A STUDY ON THE PROCESS OF STUDENTIFICATION:
A CASE STUDY OF KATUBEDDA NEIGHBOURHOOD

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Abstract

Studentification has been identified as a form of gentrification by many scholars. Spatial restrictions in an urban fabric, which are close to academic intuitions, lead to studentification. This form of gentrification is popular in many countries such as the United Kingdom and the United States of America where universities create towns and cities. Such studentification characteristics also could be identified around some of the leading universities in Sri Lanka. University of Moratuwa is one such university in Sri Lanka where students from all over the country come for their higher education. Clearly, the impacts of university students could be observed in the immediate vicinity. Thus, this research incorporates both qualitative and quantitative tools to provide a comprehensive explanation for this phenomenon. The objective of this study is to investigate the studentification process took place around the Moratuwa University. The process of studentification is examined through the lenses of economic, spatial and cultural changes that have occurred in the area. More than 200 land lords within a 500m walking distance from the university were interviewed to achieve the research objective. The study results show that the university has a great impact in changing the community in various dimensions such as standards of living and quality of life. The increasing demand for student accommodation has changed the entire socioeconomic structure of the community living around the university. New investors have started to invest in this area targeting the students as their main consumer base. This study provides economic, social, cultural and physical evidences and the assessment can advance the understanding about the process of studentification happening in the Moratuwa university neighbourhood. Local authorities and city planners will be benefited from this study in making future decisions on land use and infrastructure.

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Introduction

The concept of "Neighbourhoods have been evolving since the beginning of time; People move in and out, buildings are built and destroyed, infrastructure and amenities are added and removed. The neighbourhood has come to be understood as the physical building block of the city for both social and political organization" (Sampson, Robert J.; Wilson, William Julius;, 2012). Generally, three dynamic processes can be identified as important determinants of neighbourhood change:

- movement of people
- public policies and investments
- flows of private capital (Zuk, Bierbaum, Chapple, Gorska, & Loukaitou-Sideris, 2015)

Neighbourhood change occurs through physical elements like size and density, as well as their heterogeneous demographics. Also, neighbourhood change followed a natural tendency towards social equilibrium (Park, Burgess, McKenzie, & Janowitz, 1925). Mostly, competition for neighbourhood space follows, and neighbourhood succession occurs when less dominant populations were forced to relocate. The dominant groups that stay establish a new equilibrium (Zuk, Bierbaum, Chapple, Gorska, & Loukaitou-Sideris, 2015).In these conceptualizations of neighbourhood change, competition for space drive locational decisions of different groups in a natural and inevitable way.Among them, one category of neighbourhood change is gentrification.

The gentrification process is common in both developing and developed the countries. Among many definitions Keating (2003) defines, gentrification can be defined as the upward change in land use to middle and upper income residential (Keating as cited in Ebenezer Aka, 2010).In general gentrification means the process in which wealthier people come in, renovate, and restore housing and they do other business in cities or in the places where poor people were living (Liu C. , 2016). Some of other scholars' state that gentrification is the cure for all the inner-city illnesses (Lees, 2000). At the same time few scholars say, it is a common issue in urbanization where people who are affected by gentrification lose their liveliness, livelihoods, and they become marginalized groups in society all over the world (Ebenezer Aka, 2010).

The concept of gentrification which was introduced in the early 60s is being analyzed and developed overtime. More new factors are being incorporated with the central theme of gentrification. Scholars point out the changes in urban environment shares some features of the gentrification and new form of gentrification (Lees, 2000)(Holm, 2010)such as super gentrification, studentification and touristification.

Studentification has become a leading-edge process of contemporary urban changes (Kinton, 2013). When the surrounding of a higher education institute is dominated by the students and the change in social and culture aspects is called studentification (Davison, 2009).

In Sri Lanka there are many huge development processes that are being promoted. Even before the completion of the projects the media point out what type of gentrification process could take place, where the development is being carried out. For example, during the Lotus Tower project newspapers have pointed out the process that could take place in the Lotus Tower neighbourhood. "There are some situations where gentrification is needed for some developments. From the point view of the Urban Development Authority, Sri Lanka

gentrification affects the society in both positive and negative ways and thus the developments are much needed for Sri Lanka (Dissanayake, 2014). Gentrification is the process of renewal and rebuilding accompanying the influx of middle-class and affluent people into deteriorating areas. It often displaces poor residents and small businesses, like the secondhand bookshops. Good change to a city and society such as clean, pleasant environments, and safety can be considered as the positive effects of the gentrification" (Dissanayake, 2014). In Galle fort, heritage and gentrification were identified (Samarawickrema, 2012). Since Colombo is being the commercial capital, it is being changed in many forms. As a result, variousforms of gentrification processes are being identified but less researched.

Through the observations and interviews, in the University of Moratuwaneighbourhood (Katubedda) a different type of gentrification process is observed. The university neighbourhood is being dominated by the university students and the people in the neighbourhood depends on the university students. Most of the houses in that area are being changed as boarding houses. Many new expansion processes are being carried out targeting the university students. Many seasonal occupation opportunities have raised the university neighbourhood. The residents of the Katubeddaneighbourhood leaving their houses for rent and moving to an area where they could find houses for a much cheaper economic cost.

In Moratuwa University, hostel facility is limited only to the first year and the final year students (University of Moratuwa, 2017). All the other students accompany themselves in private rental houses and rooms. As a result, the neighbourhood started to adapt to fulfill the needs of the students. The above-mentioned factors are being observed and identified only. They have not been studied and analyzed so far. Therefore, there is a need to study the process and find out the dominating factor and their consequences.

Studentification as a form of Gentrification

The term gentrification and studentification is always confusing, both are coined with each other. Recent research gives important focus on studentification and argue that studentification fits within the large concept of gentrification (Kinton, 2013). Therefore, the studies on studentification follows same principles of gentrification as stipulated in **rent gap theory** (Smith N. , 1987), **filtering theory** (Arnott, Davidson, & Pines, 1983) and **household lifecycle theory** (Gober, 1992) (Liu & O'Sullivan, 2016).

The gentrification term was introduced by Ruth Glass who was an urban geographer. She first introduced the word gentrification to describe the process of socio spatial change where the rehabilitation of residential property in a working-class by relatively wealthy incomers makes the former residents unable to bare the increased costs of housing that accompany regeneration happened in London neighbourhoods in the 1960s (Glass as cited in Liu C. , 2016). London neighbourhoods in the 1960s and experience gentrification as a process of socio spatial change where the rehabilitation of residential property in a working-class by relatively wealthy incomers makes the former residents unable to bare the increased costs of housing that accompany regeneration (Glass as cited in Liu, 2016)(Ebenezer Aka, 2010). Features of gentrification is Reinvestment of capital, Social upgrading, Landscape change, Displacement (Davidson & Lees, 2005). The features of the gentrification differ from one to others. For example, some scholars research regarding the displacement factor (Zuk, Bierbaum, Chapple, Gorska, & Loukaitou-Sideris, 2015) as the primary component whereas others discuss reinvestment as the main factor (Gotham K. F., 2015).The gentrification directly affects the real estate market condition, which increases the rents and real estate (Lees, 2000). Thus, gentrification plays an important role in the economical and sociocultural structure of a society.

Gentrification fails to describe the new development and socio spatial segmentation in theurban centers. When focusing on gentrification there is a need to pay attention on wide a range of factors such as policy, culture, society and economy in the changing metropolitan environment. The environment is considered as not suitable for the recent purpose development in range of diverse contemporary urban and rural contexts (Clark, 2005). In contemporary situation, there are many developments takes all over the world and the reasons for the development is different form one and another. For example, the developmental process will not be the same for a university and a tourist location (Sage, 2010). Therefore, there is a need to redefine the term gentrification to the contemporary changes in its process. The new factor for the urban change, which will be central to the argument over the conceptualization of gentrification will be the forms of gentrification. When students are the dominant factor of an urban change, it will be identified as studentification (Lees, 2000). By the above explanation, it can be easily understood that the recent form of changes in the rural and urban environment such as tourism and super gentrification (Butler & Lees, 2006). Studentification does not totally fits with the parameters introduced byRuth Glass, but they share some characters of gentrification.

Forms of neighbourhood change with Studentification

The studentification term was introduced by Dr. Darren Smith of the School of Environment at the University of Brighton. He has analyzed the groups created in British college towns by young students. He strongly says studentification is often the incubator for gentrification (Davison, 2009). Accordingly, the processes of studentification imply urban changes which are tied with commodification of 'single-family' or the repackaging of existing private rented housing, by small scale institutional actors such as property owners, investors and developers to produce and supply houses in multiple occupation for higher education students (Smith N. , 2002). The word studentification is engaged with the seasonal in migration of higher education students and clarifies the development of high concentration of such kind of students among the neighbourhood of the universities. Studentification indicates the urban changes which bring about unique social, cultural, economic and physical changes within the university neighbourhood (Smith N. , 2002). Further Smith explained that the process of studentification in the same vein of gentrification. The development of the high education institutes by the government without the facility to deal with the effects on student accommodation, is one of the reasons of studentification (Sage, 2010).

Briefly studentification elaborates that large numbers of students invading in particular areas of the cities and towns in which popular universities are located. When students occupy the area, they cause for the changes in social, cultural, physical and economic structure of the area. Furthermore, it describes the concentration of high numbers of university students moving into established residential neighbourhoods and the distinct social, economic, cultural, and physical effects arising from this process (Smith & Holt, 2007).

The **economic changes** of a neighbourhood start with the abnormally increasing property values due to studentification. This leads to the re-commodification of small unit family housing to provide houses in multiple occupation for students. This modification of the housing gives a monthly income or profit for landlord. Sometimes it is diminishing the levels of owner occupation. This restructuring of the housing stock gives rise to a tenure profile which is dominated by private rented and decreasing levels of owner-occupation (Kinton, 2013). The **social changes** come in forms of replacement or displacement of a group of former residents with a transient, involving new patterns of social concentration and segregation. For example, generally there may be young and single or middle class social grouping. Enlisting of new social grouping, which includes students and social people regardless of income level (Hubbard, 2008).

The **Cultural changes** of the neighbourhood are with assembling of young people with a reputed mixed shared culture and life style, and consumption behaviors create a different type of retail and administration framework. Where diverse cultural changes and interconnection are being introduced to the social spectrum. Some say that the cultural synthesis is a process that can be identified here (Smith & Holt, 2007). **Physical changes** involve with upgrading of the surrounding environment as properties are converted to houses in multiple occupation. Consequently, this will lead to downgrading of the physical condition, depending on neighbourhood context (Ordor, Cattell, Michell, & Bowen, 2010).

Mostly studentificationis seen as a negative concept, as in context phrased as "student ghetto". It explains the quick transformation of consumption and residential area which suits the student market. For example, the spread of take-away food outlets and discounted liquor retailers, and the change of larger residential properties into houses in multiple occupancy (Smith D. P., 2006).Studentification also involves with social and financial outcomes and it is demonstrated by the decrease in school class sizes as families move out of such areas and increase the prices of houses as landowners create a property boom(Ordor, Cattell, Michell, & Bowen, 2010).

Figure 1 below conceptualize the studentification within the broader frame of gentrification using above discussed literature:
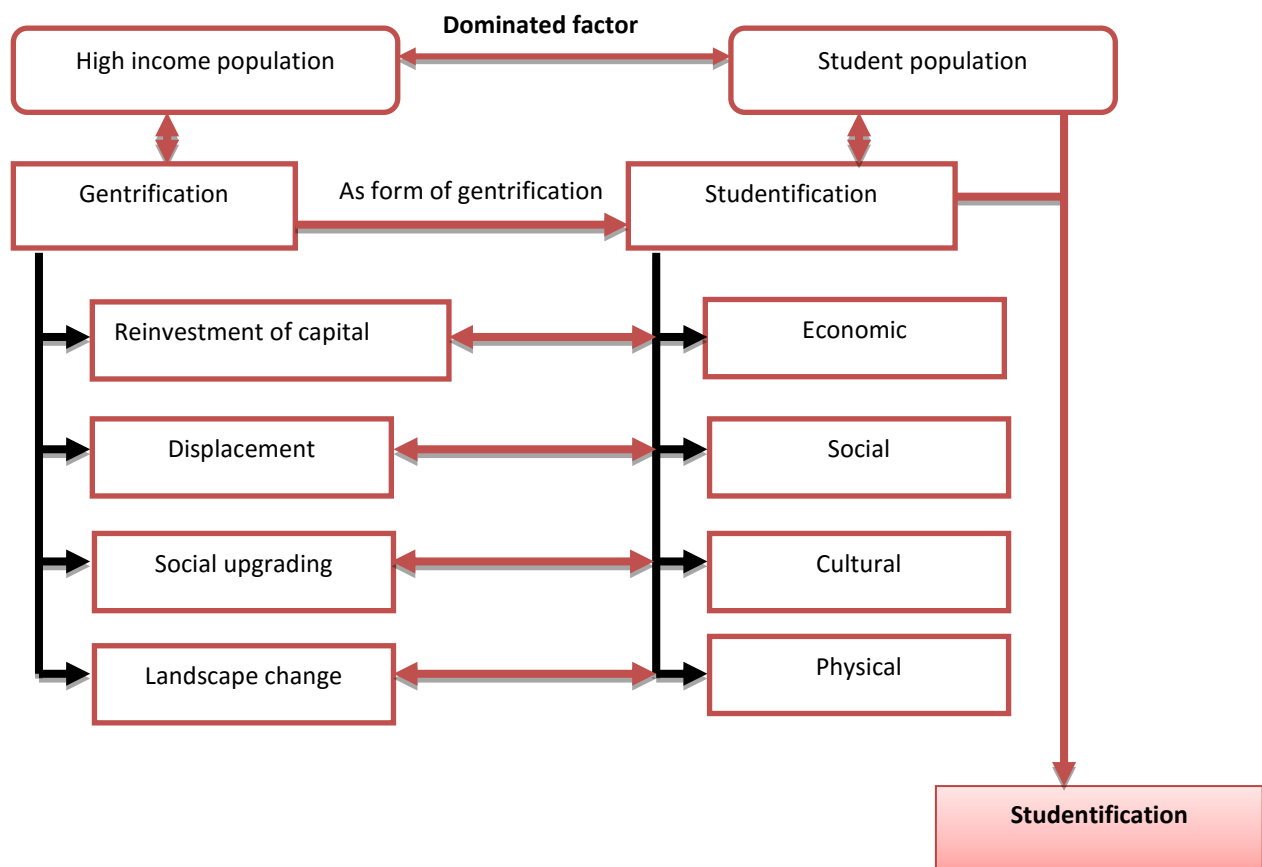

Fig. 1 : Conceptual diagram
Source: Complete by author

Table 01 below further details the four (04) basic features of studentification into measurable indicators:

Table 3: Indicators of studentification

Features of Studentification	Indicators of Studentification	Explanation	Source
Economic changes	Houses with multiple occupation (HMO)	Conversion of household into student residences and commercial places.	(Kinton, 2013)(Smith & Holt, 2007)(Davison, 2009)(Smith D. P., 2006)(Ordor, Cattell, Michell, & Bowen, 2010)(Sabri & Muhamad Ludin, 2009)(Sage, 2010)
	Value of property / land	Pattern of changes in land / property value where it started to increase the land/property demand which led to increase the value.	
	Rent rate	How rental amount change due to the high demand for accommodation by students	
	Seasonal employment	Business which is based on students. Where they function during the university period. Where the locals concentrate on the income based on the university students.	
	Incensement in number of retail shops	A group of people which target the young generation with same putatively shared culture and lifestyle, and consumption practices linked to certain types of retail	
Physical Changes	Improvement in Infrastructure	Development of infrastructure facility by student society in the specific area	
	private rented accommodation and apartment	Construction of new accommodation facilities which provide by private sectors for students	
CulturalChanges	Cultural activities	Culture and life style which are based on student society. And synthesis of variable cultures. Plus, cultural hybridization.	
	Reduction of number of crimes	Reduction of the social crime activities in a remote area where a social buffer has been created by the students.	
Social changes	Growth of student numbers in local context.	Growth of student numbers in the locals and inspiring the local society to educate them self.	
	Student density.	Increment of student number in the area where they started to dominate the population level.	
	Displacement of households.	Changes in the owner occupation in the houses. Where they migrate to another place.	

Source: Complete by author

Method of investigating Studentification

There are several reasons for the selection of Katubedda neighborhood as a case study area. Katubeddais one ofsuburb (GramaNiladhari Division1) in the Moratuwa city. Katubedda plays a major role as an example of a small town where a university is located and its students are more 'apparent' than university neighborhoods in larger cities like Colombo.

The history of Moratuwa University is characterized by its rapid development: it was founded as a technical institute. The institute was awarded university status in 1972. The Katubedda campus began with one faculty, which is faculty of Engineering and Architecture. At present there are five faculties, which are Architecture, Engineering, Information Technology, Business, and Graduate Studies. Because of increasing education opportunities, the student population has been increased in last few decades. Since student hostel facilities are being provided only for selected candidates in first and final year of study, the demand for private boarding facilities have increased rapidly. In order to cater this demand new expansion process is observed targeting the university students within the university neighborhood.

Accordingly, Katubedda neighborhood features the domination of students' occupation in the society. Based on the above observations this research selected Katubeddaneighborhood as a case study to study the student gentrification process.

The boundary of the case study area is defined as properties and activities within 500m standard walking distance from the center of the University. Accordingly, the sample area was selected with the judgment of 500m walking distance as the core influenced area of the students. It included communities located in the surroundings of the university such as John Rodrigo Mawatha, 2nd lane, Back gate, Campus Road, Molpe road and Sri Manmenikapura.

Data Collection methods

The methodology of the research followed a mixed approach with both qualitative and quantitative data. It included survey instruments of Focus Group Discussions (FGDs), Questionnaire survey, Observational survey, and a secondary data collection (Table 02).

Table 4: Data collection methods

Indicator	Survey instrument	Analytical approach
Economic changes	Questionnaire survey Secondary data Field observations	Descriptive analysis
Social changes	Questionnaire survey	Descriptive analysis
Cultural changes	Focus Group Discussions Field observations	Content analysis using NVivo software
Physical changes	Focus Group discussions Field observations	Descriptive analysis

Source: Complete by author

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[1] Smallest administrative unit in central government administrative system in Sri Lanka

Focus group discussions were used to collect evidences on cultural and physical changes in selected communities due to the influences of university students. The participants of the FGDs were identified during questionnaire survey and based on their experience (people aged 50 years and above) on the neighborhood and to represent different groups (three-wheel drivers, shop owners, residents, etc.) Three FGDs were conducted with 5-8 participants each.

For the purpose of **questionnaire survey,** 270 properties were selected to measure the Economic and Social change with the students. Sample included all the properties (residential, commercial and mixed) except institutions within 500m walking distance from the university center.

Field evidences were collected through photographs and building-use mapping techniques to analyze the spatial significance of the research problem.

Secondary data included reports and documents taken from hostel office, student register details etc. These are used to attain the research question.

Studentification in Katubedda neighborhood

Economic changes

From the focus group discussion and local knowledge from the people, Katubedda area was famous for timber crafting. There were low-income settlements in the community before the establishment of university. In 1966 a technical institute was established in Katubedda which later transformed in to University of Moratuwa.
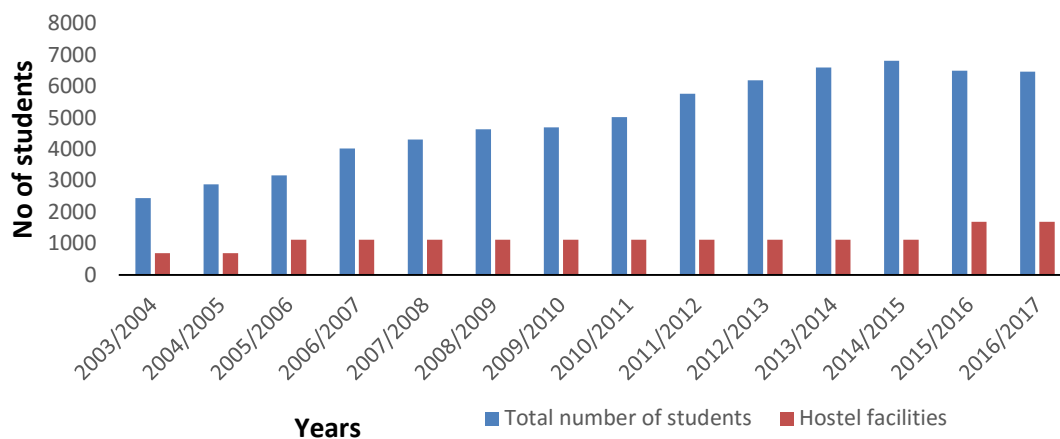

Fig. 2 Number of Students Vs Hostel facilities provided by the University

Source: Complete by author

Within the time period there was a gradual increase of student intake. In Moratuwa, there was an overall increase of 1,003 students, from 575 students in 2000/2001 to 1578 in 2016/2017. Although, the university introduced new faculties and courses, the hostel facilities did not develop enough to fulfill the student's accommodation needs. As a peak it came to a situation where only 25% of students are provided with hostel facilities (figure 2). So, they have been forced into a situation to find their own boarding places in the Katubeddaneighborhood.

Gradually the houses began to accommodate students for rent where this feature become an important factor in the economic structure of the society. Residents in the neighborhood targeted the students to gain a secondary profit.

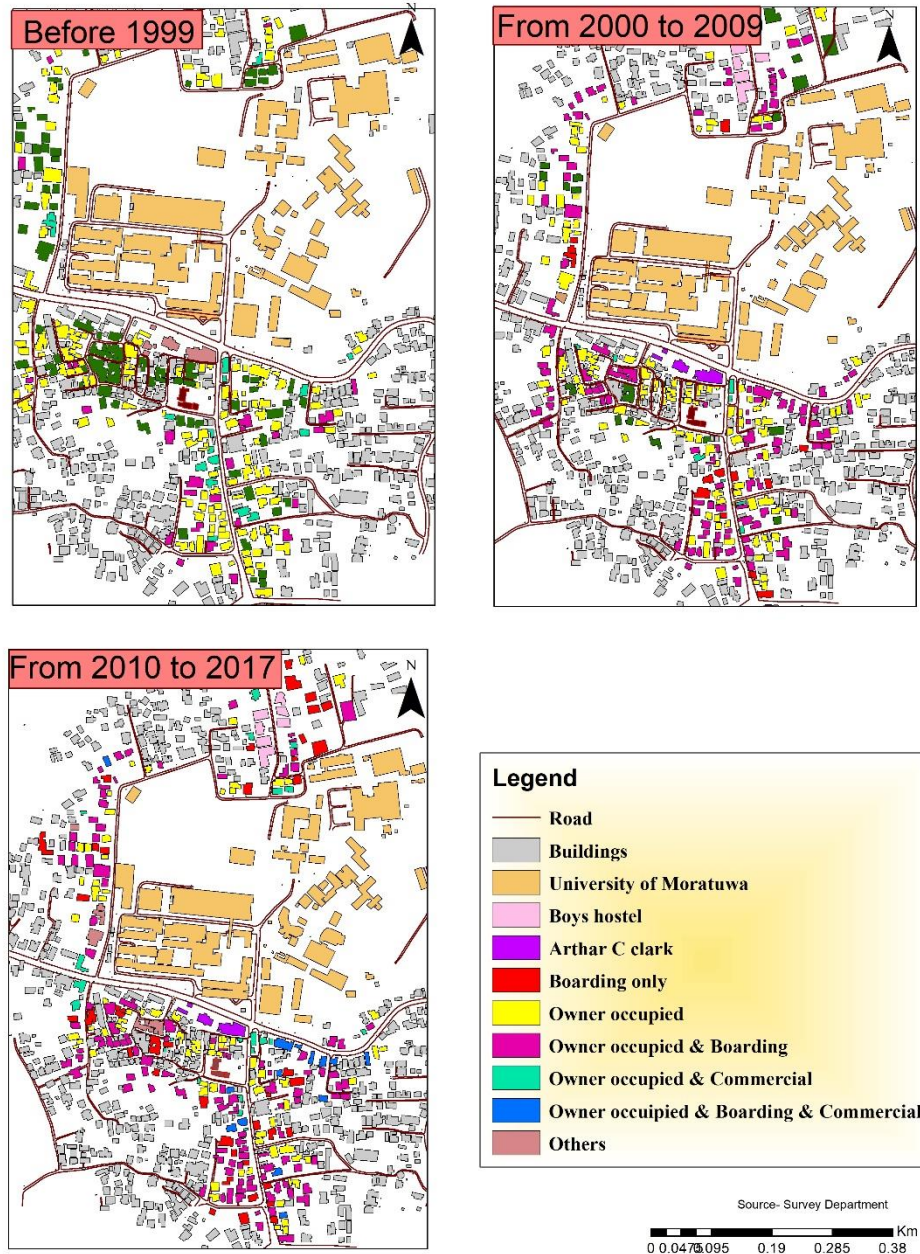**SPATIAL TRANSFORMATION OF KATUBEDDA UNIVERSITY NEIGHBORHOOD**

Fig. 3 Spatial Transformation of Katubedda University

Source: Compiled by author

Student's accommodation rate has undergone through various changes where before 1999 very small amount (9.36%) of residents accommodated the students. Then a sudden change occurred in the use of houses which are been converted as boarding after 2000 where a rapid change from 9.36% to 41.57% occurred within a 10 years' period, which is now increasing at a gradual level. Through this local community people used this opportunity to get more income. But this income method has evolved into such as, which resulted it as their primary income. This process resulted various forms of student's accommodation such as boarding only, owner occupied and boarding, owner occupied and commercial, and owner occupied, commercial and boarding (Table 03).

These are the new form of student accommodation which was being introduced to address their privacy and needs. So, the people from existing context used this as a good investment where they invested to accommodate student and gain more income. Due to this situation a new demand uprooted for boarding places. Boarding houses near to the University, and with high level of facilities have more demand than rest. This scenario has been discussed in rent gap theory too (Smith N. , 1987).

Table 5 Spatial Transformation of Katubedda University Neighbourhood

Type of use	Before 1999 (%)	2000 to 2009 (%)	2010 to 2017 (%)
Owner occupied or rented	56.55	40.57	28.09
Students Boarding &owner residence	9.36	41.57	42.32
Boarding only	-	5.99	15.00
Owner residence, Boarding & commercial	-	-	5.13
Owner residence & commercial uses	5.24	4.75	9.46
Extent of the vacant land	28.84	7.12	

Source: Complete by author

At the same time, students became the reason for the increasing investments in the potential rent rate[2]. So, to gain the highest and best use of the land, landlords reinvested in their land to gain more profit. Day by day third party people (private and non-residential investors) also invested in the neighborhood to capture this potential rent.
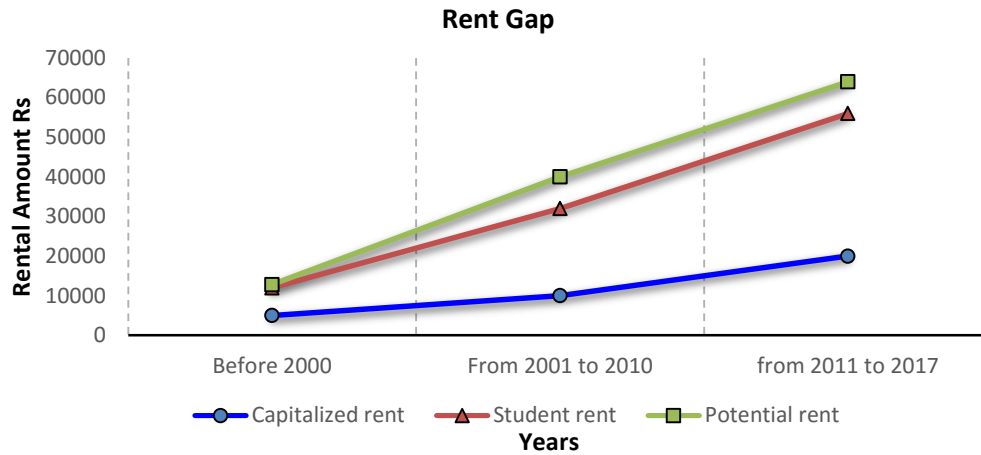

Fig. 4 Rent gap diagram in KatubeddaNeighbourhood

Source: Complete by author from questionnaire and focus group discussion

The reinvestment activity within the time period of 1990 to 2007, there was a gradual increment, but after 2008 there was a sudden pike because the number of student intake was increased. Then this change doubled in 2017 with association with the student's intake percentage where private developers invested to capture the rent gap.
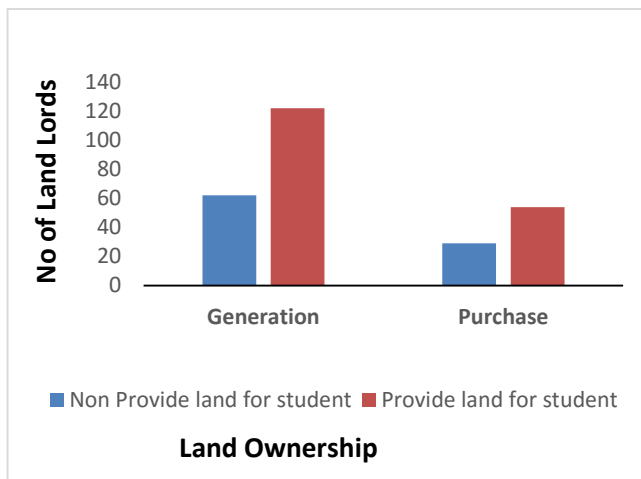

Fig. 5 Landuse pattern in land ownership

New developers enter into the community with the aim of generating profit and to achieve the rest of the rent gap.New developers bought the land in the aim of gaining profit based on students. But at the same time native people also invested by purchasing land. We can clearly see a pattern where 2/3 of the purchased land and land from ancestors are provided for the student's accommodation needs.

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[2] Actual rent or capitalized land rent is the rent a landlord or property owner is currently being paid for a property

Potential rent is how much a land load or property owner could earn if they evicted current tenants and converted the property to its most profitable use.

Student rent- rent a landlord or property owner is currently being paid for a piece of land by the students
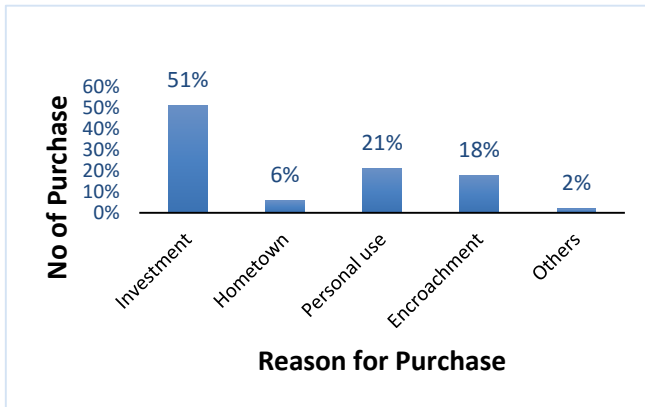
Fig. 6 Reason for purchasing land area in KatubeddaNeighbourhood

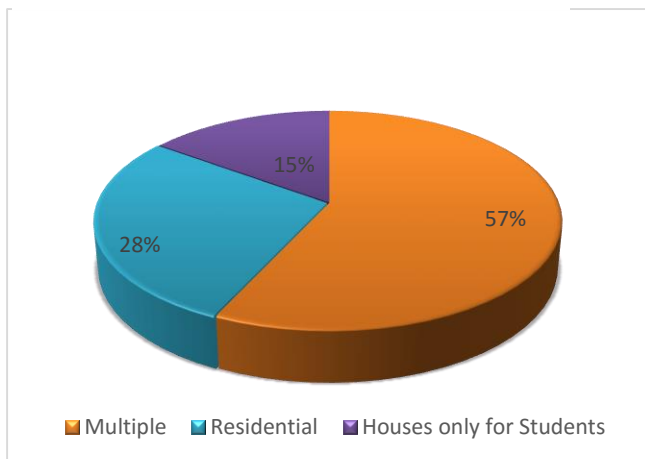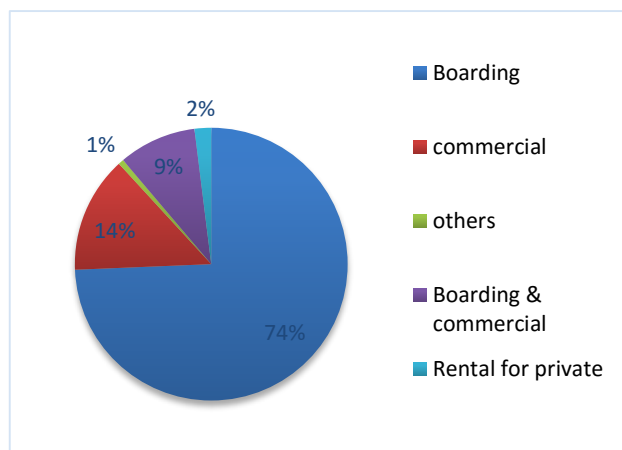Source: Complete by author from questionnaire

Within the collected data more than 50% of developers purchase land targeting the students (figure 6). In other words, they try to gain profit from students by providing them with accommodations and services.

Fig. 7 Student HMO occupancy in Katubedda neighbourhood

Another economic change observed in Katubedda neighborhood is Housing multiple occupancy (HMO) which refers to residential properties where 'common areas' exist and are shared with students (Figure 07).

By the time this research conducted it has recorded that 57% housing units were converted to the Housing in multiple occupancy (HMO).

Further, out of 57% HMOs, around 74% of household places allocated to the boarding, and 14% places allocated for students based commercial activity such as food outlets, printing shop, parlors, grocery shop etc. but 9% of household provided for students and commercial activity which means that places used for commercial and accommodation usage. Finally, 3% of the places in HMO's are not provided for the students.

Source: Complete by author from questionnaire

Here around 70% of the Society earning activity based on the students. It consists of partial or full income to the residents thus, absence of students in the neighborhood make residents a loss oflarger share of income, and livelihood During the vacation period (April and December) the entire commercial community will be paused because of the absence of the student. In a nutshell, there is an enormous economic dependency on the student base.
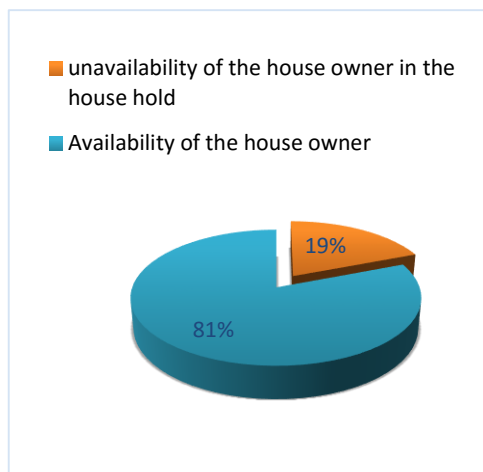
Socio changes

Displacement

Fig. 9 Land Owner Occupation Distribution

Questionnaire survey indicates that 19% of people has left this area (Displacement), converting their inherited house in to a boarding place and rest of the space (20%) has been converted in to a commercial area as they leave. Residents leave their property because to get more income, migration education and many other factors. They leave in a purpose to develop their lifestyle as well as to gain income. 80% of these house-holds is being converted into boarding houses where the rest are being converted in to commercial areas. Thus, the people who migrate from the neighborhood use their property for a secondary income which is based on students.

In the meantime, a new feature is added in Katubedda university neighborhood where residents provide most of their house area for the students which reduce the owner occupancy share in a housing unit.
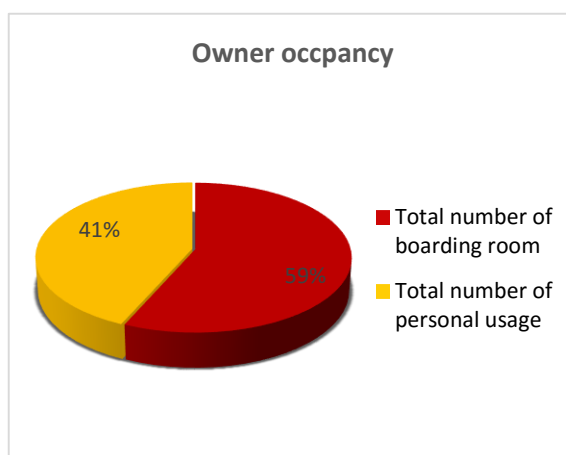

Fig. 10 Owner occupation distribution in household units

Source: Complete by author from questionnaire

In the present data owner occupancy rate is respectively very low. Most of the owners allocated 2/3 of the place in their house for the students to board. Because they gain a good income from the students.Through the conversion of owner occupied area into boarding houses **owner's occupation rate is reduced** due to the accommodation of the students in their residents. Without considering about their own comfort, they limit their own spaces and provide the rest of the area to the students to gain more income. To our knowledge, this is unique and a new contribution to gentrification and studentification theory. In Moratuwa campus area, owners mostly occupy a part of the place and a part is given to students. In previous studies on studentification have

informed us that original owners move out of the University surrounding site so that land would be developed by new investors. This fact needs to be examined further as why such trend is occurring in this locality. This may be due to the lack of very high demand for large-scale private accommodation as the student numbers are relatively low compared to Metropolitan Universities such as the University of Melbourne. This is also could be due to security issues as owners think that students may damage the property. This situation may be related to local community-oriented culture that tolerates two or three families living in the same dwelling and in such living set up privacy is not the priority.

Cultural changes

According to 03 FDGs conducted, soon after the students from multicultural background started to mix with the community, the community profile has started to change. The residents believe that students have changed their community value and profiles towards students' culture. Figure 11 is the word frequency analysis results of FDG participants' comments on cultural changes due to students. Results highlights the changes such as events inspired from students, influences over language, food habits, dreams and desires, addictions and means of income.

Fig. 11 Cloud analysis diagram

Source - Compiled by author

The residences from these places quoted as following about the students in the community.

1. The attitude of the community people has been changed where they started to address the positive nature of the social hybridization and cultural synthesis. Moreover, they began to adopt their lifestyle towards the emerging changes. Positive aspects are absorbed by the society in a holistic manner.
2. Because of the mixed language, student's language accents of community people have been evolved who become fluent in other languages such as Tamil and English.
3. Students started to marry people from local community. As well as local community which was initially reduced in a local area and started to expand around the local area.
4. People started to educate their children and university students became an inspiration to the locals which led to highly educated community in the context as well.
5. Transfer of the Institute of technology led to a big gap in society which ended up with profit maximization. It was a major impact in their income level that locals quoted.

6. Retails shops, stationary shops and communication centers became important income source in the society which introduced the locals with the modern technology as well.
7. Matured community has started to emerge where various investors started to invest by identifying the potential in the region. Moreover, the competition created a demand of the land value and new residential building started to emerge in the local context.
8. Because of the competition, locals started to upgrade their houses and residential buildings where it promoted their life style. Clean and personal hygiene started to improve in the social fabric.

Because of the student accommodation the new building culture was introduced into the context where land loads try to accommodate students and try to bring up new attractive built forms such as apartments, boarding houses, commercial outlets to facilitate students' demand. The structure and feature of the buildings has been changed into attach bathrooms, tiles floor, study hall etc.

More to add seasonal employments are being introduced which only targeting students. Where late night shops, lunch kiosks and other small temporary food outlets are being built up near the university entrance. These shops cannot be seen in public holydays and vacation periods.According to the other studies done in foreign countries, studentification has resulted negative cultural changes to the neighbourhood. But in Katubedda neighborhood, it can be observe more positive impact on culture because the majority of locals jointly occupy properties without complete displacement.
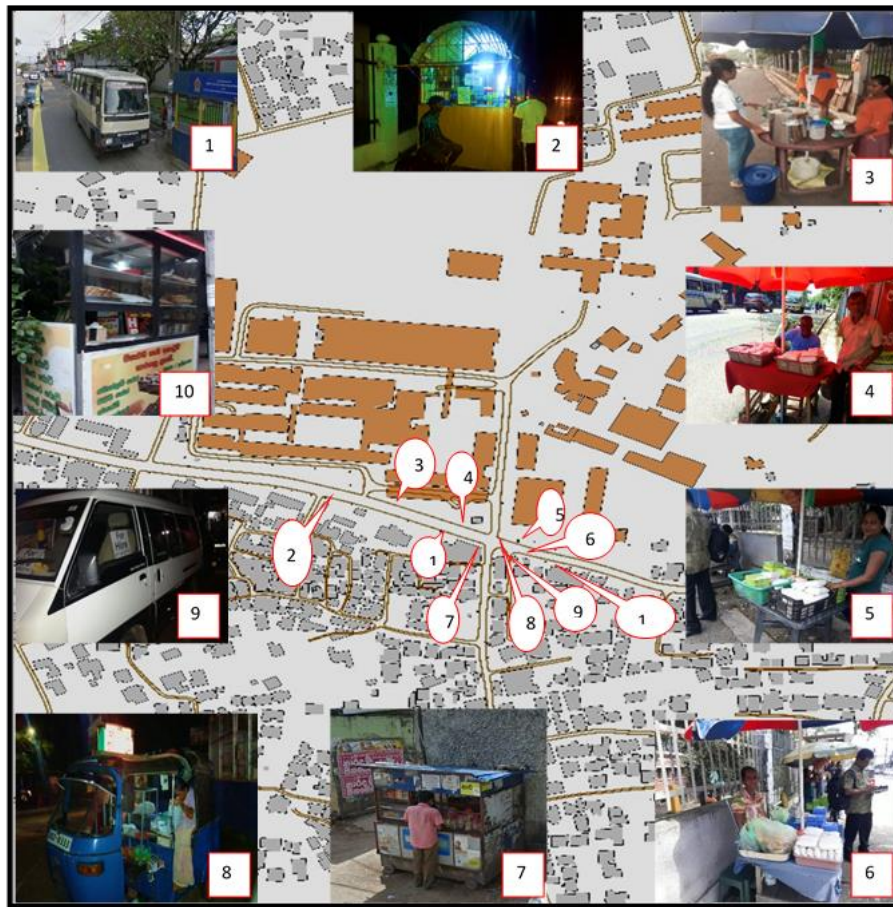

Fig. 12 Distribution of Seasonal shops in the context

Source – Compiled by author

Physical change

When an area is gentrified the housing and other light industries are filtered both in value and quality (Arnott, Davidson, & Pines, 1983). In terms of studentification it can be observed similar kind filtering of students related land uses.The demand for accommodations and new buildings are been infilled to providing boarding facilities which resulted to diminish vegetation which resulted the introduction of physical building form and student-based income facilities. Furthermore, landlords try to build more boarding houses to get more income from the students. New infrastructure facilities with technological improvement has been arisen.
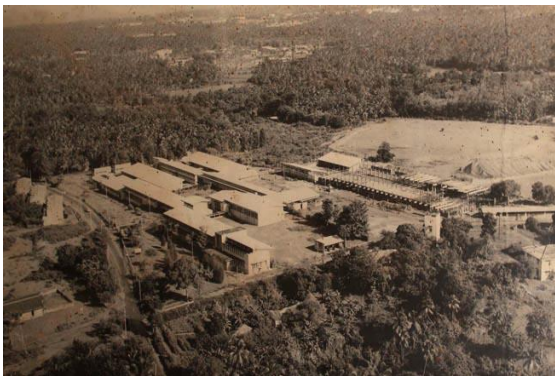

Fig. 14 Aerial view image of University of Moratuwa (1980)

Fig. 13 Present topography of the University of Moratuwa

Source – Internet

Old aerial photograph of the university premises where we can observe trees cape and more vacant land areas in the backdrop. (Figure: 14)

Present situation of the university context where we can observe the newly emerged residential buildings and deforestation. (Figure: 13)

Apartments is being constructed in the context caused to the changes in land uses. More over emergence of high rise student's residents created a different streetscape which is a newaddition for the suburban setting. Student's communities (where the boarding houses are congested) arebeing formed in the community.

As a summery the introduction of the university in the neighborhood has created change in the context where it changed the entire socio-cultural settings. Introduction of the students from various community background has created a cohesive change where it created a tangible and intangible relationship between social and economic context. Furthermore, to discuss introduction of commercial environment also creates which is totally focused on students. Moreover, emergence of urbanization can be witnessed in the context as well. Modification highly affects the spatial patterns of the surrounding in terms of social, cultural, landscape, and economical. We can identify some certain changes given below.

❖ Student population increase student-dominated area

❖ Houses with multiple occupation

❖ Owner occupation reduction

❖ Increase the rental rates, and the property prices, and landlords providing accommodation for students.

❖ Establishment of student-oriented services and seasonal employment.

❖ Private investors such as seasonal shop owners, investors for student accommodation.

Conclusion

This research attempted to investigate process of studentification in Katubedda neighborhood. As informed earlier, gentrification is a process where socio-spatial change be occurred due to the displacement of the people which is a result of the economic changes in the built setting. Studentification is a special form of gentrification where students become a dominating factor for the socio and cultural change in the urban fabric. University of Moratuwa, as an academic institution, is emerging as a key generator for the studentification process. The social modification appears to occur as result of the student accommodations in the surrounding area. The study findings inform that studentification process is certainly occurring in the process in the Katubedda neighborhood. However, unlike the past research in the West, the current study reveals that it its nature and the form is different. The following points explain the process of studentification taking examples from economic, social-cultural and physical changes in the area.(Smith D. P., 2006)

The key economic changes identified in the neighborhood includesconversion of the houses into multiple occupancy targeting potential rent from students (Rent seeking behavior). In terms of social changes, almost 20% of the residence have been displaced from their initial living space. However, majority of house owners do share their houses with students which lead into reduction of house space occupied by the owner compared to student occupied share.

This is a special form of displacement which has not observed in previous research studies conducted in other countries. Especially in UKLoughborough, as a result of expanding student population in established residential communities derived with large negative impacts such as population disparity, lack of community cohesion, anti-social behavior, criminal damage and disorder and decay of physical landscape which resulted by young student community only grouped in a society where owners displaced from the area. When come to Sri Lankan context, people are not getting displaced by reducing the owner occupancy level which led to limit the negative impacts from the studentification. Important fact here is, owner retain some control over students' activities within the accommodation and students' culture has significantly transferred to owner families.

Further, students have inspired the families to approach higher calibers and various kinds of mix cultural synthesis started to emerge in the neighborhood. Physically the entire contextual landscape has been changed where more developed infrastructures are being integrated in to the context. Further, new apartments are being emerged into the context which is for students and students-based housing are being introduced where the entire streetscape and its character has been changed.

A tangible and intangible relationship occurred between students and the society which resulted the domination of the students in the neighbourhood.Soon after the arrival of university of Moratuwa various academic intuitions started emerging around the university premises which reinforced the accommodation demand of the students.

As a conclusion series of process has been occurred which resulted studentification inKatubeddaneighbourhood. The studentificationat an initial stage where the domination of the students has been spreading around the university premises. Specially, the pattern of studentification occurred in Katubeddaneighbourhood is different from foreign case studies in terms of displacement. However, in order to confirm this pattern more research is needed around other locations studentification in Sri Lanka.

However, above findings of the research are subject to several methodological and technical limitations. Since this is the first attempt to study the process of studentification around a university in Sri Lanka, the results cannot be compared nor generalized. At the same time, lack of time series real property datasets in Sri Lanka limited the depth of analysis in measures such as reinvestment capital and displacement.

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