

IS THERE ANY HR EDUCATION IN LADAKH? Educational Migration

(We migrated because administration is of old order- neither accountable nor determined)

Prelude:

With the 2014 devastating flood and 2015 mass uprising in Kashmir, Ladakh too faced the wrath, of the same quantum, in the Education sector. Higher Education slacked in progress and remained fettered with the rest of Kashmir- The UG students' of Ladakh ended up missing sessions that were deemed to start. This brought the ire of the people back home and led to the demand of separate University or autonomous colleges.

The sustained and abysmal Education migration from Ladakh has led to economic drain of Ladakh. This is mostly seen in Higher Education and it can be justified to some extent but the Education migration in Primary Education must be discouraged, otherwise it will lead to base erosion of sound & reliable Education system in Ladakh and the tripple-down effect will pant away.

(In this article we will generalise the Education sector wrt India as a whole and then pinpoint issues owing to Education sector in the moon land with certain way-forwards)

The Irony:

The irony in Education Sector in India is that, in primary education up to 12th, more focus is on private institutions whereas Govt schools are more and in the bracket of 12th and above, Govt institutions are paid more focus, whereas in this bracket, private institutions are more. E.g., 65% HE - Private; 34%- State owned & 1%- Centre owned.

In Ladakh, the irony is dopple-ganger- more focus on private institutions in primary education up to 10th, thereafter Govt institutions are preferred, though the former lacks proper infrastructure, especially in Kargil District, due to the old order management bodies that find the private institutions fit for redeeming corruption and rote-learning centres with no focus on extra-curricular infrastructure as well as education.

The Golden Rules:

The Golden Rule of Federalism in India: Centre > state

The Golden Rule in J&K: Jammu/Kashmir > Ladakh

This clearly spells the lack of equity and inclusion and history is replete of biasness that the JK Govt has done to the Ladakh division on all forefronts- especially in Education sector. The ego-centric and ethno-centric lenses have pushed back Ladakh, further in the islands of alienation, with other parts of the state burgeoning ahead.

Sectoral Review- Higher Education in Ladakh

1) Equity

Problems-

a) Gender

(65% of agriculture workforce - women; but not a single agricultural college for women in the entire country. In Ladakh, more than 90% agricultural workforce - women; but not a single initiative to train them in agriculture and no night-school to teach them basic alphabets so as to read and write for their own independence and upliftment)

Impact-

- Lesser Enrollment of women in colleges
- Safety and security
- Finance
- Gender stereotyping of courses
- Education migration with a patriarchal mindset not taken as feasible for women

Solutions-

- Awareness campaigns through Beti Bachao Beti Padhao

- National Scholarship Schemes for women
- subsidized education loans
- Role of student Organizations, e.g AKSAD, to cater to the needs of women students studying abroad
- Girl Hostel facilities abroad
- Gender Budget to focus on equity for women

b) Location

Impact:

- Higher education selective in location- consolidated to urban areas (The problem of urbanisation of Higher Education)
- Less awareness of Higher Education in rural areas

Solutions:

- De-urbanisation of Higher Education
- Off-campuses in Rural areas
- Accommodation facilities

2) Affordability

Problem -

High cost of transportation & accommodation in urban areas (Though Ladakh as a whole is more a single community with no nuanced burgeoning among communities)

Impact:

- Poor aspirants left to rural areas to handle house chores and family business

- Financial crunch on the family as a whole, left to spend less on the welfare and education of younger siblings

Solutions:

- Transparent scholarships
- Hostel accommodation
- Community driven initiatives

3) Excellence

(Higher Education in Ladakh is limited to college level)

Problems:

a) Curriculum

Impact-

- Outdated
- Not interdisciplinary
- Lack of Ladakhi literature inclusion (since colleges are not autonomous)

Solutions:

- Autonomous colleges
- Private sector collaboration
- Introduction of liberal arts

b) Pedagogy

Impact-

- Lecture format leads to less interaction with students
- Restricted role of students in classrooms

Solutions:

- Student sub-group division format to bring better interaction and self-learning attributes

c) Faculty

Impact-

- Recruitment format and basis
- Lack of faculty members (Most of the lecturers are lacking)
- Retention

Solutions:

- Reforming recruitment system through research aptitude tests
- Lecture demonstration exams
- Availability of all faculty members

d) Research

Impact-

- No research oriented study
- Laboratories outdated

- Lack of private sector collaboration

Solutions:

- Make the lectures more research oriented
- Science exhibitions, debates and programme
- Updated laboratories

e) Infrastructure

Impact-

- Lack of proper building infrastructure
- Extra-curricular infrastructure abysmally low
- Lack of technology Integration

Solutions:

- Infrastructure development
- Inclusion of extra-curricular activities
- Technology integration- Swayam Prabha & better Internet connectivity in libraries

f) Funding

(There is a biased funding when it comes to Ladakh)

Impact:

- Lack of funding to upgrade existing infrastructure

Solutions:

- Equitable appropriation of funds
- Lateral funding
- Private endowments