
Geographical Analysis Of Student Migration: A Case Study Of Batla House, South-East Delhi, India

^{1,2,3,4,5} Iqbal Abedin, Sana Rafi, Mary Tahir, Mahima, Nelia Lois Chauhan

^{1,2,3} Department of Geography, Jamia Millia Islamia, New Delhi, India

⁴ Department of Geography, AIJHM College, Rothak, Haryana, India

⁵ Department of Geography, St. John's College, Dr. B. R. Ambedkar University, Agra. U.P.

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Abstract

Migration is a common phenomenon in today's era, which is happening due to many factors of which education is highly significant. Scientific studies shows that migration is increasing.

Delhi, the capital of India has lots of opportunities for employment and education. Here, central universities, IITs, and colleges provide quality education, and this is the main reason for the attraction of students in Delhi from different parts of the country. In this study an attempt has been made to assess the geographical analysis of student migration and their problems taking the example of Batla House, locality near Jamia Millia Islamia. The is a cross-sectional study conducted among 100 migrated students, staying in Batla House. The data is collected through the primary survey with the help of google forms and analyzed in Microsoft excel ver. 2016. Findings revealed that majority of the students aged 18-27 and migrated from Uttar Pradesh and Bihar. Nearly 78% of students belong to the farmers family, with family income of less than 1,00,000 rupees per annum. Students have to face multiple problems due to migration. The present study suggested that the government should take policy interventions to ensure controlled migration and educational institutions should be concerned about the migrated youth regarding hostel facilities for the overall development of a country.

Keywords: Education, Delhi, Student, Migration, Problems, Government.

Introduction

Migration is a universal phenomenon and is the third component of population change after fertility and mortality. Migratory movements are a product of social, cultural, economic, political, and/or physical circumstances in which individuals or groups find themselves. The United Nations Multilingual Demographic Dictionary defines migration as a form of geographical or spatial mobility between one geographic unit and another, generally involving a change in residence from the place of origin or departure to the place of destination or arrival. Worldwide migration is a common phenomenon as people keep on moving from one place to another for different reasons and education is one of these significant factors. Student migrated nationally and internationally for educational purpose and in recent decade there is an increasing trend in numbers of migrated students across the word. Education is viewed not only as an instrument of social change but also as a contributor to the individual's and the economy's betterment (Kaur, 2014).

Student migration is highly aged concentrated, and families and scholarships are the main support for educational mobility (Mihi-Ramirez and Kumpikaite, 2014). Students at pre-university stage have many expectations from the university, later on their expectations decreased significantly. Students

with fearful expectations reported more stress, depression and poorer university adjustment than did individuals with other types of expectations, particularly prepared (Jackson et al., 2000). Browne, (2017) also provided evidence regarding educational services making difference in people's reasons for moving. Age, gender, and income level are other prominent factors for students' migration. Also, urban centers tend to offer better schooling opportunities, and young people will leave rural areas to access better educational services. In India, education is the mainstream for international migration. The appeal of freedom from parents and societal expectations encourages many young Indians to study abroad; however education is not always their main motivator, but it provides simple and legal access (Arora, 2021).

Toma and Varela, (2015) in their research paper "The role of migration and higher education policies in international academic mobility" studied 1,50,000 researchers of India and tried to analyze the relation between higher education and migration. They found that a limited role of migration policies in attracting students and researchers to destinations and migration policies redirecting and or retaining the mobility of researchers and academic recruitment practices in India pushing researchers to migrate. According to Abzhapparova, (2020) education system in most developed countries has undergone significant changes over the past three decades. After the financial crisis and subsequent structural reforms of the 1980s, most countries' policies were often aimed at reducing public spending, especially in social sectors such as education. Various reasons may be related to such a significant increase in the number of Indian students traveling abroad for higher education because Indian universities are unable to accept all applicants, especially for master's and doctoral studies. Admission to higher education institutions in India is very competitive, given that many students leave high school every year, and the places available for admission are quite limited. The quality of education of Indian universities is also the cause of educational migration. Only a few higher education institutions in the country meet international standards. A common problem of the Indian education system is that its academic institutions focus only on providing popular STEM courses (science, technology, engineering, and mathematics).

India is the world's second-largest student sending country after China with the number of Indian students abroad having increased four times in the last 14 years. Ninety percent of student movement from India is concentrated in five countries of which the United States is by far the largest recipient, receiving more than half of the expatriate Indian students, followed by Australia and the United Kingdom. Migration from India happens due to two major factors international developments and domestic conditions. All it calls for is the adoption of an outward-looking approach to expand the education sector (Pande, 2021). India has significant proportion of migrated people, and their number is increasing day by day due to uneven distribution of educational resources (Neel, 2021). Economically well-off parents or those who are influenced by others are used to send their children to different states or countries for higher education (Prafula et al., 2016). India has seen a significant rise in migration after the 1991 economic liberalization policy. From 2003 to 2013, 37 lakhs migrated within India for educational purposes (Times of India, 2014). The census of 2011 revealed that a total of 35,12,456 people of which 60% were male migrated to the country for education purposes from 2001 to 2011 and the numbers are growing (census, 2011). This means approximately 1 out of every 100 migrants move for educational purposes (Kancharla & M, 2019).

Today, youth have unmitigated access to cheap and easy means of transport and are more likely than ever to migrate for reasons of distress or better educational or economic opportunities (SI Rajan,

2013). Education is a big factor in any country's economy. While India has a healthy savings rate of 34% and an investment rate of 36% (Government of India, 2011) it still lags in improving the quality of human capital and increasing the workforce participation rate particularly of women. There is evidence to suggest that educating and skilling India's youth by improving access to tertiary education and increasing the completion rates have significant implications for the economy (Chandrasekhar & Sharma, 2014). Castelló-Climent and Mukhopadhyay (2010) conclude that "if one percent of the adult population were to complete tertiary education instead of completing only primary school, the annual growth rate could increase by about 4 percentage points". They also found that a one percent change in tertiary education has the same effect on growth as a 13% decrease in illiteracy. According to a study entitled "Migration and Immigration of students in Karnataka" conducted by Prafula and Jadav, (2016) revealed that students go in search of good educational institutions for their education in other states based on their choices. In the last 10 years, a total of 11 crore youth (aged 15-32 years) has migrated within the country for education, employment, or after marriage. Students prefer those states where they can pursue their degree with a good amount of scholarship. Modernization, urbanization, economic and social factors were found to be responsible for internal and international migration of students. Karnataka attracts huge flux of student due to better educational facilities provided by the institutes. Students from Kerala came to Karnataka and in 2008 as it was the most preferred state and it remained number one in 2014 with 33% state's internal migrants. Bengaluru gains the brain of students from all over the state. In Bengaluru multi-lingual people live with decent accommodation and transportation facilities, Bengaluru offers great earn-while-you-learn opportunities for students to get hands-on experience.

Problems like social adjustment, communication, security, food and service accessibility etc often accompanied students who migrated from their native place. For an instance, study conducted by (Barthwal and Mohi-Ud-Din, 2016), many students who migrated to Garhwal University for their post-graduation, do not feel happy and secure in that hilly region and the environment does not suit them. On another side, those students who are from Garhwal and studied in Garhwal University for their post-graduation had better adjusted as compared to the migrated students, especially on the social, emotional, and educational front. Education is one of the significant factors for student migration in Delhi too as it is India's capital city and numerous central (University of Delhi, Jawaharlal Nehru University, Jamia Millia Islamia, IIT Delhi, AIIMS, IGNOU etc) and state universities, research institutions, medical and engineering colleges, coaching institutions co-existed.

Students leaving their homes and native places in search of better educational opportunities and high standards of living often comes to capital city and later settle here permanently (Arora, 2021). According to an estimate, the population of Delhi has increased from 40.66 lakh in 1971 to 167.5 lakh in 2011. The in-migration during the same period increased from 8.76 lakh in 1971 to 32.36 lakh in 2011 (Islam & Siddiqui, 2015). People in Delhi are generally migrated due to factors like education, job, business, tourism, etc. Being the capital of India, Delhi attracts migrants from various parts of the country of which students and employment aspirants are predominant. During 2001-2011, the number of migrants increased significantly thus the pressure on infrastructural facilities such as education and economic sectors is increasing day by day and it has affected the quality of Delhi's environment too (Islam & Siddiqui, 2018). Most of the students in Delhi come from Uttar Pradesh due to the regional inequality in terms of the lack of good educational institutions. While staying in Delhi NCR they are unable to practice their customs, traditions, festivals and feel discriminated based on gender, color, caste,

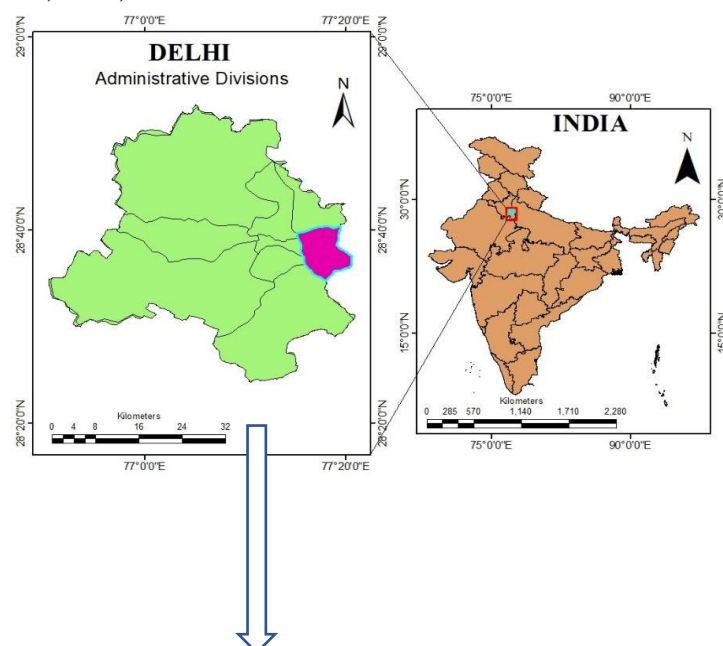
and religion (Arora, 2021). Batla house is one of the most crowded localities of southeast district of Delhi, situated hundreds of meters away from Jamia Millia Islamia, a central university. Each year students from various parts of India, migrates to Batla House for better education. Against this background, an attempt is made in this study to do geographical analysis of student migration near Jamia Millia Islamia University taking 100 migrated students who stay in Batla House, South-East Delhi. This paper discusses the causes of migration, problems faced by migrated students while staying here, and the future plans of the migrated students.

Objectives

The main objectives of the present study are 1. To understand the causes for the migration of students to Batla House, South-East Delhi, and 2. To identify the problems faced by the migrants while staying in the region.

Study Area

The study is conducted among the students who are migrated to Batla House, which is situated in South-East Delhi and the flood plain of river Yamuna. The latitude of the area is $28^{\circ}34'24''$ to $28^{\circ}33'52''$ North and the longitudes of $77^{\circ}17'06''$ to $77^{\circ}17'36''$ East (Fig 1.). Delhi experiences Humid Sub-tropical Climate (CPCB, 2012). Summers are long and extremely hot (early April to mid - October) and the hottest month is June with temperature of (33°C avg) while the coldest month is January (14°C avg). Monsoon winds advent from end of June. Reversal in wind direction from north- western direction to the south - western in early March brings hot waves called ‘Loo’ from deserted part of Rajasthan. Winter starts in late November and peaks in January accompanied by heavy fog. Annual rainfall in Delhi is 714 mm or 28.1 inch. Batla House is very densely populated locality, dominated by Muslims. The physical environment is very unhealthy due to lack of green and open spaces, crowded roads, inadequate garbage disposal system, sanitation, and health care facilities. The population that lives here mostly migrated from the poorer districts of Uttar Pradesh and Bihar particularly rural societies, and they came here for either jobs opportunities or education. Nearly all houses are permanent but those located near Yamuna plain do not have all basic amenities. As the transportation is concerned, roads are well connected and accessible. The Noida-Delhi Road, Jamia Millia Islamia metro station is in very close proximity. The metro, bus, cabs, e-and normal and auto rickshaws are available here.



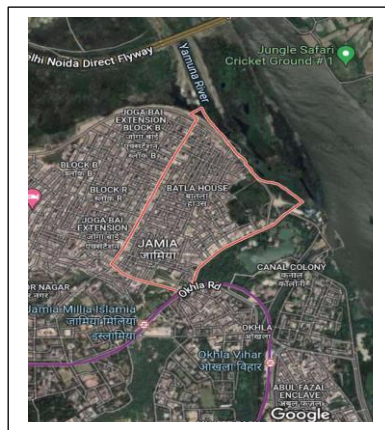


Figure. 1 Location Map of the Study Area

Database and Methodology

The study has been conducted among 100 migrated students, who stay in Batla House, South-East Delhi. The migrated students interviewed for this survey belong to different parts of India. They have been interviewed to understand the reason behind their migration, why they selected Batla House as their residency, and the problems faced by them while staying there. The migrated students have been surveyed for the collection of primary data. The technique of data collection is a sample survey wherein a sample has been selected keeping in mind the purpose of the study from the cross-section of the population. Hence, of the population, only those who are currently staying at Batla House, South-East Delhi have been selected. The tool used for data collection was a comprehensive interview schedule prepared using Google forms. In-depth personal interviews have been conducted. A total of 20 questions were asked and discussed with the sample for the purpose of detailed comprehension and analysis in the study. Data has been analyzed through MS Word, Spreadsheet, and Google forms. The resultant tables have been converted into meaningful graphs and pie charts which are further used in the study to give a clear picture of the findings of this survey. The map of the study area has been prepared using google earth pro and ArcGIS.

Results and Discussion

Findings revealed that students from 10 states came here for study purposes and maximum students came to study undergraduate and postgraduate courses. The main reasons behind the migration are lack of educational institutions and lack of quality education in their native states. Apart from this, presence of many central universities in Delhi is another reason for migrating here. After reaching Delhi migrated students face lots of socioeconomic and other problems like lack of space, crowded areas, pollution, understanding of language, food, and other health related problems. Migrated students are trying to adjust with the environment, while many have already adjusted. According to Barthwal et al., (2016), adjustment of students to university life is important indicator for fulfilling academic, emotional, and social needs.

Socio-Economic Conditions of the Respondents

Present study revealed that out of 100 students surveyed, maximum number of students are youth and their age ranges between 18 to 27 (97%) as shown in (Fig 2a). About 82% migrants are male (Fig 2b) and 92% are Muslim (Fig 2c). It is important to mention here that Batla house is a Muslim dominated

locality and thus maximum students living here are Muslims. Out of the total migrated students, 19% of the total migrated students come from the family income group of less than 50,000 per annum while 28% belong to the 50,000 to 1,00,000 rupees annual family income group, while 16% belong to the group of 1,00,000-1,50,000 family income per annum. 23% come from an income level of more than 2,50,000 per annum (Fig 2d, 2e and Table 1). In total 63% of the migrated students belong to group having family income of less than 1,50,000 and 37% belong to family income of more than 1,50,000. About 78% of the migrated students belong to the farmer's family, with income level of less than 1,00,000 rupees per annum. Students coming from the rural area and whose father's occupation is farming are relatively economically poor compared to those who are not from farmers' families and from urban or suburban area. Guardian's occupation is the most important factor for migrated students. Sometimes the occupation of the father decided that whether the student can migrate or not. Among the samples collected 37% of migrated students' fathers are farmer and these students may be the first generation from their family to pursue higher studies. 18% of total students' fathers are government employees (Fig 2d). 86 percent of total migrated students' mothers work as a housewife and only 14 percent of total migrated students' mothers had other occupation.

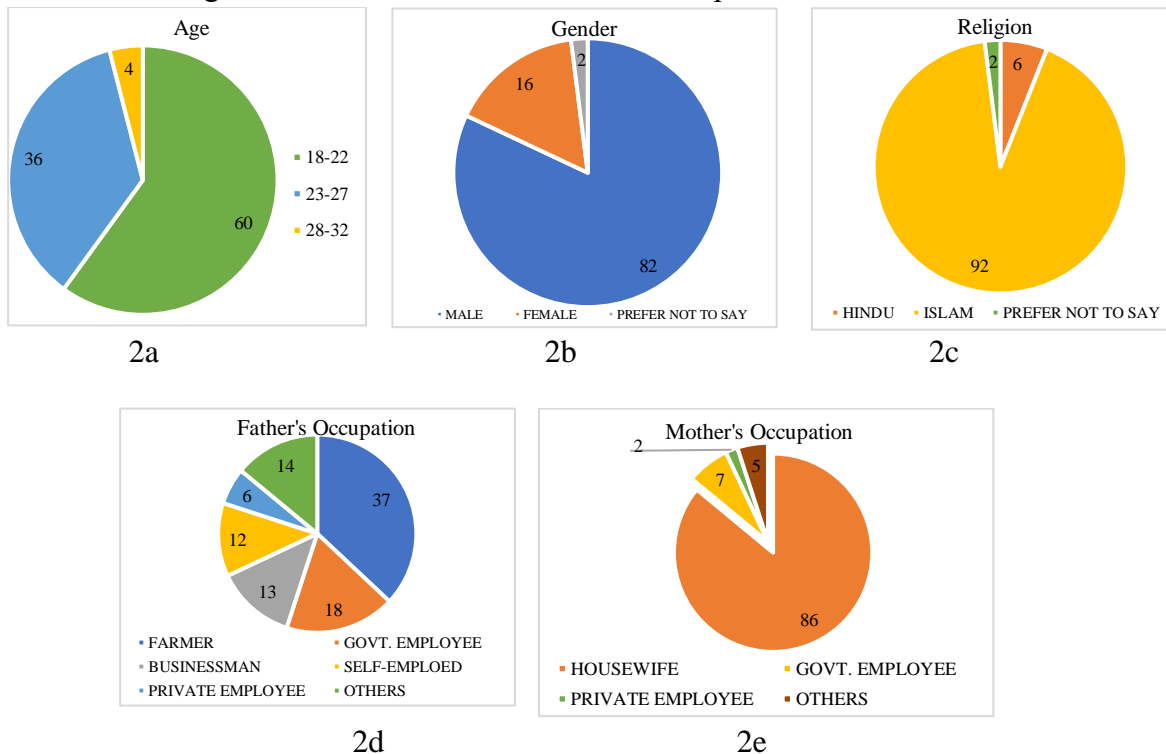


Figure 2. Socio-Economic Conditions; a) Age, b) Gender, c) Religion, d) Fathers occupation, e) Mothers Occupation.

Table: 1 Family Income

Family Income (Per Annum)	Total
Less Than 50,000	19
50,000-1,00,000	28
1,00,000-1,50,000	16
1,50,000-2,00,000	4
2,00,000-2,50,000	10
More Than 2,50,000	23
Total	100

Migration Profile of the Respondents

The respondents belong to rural as well as urban areas and survey revealed that 61% of the students migrated from rural areas and remaining from urban areas (Fig. 3). The state wise analysis showed that maximum number of students (29%) came from the state of Bihar followed by Uttar Pradesh (26%), Haryana (10%), Jammu & Kashmir (9%), West Bengal (9%), Delhi (7%), Jharkhand(6%), Kerala(2%), Madhya Pradesh(1%), and Rajasthan (1%). Thus, nearly 55 percent students migrated from three states of India i.e Bihar, Uttar Pradesh, and Haryana while 28 percent came from West Bengal, Haryana, and Jammu & Kashmir (Table 2).

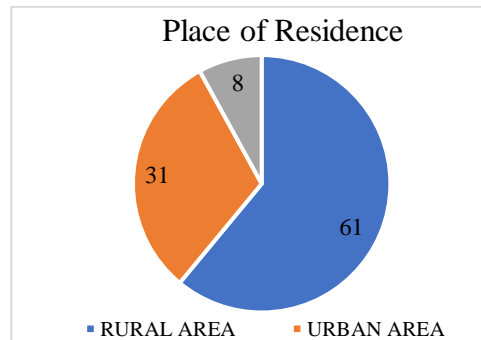


Figure 3. Students Background

Table. 2 States of Migration

Name of the State/Union Territories	Total Number of Migrated Students	Percentage
Bihar	29	29
Uttar Pradesh	26	26
Delhi	7	7
Haryana	10	10
Jammu & Kashmir	9	9
Jharkhand	6	6
Kerala	2	2
Madhya Pradesh	1	1
Rajasthan	1	1
West Bengal	9	9
Total	100	100

Housing Condition of the Respondents

Around 92% of the total migrated students have 3 to 8 family members, and only 7% have more than 8 family members. In mess/pg/flat/hostel, around 90% of the migrated students stay with 1 to 5 members and only 10% stay with more than 6 roommates (Fig 4a & Table 3). In this study, an analysis of number of rooms in migrated students' homes and in their mess/paying guest/flat was also done and difference was observed. Students have more rooms in their homes compared to their mess/paying guest/flat. About 4% of the total students have more than 9 rooms in their homes, 3% have 7-9 rooms, 24% have 5 to 7 rooms in their home, 53% have 2-4 rooms in their homes, and 16% have less than 2 rooms. Compared to their homes, 53% of total migrated students have 2-4 rooms and 37% have less than 2 rooms in their mess/paying guest/hostel or flat. So, students have fewer numbers of rooms in their paying guest/flat /mess/hostel (Fig. 4b). Open space is a major issue in urban areas. Some people want to stay connected with nature that is why they need an open space for their mental satisfaction.

Maximum students do not have open space in their mess/paying guests/flat while they have open spaces in their home. 66% of migrated students have open spaces in their homes while remaining (34%) of total migrated students do not have open spaces in their home. For Mess/paying guest/hostel/flat, 74% of total migrated students do not have open spaces and only 26% do have (Fig 4b).

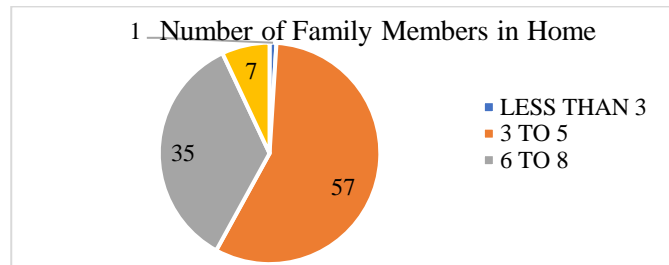


Figure 4a

Members	Total	Percent
Less Than 3	29	29
3-5	61	61
6-8	8	8
More Than 8	2	2
Total	100	100

Table: 3 Household Size in Mess/Room/Paying Guest/Hostel/Flat

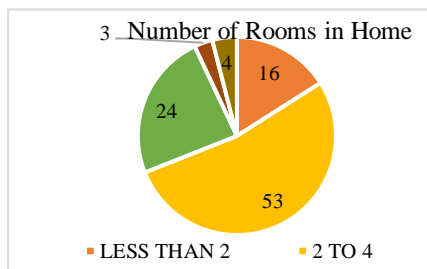


Figure 4b

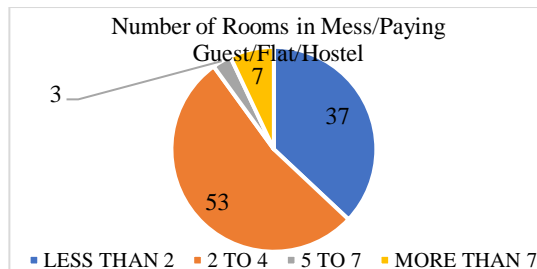


Figure 4c

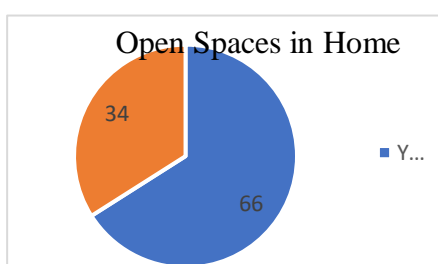


Figure 4d

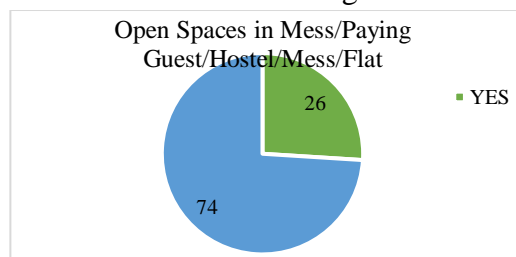


Figure 4e

Figure 4. Housing Conditions of the Respondents, a) Household Size, b) No. of dwelling rooms in home, c) No. of dwelling rooms in Mess/Paying Guest/flat/Hostel, d) Open spaces in Home, e) Open spaces in Mess/Paying Guest/flat/Hostel.

Migration and Related problems

In this study, first the causes of student migration from their native place to Batla House, South-East Delhi were analyzed, and it was found that the major causes of migration among push factors are lack of educational facilities in the native places (53%), poor quality of educational institutes (42%),

educational cost is very high in the migrated students' native places (11%). While pull factors were availability of many central universities in Delhi (53%), followed by availability of many central universities (e.g., Jamia Millia Islamia, University of Delhi, Jawaharlal Nehru University) near Batla House (53%) and the attraction of opportunities in the capital (30%), residence of relatives and friends in Batla House (23%), Another 8% of students said that they got scholarships in universities situated near Batla House (Fig. 5a).

More than half of the students migrated here for their undergraduate courses (53%), followed by postgraduate courses (41%), diploma courses (10%), schools (10%), PhDs (8%), 4% for a medical course, 5% professional courses and another 5% for other reasons. 6% for competitive exams and 11% for better job opportunities, and only 2% post-doctorate (Fig. 5b).

The reasons behind selecting Batla House as a residence as per the maximum number of students are nearness of universities (80%), being a student of Jamia Millia Islamia (54%), and Batla House for being a Muslim area (51%), low cost housing (45%), availability of market area (36%), friends (30%) stay here, students feeling comfortable and practicing their culture (27%), food habit (22%), better connectivity opportunities (20%), seniors stay here (9%), relatives stay here (8%), city life attraction and availability of coaching institutions (7%) and 4% of students say better job opportunities (Fig. 5c). While staying in Batla house, migrated students reported multiple problems including huge traffic problems in that area (78%). Apart from that, there are many more problems such as inadequate space (65%), very congested area (54%), lack of green space (51%), pollution-related problem (47%), lack of ventilation in migrated students' rooms (45%), drinking water problem (37%), bathing water problem (32%), harsh climatic conditions (30%), poor food quality (28%), high rent of flat/mess/room/paying guest/hostel (26%), health issues (24%), missing regional foods (20%), lack of social problems (16%), expensive belongings (14%), issues with the landlord (11%), issues with roommates (10%), migrated students faced different in culture from their native place (9%), language problem (8%), electricity problem (6%), 4% of students faced communication problem (Fig. 5d).

At the end, the study tries to find out about the future planning of migrated students. After completing their studies, what are their plans for their future. Here maximum migrated students say that they are interested in higher studies (72%), 26% of students are in the favor of doing preparations for competitive examinations, 20% of total students expressed the desire of doing work in Delhi, 14% of total migrated students expressed the desire of going abroad for further studies., 11% of total migrated students are in the favor of going back to their home state, 11% of total migrated students go for business and 8% of migrated students do startup plans and 3% of total students told that they want to buy property in Delhi (Fig. 5e).

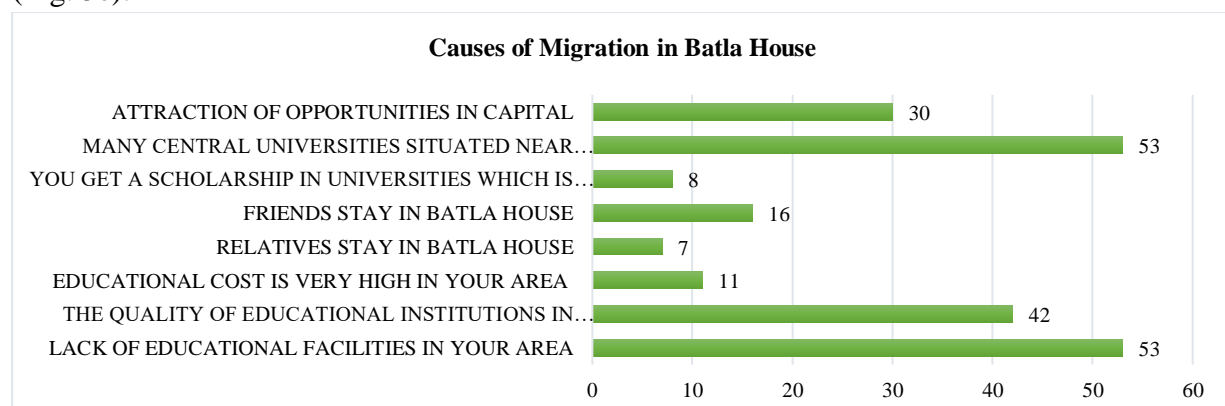


Figure: 5a

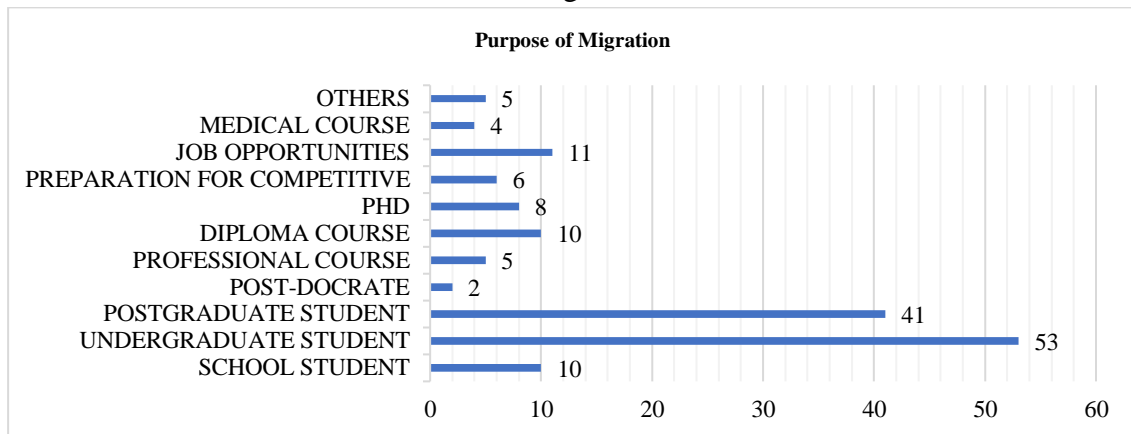


Figure: 5b

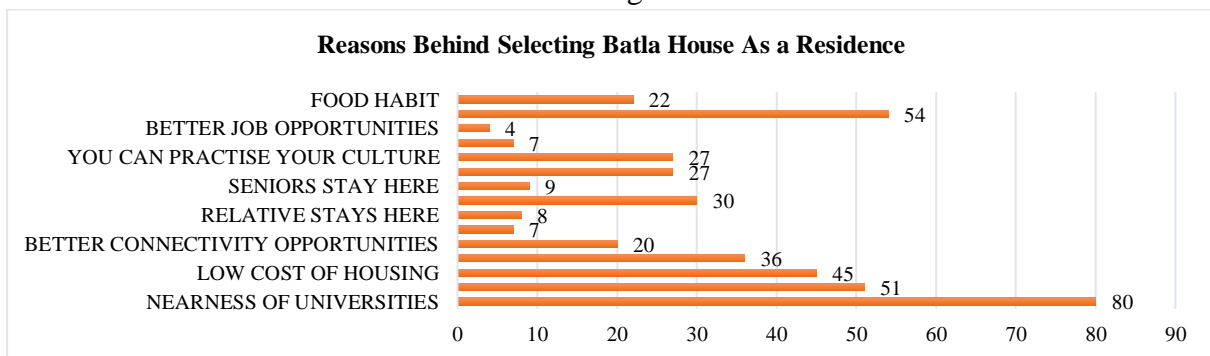


Figure: 5c

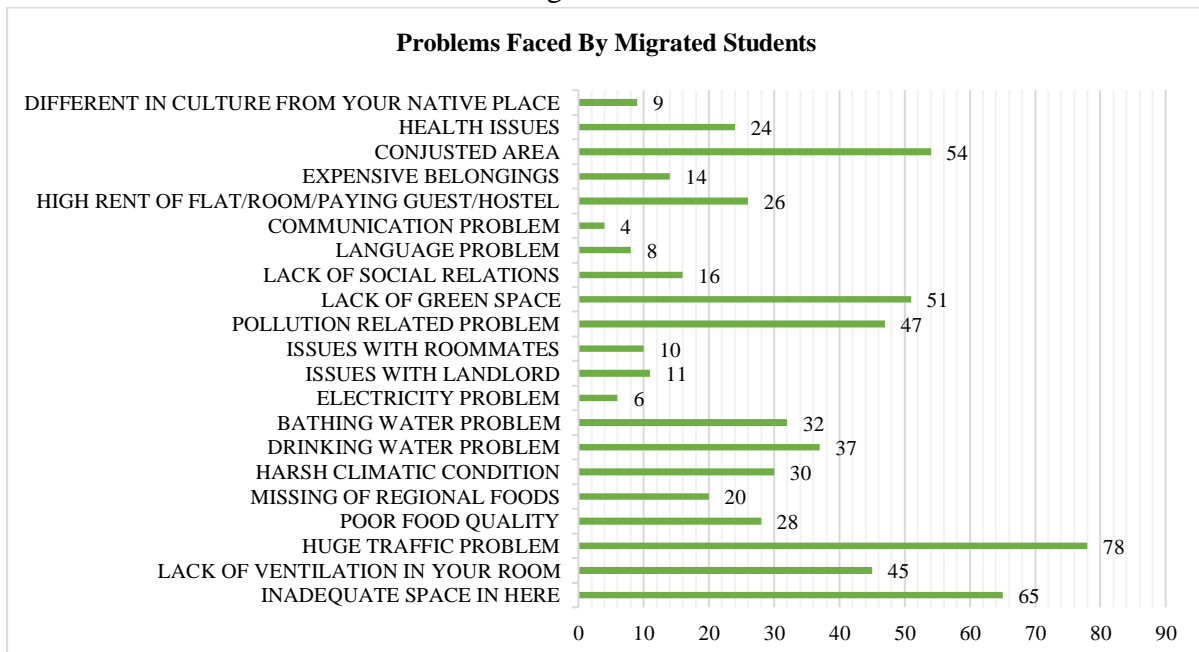


Figure: 5d

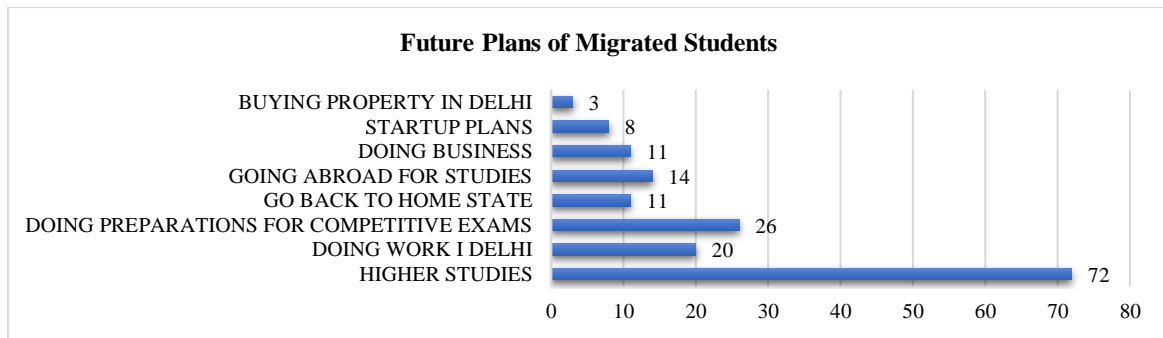


Figure: 5e

Figure 5. Migration related problems a) reasons for migration, b)

Conclusion

The present survey study analyzes geographically the student migration to Batla House, a locality in close proximity to Jamia Millia Islamia and their related problems. There are several reasons for student migration in the study area, but the findings revealed the main reasons are the lack of educational institutions and poor-quality education at their native place. Also, capital city act as magnet due to lifestyle, job opportunities, better life prospects. Low tuition fee in central universities like Jamia Millia Islamia, University of Delhi, and Jawaharlal Nehru University is also a reason for student migration. Post migration, students face multitude of problems related to health, food preference, environment, social adjustment, cultural practices, communication, and others, as evident in this study. The increasing migration rate is becoming an issue of sustainable management and education induced migration is also responsible.

Therefore, government should take appropriate initiatives in order to ensure controlled migration. Some of the recommendations are formulated based on the findings of the present research

1. Government should establish good educational institutions in under privileged areas.
2. Government should give scholarships to meritorious students, who are migrating to study in developed countries like the USA, UK, Germany, etc.
3. Universities should provide hostels to all the students who are coming from the other states.
4. The central governments and state governments should create job opportunities for youths in every state. For example, in recent days governments have taken many initiatives for youths like National Youth Policy, NSS, UDAAN, Pradhan Mantri Kaushal Vikas Yojna, Skill India, Entrepreneurship, STARTUP INDIA, and many other schemes.
5. Government should re-examine the policies and their amendments are required for the overall development of youths.

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Compliance with Ethical Standards

Conflict of interest The authors declare that they have no conflict of interest. All the authors have equally contributed to the present work.

Human and animal rights No human and/or animal participation was involved in the study.

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