CHAPTER-II

Universe and Methodology
2.1 Universe (Kalburgi City):

The study was conducted in Gulbarga City, Gulbarga district in Karnataka during 2009 and 2013. All the degree colleges, both Government and aided located in Gulbarga City were considered for the study.

The Field:

Field is the base for collecting the first hand data. It is necessary to understand the field of a particular place where the researcher collect the information. Gulbarga city is chosen as a field for the present study. In Gulbarga city, government and aided degree colleges have chosen as the field for the present study.

Gulbarga city is a part of Karnataka State in India. Before reorganization of the states, it was an integral part of Hyderabad State in 1956, and now it is an integral part of Karnataka State.

The history of Gulbarga city offers a grand view of cultural and traditional heritage of Karnataka. It was the capital of Bahamani Kingdom, where political and religious institutions flourished. It becomes a centre of art, architecture and literature. It was a great centre of spiritual activities. Thus, it occupies a place of unique significance in Karnataka. Gulbarga city and its surrounding areas remained a part of Hyderabad State until 1956. It was only in 1956, after the reorganization of the States.

Area of Study

Gulbarga city is the head quarters of Gulbarga district. It is also the head quarters of the Division consisting of Bidar, Bellary, Raichur and Yadgir.
Gulbarga is also known as ‘Kalburgi’, which means a ‘stone’ of ‘stone roofing’. It is also called as “leaf with flowers’ i.e., ‘Gul’ meaning flowers and ‘Burg’ meaning ‘leaf’.

Gulbarga city situated between longitude 76º 04’ and 77º 42 and latitude 16º12’ and 17º 46’ and is on the South-Central Railway i.e., on the main line of Bombay and Madras. The nearest airport to Gulbarga is Hyderabad (A.P.).

Gulbarga is one of the biggest cities of Karnataka and is in the process of rapid development in all aspects. In the hinter land of Gulbarga city, there are three main rivers by name Bhima, Amarja and Kagina. Bhima is the main river, which is about 30 Km. away to the South to Gulbarga city.

The City of Gulbarga is proud of its cultural heritage, it is one of the ancient historical places in the Deccan. Malkhed and Ghangapur are the two pilgrimage centres of Gulbarga city. There are three important temples in the city by name Shri Sharnbasveshwar Temple, Khaja Banda Nawaz Darga and Buddha Mandir.

Gulbarga has progress in every aspects, economically, educationally, agriculturally, banking facilities also increase, as a result of which the industries on large scale and small scale have been started. Gulbarga is famous for the cement industries in Shahabad, Wadi, Kurkunta and Malkhed. It came to have a separate University in the year 1980 and extending its activities through the post-graduation centers in the surrounding areas. Similarly, there is an increases in the number of colleges, PG centres, high schools and primary schools. A Central University and High Court Bench is also working in Gulbarga.

2.2 Methodology
The present study seek to empirically ascertain the choice of educational goals; choice of occupation of modern youths, the study also seeks to focus on
such important variables as the caste, social status, economic structure and so forth of the respondents and provide not only a social profile of the respondents but relate the social profile, opinion and attitude towards choice of life partner. Keeping in view these aims and objectives, the methods that suits the purpose of the study best are chosen. A brief account of these methods of inquiry and analysis is presented here.

2.3 The Instruments

The data that provide the basis for the findings of the present study are gathered through interview schedule. Keeping in view the limitations of the time and resource under which the researcher undertakes field work and the type of respondents to be studied, the interview method was preferred to questionnaire method. These interviews were conducted with the help of an interview schedule which was so designed as to elicit relevant data from the respondents. This interview schedule represents the principal tool or instrument of data collection in the present study.

The interview schedule was designed and structured keeping in view the prime objectives of the present study. Enough care was taken to see that the instrument was reasonably valid and reliable in eliciting the relevant data.

2.4 Methods of Sampling:

The principal instrument is used to collect information from the degree colleges. A sample of 630 students representing the respondents was drawn from Government and Aided Colleges of Gulbarga city. Gulbarga district is in Karnataka. This study was conducted from 2009 to 2013.

Sample Units/ Target Groups :

Final year (last semester) students of the Arts, Science and Commerce Colleges constituted the sample units.
a) **Sample size**:

To begin with, the total strength of the last semester’s student strength was collected from the Arts, Science and Commerce Colleges, during 2009. There were 2140 students. Out of them 1220 were from the general castes – forward and OBC. The remaining (920) were from the SC & ST castes, Of the total, there were 1270 boys and 870 girls.

As the study was study quantitative, it was decided to study (1/3) one third of the total population viz., 713.

b) **Sample Frame**:

Student’s admission forms were used a sample frame with the permission of principal a list of students by faculty, caste and sex was prepared.

c) **Selection Method**:

A stratified proportionate sampling method was adopted. To be specific, one third of the forward and backward and one third of the boys and girls were selected to for the study. The expected sample size was 713. But the actual sample size was 630.

The sample was not, however, stratified on any variable like caste, age, place of nativity, mother tongue, level of education, economic position and so on. The respondents were interviewed at their respective colleges. The respondents showed much of interest in responding to the study, the researcher could gather first hand information directly from the respondents. On the bases of the information, which is gathered during the pilot study, the interview schedule was prepared and then modified so as to enable an in-depth and
comprehensive study of the modern youth in India [a copy of the interview schedule is enclosed at the end of the thesis and marked as Annexure-A].

Table-2.1

Details of colleges and students by sex in Gulbarga city during 2009-11

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the college</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>S.B. Group of Colleges</td>
<td>180</td>
<td>200</td>
<td>380</td>
</tr>
<tr>
<td>2.</td>
<td>N.V. Group of Colleges</td>
<td>170</td>
<td>130</td>
<td>300</td>
</tr>
<tr>
<td>3.</td>
<td>HKE Society Colleges</td>
<td>200</td>
<td>110</td>
<td>310</td>
</tr>
<tr>
<td>4.</td>
<td>Dr. Baba Saheb Ambedkar College</td>
<td>210</td>
<td>070</td>
<td>280</td>
</tr>
<tr>
<td>5.</td>
<td>Khaja Banda Nawaz Society</td>
<td>200</td>
<td>090</td>
<td>290</td>
</tr>
<tr>
<td>6.</td>
<td>Government Colleges</td>
<td>100</td>
<td>100</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1270</td>
<td>870</td>
<td>2140</td>
</tr>
</tbody>
</table>

Figure-2.1

Details of colleges and students by sex in Gulbarga city during 2009-11
Table-2.2
Respondents Actual Sample by Caste and Sex

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Variable</th>
<th>No. of Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Caste</td>
<td></td>
<td></td>
</tr>
<tr>
<td>01.</td>
<td>Forward</td>
<td>200</td>
<td>32</td>
</tr>
<tr>
<td>02.</td>
<td>Backward</td>
<td>430</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>630</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Sex</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1)</td>
<td>Boys</td>
<td>300</td>
<td>48</td>
</tr>
<tr>
<td>2)</td>
<td>Girls</td>
<td>330</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>630</td>
<td>100</td>
</tr>
</tbody>
</table>

2.5 Methods of Data Collection:

Data were collected by administering a semi-structured questionnaire prepared in regional language viz Kannada, the official language in Karnataka, with prior permission from the Principal/ Management, students of the last semester degree classes were asked to assemble in a class room. Boys and girls were made to sit separately. A couple of lecturers from the respective colleges were requested to assist the investigator.

Questionnaire explained:

First, the investigator explained the respondents the aims and objectives of the study. The respondents were assisted by the investigator and the staff in filling up the questionnaire.

After the field work, it was found that there were 700 completed schedules. A further scrutiny revealed that there were 63 schedules complete in all items. So finally the sample size was settled at 630.
2.6 Identification of Variables:

1) Importance of variables :

Variables constitute the crux of any research design. A variable is the varied from time to time, place to place. For example education, caste, class etc.

Broadly, variables could be classified into three types:

a) Independent  b) Dependent  c) Constant

a) Independent variable is that which influences dependent variable. For example education influences occupation.

b) Dependent variable is that which is being influenced by independent variable. For example occupation is influenced by education.

c) Constant variable remains permanent in the analysis of all the cross tables. Indeed it is an independent variable which influences both independent and dependant variables.

As a matter of fact, there are no permanent independent, dependent and controlling or constant variables. The status or position of a variable dependents on the objectives of the study.

2) Nature of variables in the study :

a) Independent: Education in terms of faculties viz, Arts, Science and Commerce is considered independent variable. The reason is that the main objective of the study is to analyse the impact of higher education on their (students) choices of life goals.

b) Independent cum intervening variable:

Respondent’s caste is supposed to act as the independent cum intervening variable. Theoretically, it is assumed that caste intern ever or mediates its influences through education. In other words,
education and caste together influence respondents choice. But the caste remains constant in the analysis of all cross tables.

c) Dependent variables:
Respondent’s choice is the main dependent variable. But choices, with regard to education and occupation, marriage and family and formation of the world view are studied.

**Formulation of Hypothesis:**

Hypothesis are the directions of a research design. A systematic formulation location of hypothesis acts as good grounding for any research project.

**Meaning of Hypothesis:**

‘Hypo’ means less than or under the ‘thesis’ means idea or general opinion to be defended by a person and thus, hypothesis means an idea formed before hand which has less value than the generally formed view.

According to Lundberg, “A hypothesis is a tentative generalization, the validity of which remains to be tested. In its most elementary stage the hypothesis may be any bunch guess, imaginative idea which becomes the basis for action or investigation.

1. **Respondent’s social background:**

   In view of the policy adopted by the Government to provide better educational facilities to the students of the weaker sections, more students from the backward than forward castes are likely to constitute the sample.

2. **Relationship between caste and faculty:**

   Although a greater proportion of the backward and SC & ST castes are seeking admissions in higher education-degree colleges, the relationship between caste and faculty continues to be specific, a greater proportion of the backward and SC & ST castes are likely to seek in Arts faculty, where as more
students from the forward castes are likely to take admission in Science and Commerce faculties.

3. **Relationship between caste and educational and occupational choices:**
   More forward castes students have a clear perception of educational and occupational choices than the backward castes students.

4. **Relationship between faculty and educational and occupational choices:**
   More science & commerce faculty students have a clear perception of educational and occupational choices than Arts faculty students.

5. **Relationship between caste faculty and educational and occupational choices:**
   More forward castes students have a clear perception of educational and occupational choices than the backward castes students when the effect of the faculty is held constant.

2. **Relationship between caste, faculty and choices regarding marriage and family.**
   a) More forward than backward caste students have a clear view of choices regarding marriage and family.
   b) More science and commerce faculty than Arts faculty students have a clear view of choices regarding marriage and family.

3. **Caste, faculty and world view:**
   a) More forward than backward caste students have a clear perception the world view.
   b) Faculty and world view: More Science & Commerce than Arts students have clear perception of world view.
   c) Caste, faculty and world view: More forward backward castes students have clear perception of world view when the effect of the faculty is held constant.
2.7  **Coding and Processing:**

The data were scrutinized and coded by assigning column and code numbers than the data were typed according to column numbers and code numbers.

In accordance with the stated aims and objectives of the thesis, a code was prepared. The filled in scheduled were checked up thoroughly by the investigator. Data were transferred from the schedules to code sheet. Column totals were checked and were transferred to CD. The data were processed with the help of a tabulation book. Sophisticated statistical tests were applied in consultation with experts.

2.8  **Method of Data Analysis**

The qualitative data gathered by administering the schedule are coded and decoded and transformed into quantitative data for the purpose of analysis and interpretation. Various scoring techniques are used to measure and classify different variables and attributes like caste and goals of education, occupational perception and faculty, choice of life partner of modern youths.

2.9  **Tests of Significance**

The association between dependent and independent variables is measured by $\chi^2$, contingency coefficient (cc) and Yule’s coefficient tests and single and contingency table were prepared relevant indexes were constructed, $\chi^2$ and CC tests, were applied to find out association between the variables.