SC, OBC etc.)

v. Were you aware of the Prime Minister Special Scholarship (PMSSS) being extended to students of Jammu and Kashmir during the time of you admission in the college?

- Yes/ No

vi. Do you avail any kind of financial aid from any govt. private body:
Scholarship/ Sponsorship/ Other/ None

- If yes:

Name of Scholarship/ Sponsorship	Amount	Duration

- If No, why? _____

vii. Details about 10+2/ Higher Secondary Level of Education:

Name of the School and Address (Name of the City/town/village)	
Location of school/college (rural/urban)	
School by type of management (govt. Aided/unaided/private/others)	
Board(CBSE/ICSE/NIOS/state/others)	
Marks secured	
Stream(science/arts/commerce)	
Year of passing	

3. Parents Background

i. Education and employment information of parents:

Parents	Level of education	Occupation	Monthly Income
Father			
Mother			

ii. Yearly Income of the family:

INCOME (RS.)	
<1,00,000	
1-3,00,000	
3,00,000-5,00,000	
5,00,000-10,00,000	
More than 10,00,000	

4. Migration Related Question

i. Did you migrate for your school education anywhere outside Ladakh: Yes/ No

- If yes, where? _____

ii. Did you migrate for your school education anywhere within Ladakh? Yes/ No

- If yes, what kind of migration was it? Rural to urban/ Urban to rural/ Urban to Urban /Rural to Rural
- Was it Within your district or Outside your District:

iii. Beside you how many of your family members are staying outside of Ladakh?

- Would you specify the number of family members migrated for the corresponding reason in the following table:

Reason	Education	Occupation	Marriage	Anyother(specify)
No. of family member migrated for the reason				

- Where did they move to outside Ladakh?

- Please mention how are they related to you?

Parents	Sibling	Relative

5 Please read the following statements and tick the most appropriate option according to you:

S. NO.	Statements	Definitely 1	Probably 2	Possibly 3	Probably Not 4	Definitely Not 5
1.	Poor education facilities in Ladakh forced me to migrate outside.					
2.	The subjects I was opting for was not available in colleges in Ladakh.					
3.	Affiliation with University of Kashmir smoothly coincides with functioning of colleges of Ladakh.					
4.	Studying in Jammu/Delhi give me exposure to go for better quality higher education ahead.					
5.	Availability of scholarship motivated me to migrate outside Ladakh.					
6.	My family's decent financial background was an important reason for my decision to study outside.					
7.	Studying in Jammu/Delhi will help me getting better job opportunity.					
8.	Ladakh does have easy accessibility of good coaching centers like Jammu/Delhi.					
9.	In Ladakh I would not have easy accessibility things like good libraries, book stores etc.					
10.	The unavailability of a university in Ladakh is a reason n for my migration to Delhi/Jammu.					
11.	Because of convenient transportation it is easy to stay in Jammu/Delhi for studies.					
12.	Connected with family through phone and internet ease my living in Jammu/Delhi.					

13.	I want to go back to Ladakh to do job after my studies.					
14.	The excitement for a new place also pushed me to migrate to Jammu /Delhi for my higher studies.					
15.	The choice of my college outside Ladakh depends upon the distance from my home.					
16.	Academic talent/ better marks in previous classes played an important role in my migration to Delhi/ Jammu.					
17.	I have come to Jammu/Delhi for my studies because the conducive cultural environment relative to than other places.					
18.	Studying in Jammu/Delhi helped me improving my communication skills in other languages like Hindi & English.					
19.	Studying in Jammu/ Delhi has made me independent in my decision making.					
20.	Studying in Delhi/Jammu has an impact on building my self-confidence.					
21.	Migration helps me in coming to know more and more people and culture and broadening my prospective about the world.					
22.	Being outside Ladakh helps me in forming and pursuing my own aspirations as I'm not constantly under my parent's pressure.					
23.	My religion was one of the main factor with affect my destination choice for migration.					
24.	My decision for migration was inspired by a migrated friend/relative.					
25.	I would have got same quality education in Ladakh for my higher studies.					

26.	I am satisfied with my decision of migration in terms of the quality education I get here.					
27.	I am satisfied with my decision of migration in terms of the subjects of my choice I get to opt in Delhi/Jammu.					
28.	Migration helps in learning acceptance to people belonging to various social and cultural backgrounds.					
29.	Migration causes to loss of culture.					

- i. Are you satisfied with the facilities provided to you by your college?
- Yes (Please elaborate) _____
 - No (Please elaborate) _____
- ii. Does the presence of Ladakhi Student Union provide you a sense of security?
In what ways
- _____

 - _____

- iii. Who was the most influential in your decision to migrate for higher education?
Please Rank them.

Parents	Relatives	Friends	Teacher	Self	Other(specify)

- iv. Colleges in Ladakh had the courses/subjects available that I wanted to study?
Yes/No/ I didn't check
- v. The main reasons for the choice of my subject are:
- It interests me
 - It have better job prospect
 - Any other _____

THANK YOU

Appendix II

Semi-Structured Interview Schedule fo Students

1. Why did you decided to come to Delhi/ Jammu for college education though there are colleges available in Ladakh?
2. Why did you choose Delhi/Jammu than other major cities like Chandigarh, Bangalore etc. for your studies?
3. Do you think it was a good decision to come to Delhi/ Jammu for Higher studies? Please explain.
4. What are the academics benefits of coming to Delhi or Jammu?
5. Other than education what are the benefits of being in Delhi/Jammu?
6. Do you think more and more Ladakhi students studying in Jammu and Delhi to effects your migration decision?
7. Does distance from home influence your decision of migration? If yes then in what ways?
8. Would you discuss the positive impacts of migration on you as an individual?
9. What are the challenges you face in Delhi/ Jammu relating to academics?
10. What are other challenges you face in Delhi/Jammu?
11. Does your migration affect your family? In what ways?
12. Does studying in Delhi/ Jammu give students exposure for further study outside country?

13. Do you enjoy being in a cities like Jammu and Delhi which are more diverse and advanced?

14. Were you aware of the Prime Minister Special Scholarship during the time of your admission? Have you make use of the scheme? If not why?

15. Was your religion a factor to choose the destination of migration for higher studies? How?

16. Does the availability of Student Association in places you migrate to help you?

17. Had there been similar facilities in Higher Education Institutions in your domicile region, would you still prefer to study outside Ladakh? Please justify your choice?

Yes _____

No _____

18. Do you think migrating outside Ladakh cause Ladakh to lose its culture

A

Yes _____

B

No _____

19. What is your academic progress so far? Please explain

a. Cope up very well with studies

b. Struggle to cope up

c. Not able to cope up

20. Do you think that being financially sound matters in studying outside home?

Please explain

21. Does being connected to people at home through phone network and internet ease you're living outside?

22. Do you want to go back to Ladakh after the completion of your study for job?

a. Yes (Please explain)_____

b. No (Please explain)_____

23. Do you think studying outside Ladakh enhances your chances for a better job?

How please elaborate

24. Have any of your friends returned to home before the completion their study because of being unable to adjust here?

If yes,why_____

Appendix III

Inter-Regional Migration for Higher Education among the youths of Ladakh Questionnaire for the Heads of Student Union

***The information obtained through this schedule shall be treated strictly confidential and shall be used solely for research purpose.**

Personal Information

Name:

Occupation:

Gender:

Social Category: Gen/ ST/ SC/ RBA/ Other

Religion: Buddhist/ Muslim/ Christian/ Hindu/ Sikh/ Other

District: Leh/ Kargil

Permanent Address:

Locality: Urban/ Rural

Present Address:

Contact Number:

Name of College:

Present Educational Status (e.g. 1st year, 2nd year etc.):

Information about the union

Name of the Union:

Union Office Address:

Year of establishment:

Number of fresher students (2019/20) registered with the union:

Total	Male	Female

Number of students registered with the Union:

Total	Male	Female

Semi- Structured Interview Schedule

1. How many students from Ladakh are studying in Jammu/ Delhi at the moment?

2. What is the Gender wise number of Ladakhi students residing in Jammu/Delhi?

3. What about the scenario of about student migration for school education in Delhi/Jammu?

4. Can you list the colleges in which there is higher number of students from Ladakh are enrolled in Delhi/ Jammu?

5. Can you list the Colleges affiliated to Delhi University/ Cluster University of Jammu where in students from Ladakh have a larger enrolment?

6. Please list the women colleges in which there are higher number of Ladakhi female students are studying in Jammu/ Delhi?

7. Please list the women colleges under University of Delhi/ Cluster University of Jammu where in you think there is higher enrolment of students from Ladakh

8. The migration of students coming from Ladakh to Delhi/Jammu has increased or decreased or is it just the same? Please discuss?

9. What are the major reasons for which students from Ladakh are migrating to Delhi/ Jammu?

10. What are the main reasons for which students from Ladakh prefer colleges outside Ladakh in far places like Jammu and Delhi? Even though there are 4 established colleges in the regions.

11. Can you discuss the major challenges the students encounter in places like Jammu/ Delhi?

12. Can you discuss the academic advantages of places like Jammu/ Delhi?

13. Are students from Ladakh are aware about the Prime Minister Special Scholarship Scheme (PMSS)?

14. What do you think other than quality education can students from Ladakh learn in places like Jammu/ Delhi?

15. Would you discuss some improvements needed in colleges in Ladakh to enhance quality education in Ladakh?

16. What are the major activities the union do for the students studying in Delhi/ Jammu?

17. Do the students from Ladakh prefer to stay in Jammu/Delhi for their jobs after study or they prefer to go back home?

Thank You

**Inter-Regional Migration for Higher Education among the youths of
Ladakh**
Questionnaire for College Administration

Note:

***The information obtained through this schedule shall be treated strictly confidential and shall be used sole for research purpose.**

*** Please respond to all the items.**

Respondent Details

Name:

Designation:

Year of Experience:

Nature of appointment; Full time /Adhoc/Temporary:

Gender: Male /Female

College Details:

Name of the College:

Year of Establishment:

Address of the College:

Location of College: Urban/ Rural

Type of college: Government/ Private Aided/ Private Unaided

Affiliated University:

Name of Principal of the College:

Whether NAAC Accredited? Yes /No If yes, What is the accredited grade granted? ---

Total Number of Students studying in the college(2018-19):

Male	Female	Total

Signature and Stamp of the respondent

Students from Ladakh Enrolled in 2017-19					
S.No.	Name	Category	Gender	District	Stream
1					
2					
3					
4					
5					
6					
7					
8					
	Total		M= F=	Leh= Kargil=	

Sign and Stamp

Is there hostel facility provided by the College? Yes/No

Is there any Ladakh student staying in the hostel? Yes /No,

- If yes, give the number of students staying in the hostel-----

THANK YOU