CHAPTER-III

Methodology – Tools and Techniques

The purpose of this chapter is to describe the methodology that has been employed in the context of the present research. It also gives an account of the tools and techniques which are used in the process of the investigation.

Research is an endeavour to discover intellectual and practical answers to problems through the application of Scientific methods i.e. the procedure or mode of investigation to the Knowable universe (Will-Kinson and Bhandarkar, 1991 : 1).

Research refers to “a critical and exhaustive investigation or experimentation having as its aim the revision of accepted conclusions in the light of newly discovered facts” (Ibid : 9).

Donald Slessinger and Mary Steverson in the Encyclopedia of Social Sciences define ‘research’ as “the systematic method of exploring; analyzing and conceptualizing social life in order to extend, correct or verify knowledge, whether that Knowledge aids in Construction of theory or in the practice of an art” (Pauline Young, 1984 : 30).
Stating it differently “Social research seeks to find explanations to unexplained social phenomena to clarify the doubtful and correct the misconceived facts of social life (Ibid : 10).

The concise oxford Dictionary has given the definition of research as the systematic investigation into and study of material and sources in order to establish facts and reach new conclusions (Judy Pearsall (ed) 1999 : 1217).

The Websters Dictionary proposes a very inclusive definition of research as diligent inquiry or examination in seeking facts or principles, an experimental investigation, laborious or continued search after truth, as researchers of human wisdom (Dowa Kellerman : 1913 : 125). Thus we can say that research is a systematic investigation to establish facts which is a search for knowledge.

Focus of the Study:

This study aims at inquiring into the reasons for north-east students to migrate to the far place of PUNE in search of pursuing their education. The push and pull factors of migration. Due to various factors these students face many problems of adjustment in the alien environment we also wanted to assess whether student activism, insurgency, voilence and problems of Bengladeshi migrants were responsible for opting to study in a very far off place like PUNE.
Universe :

The term Universe or population in the sense in which it is used in the sampling statistical parlance is constituted of all the individuals or things or events or documents or observations conforming to a designated set of specifications which a particular study should principally cover (Will-Kinson and Bhandarkar, 1991: 251).

According to Pauling Young “the entire group from which a sample is chosen is known as the population, Universe of supply” Pauling Young, 1984: 325).

For the purpose of this survey we have chosen PUNE city as our Universe which consisted of Pune University and various colleges in and around PUNE city wherein North-East students abound.

Selection of the Locale :

PUNE is one of the important educational centres in Maharashtra. It has a long history of educational activities. Great people and scholars like Gokhale, Tilak, Agarkar, Ranade, D.K. Karve and may others contributed immensely to the reputation of PUNE city as an important educational centre.
We Selected This Locale for the Following Reasons:

PUNE University is one of the important centres of advanced leaving in India which was accredited as one of five star universities in India by University Grants Commission. It attracts many north-east students from the seven north-eastern states.

PUNE city has moderate climate throughout the year. PUNE university is situated in a pleasant setting which had uninterrupted records of no major student unrest in its history. This also acts as an added attraction to the north-east students to come to PUNE for studies.

For a long time students migrated to PUNE for their studies, these students acted as role models for their friends and relatives to come to PUNE city for higher education.

PUNE University and several colleges are recognized internationally as centres of excellence.

In Maharashtra in general and PUNE in particular had no prolonged strikes and unrest in educational institutions so attracts many students from all over India.

PUNE University has a history of examinations and declaration of results in time which was not the case in North-east hence serious students want to migrate to PUNE city for their higher education.
Selection of the Sample:

A statistical sample is a miniature picture of the entire group that is the Universe from which the sample is chosen.

Much as we would have preferred random sampling method, the field situation dictated otherwise.

North-east students from all the 7 states have formed student associations according to one’s own state they belonged. From approaching some chairpersons of the students (Incidentally it may be mentioned that the present researcher is from Assam and studied in Arunachal Pradesh until her II standard in Itanagar) the researcher learnt/observed that not all students were members of their students’ associations and therefore the Associations chair persons could not furnish the researcher with a list of the names and addresses of their individual states students as hoped for. In the absence of a list of North-East states students studying in PUNE we thought it is not wise to adhere to any strict sampling technique. The sampling technique which was followed in the present study was by ‘Snow-ball’ sampling. The researcher approached first any north-east student, she explained her purpose and the research area and enlisted the help of the student. As a confidence building measure she first interviewed the person and built up rapport with him / her. The researcher then asked the respondent to give 3 names of friends or students from North-East. The researcher took one address by random sample and contacted the student and administered the questionnaire. The same procedure is followed until adequate number of respondents were obtained. Care was taken to include
students from all the seven states of north-east. The sample was confined to north-east students studying in PUNE city only.

It was approximated that approximately 700 to 750 students from North-East states are studying in PUNE University and Colleges at any given time.

The sample was confined only to those north-east students who are in colleges and universities and have stayed in PUNE for studies more than a period of not less than six months. All most all the students approached met with these criteria. The researcher tried as far as possible to get proportionate number of students according to the area and size of population of that state. The small states were represented by a very few people as their size is very small in PUNE.

The sample included PUNE University, Tilak Vidyapeeth, Fergusson College, Shahu College, Spicer College, Poona College and others wherein many North-East students are studying. However the researcher went to almost all college Arts, Science, Commerce and technical Colleges and took assistance from the college administration to locate North-East students.

The sample represented almost every college where in students of North-Eastern states are studying.

Out of the 330 questionnaires handed over only 305 were ultimately returned. The researcher approached each and every respondent more than
3 or 4 times. Even after such persuasion they failed to return the filled questionnaires the researcher abandoned those respondents as she has limited time to pursue them. Five questionnaires had to be discarded as the respondents did not properly fill the entire questionnaire. However one can say the sample approximates nearly 40% of the students from North-East.

In the case of the unreturned questionnaires, the respondents either claimed to have misplaced or lost them, and had to be given fresh copies and in the case of twenty cases the respondents had gone out of station or changed their residence. In this latter case the researcher waited for over a month for the respondents' responses but to no avail. Finally it was decided it wise to proceed with the research with 300 filled questionnaires already at hand. Whenever the researcher found non response to some questions she asked the respondents about their responses so that almost all questions are answered.

Research Design:

Since the researcher found that there were many studies on student migration, we adopted a descriptive research design for the present study. The reasons for adopting the design was not many studies on students from North-East were available and also none of researchers tried to find out the impact of insurgency, violence, student activism are factors for students opting to go to long distances.
Hypotheses:

1] The reason for opting to study in PUNE which is a long way from their states.

2] Does Push factors include insurgency student activism and the state of education in their states.

3] What are the reasons for selection of PUNE as their destination.

4] Are the problems faced by students perceived as minimal in PUNE.

5] Is the standard of education, getting admission in higher educational institutes easier in PUNE. Are these the pull factors of migration.

Sources of Data:

Primary Sources of Data: The researcher collected data from the migrant students from North-Eastern states from Assam, Meghalaya, Mizoram, Arunachal, Nagaland, Manipur and Tripura.

Secondary Sources of Data: The researcher used library resources for a proper comprehension of existing knowledge. The secondary data consisted of the reports of governments of all North-East gazettes, census volumes, books and articles related to the present study.
Survey Method:

Survey method is used because one can study a population by selecting and studying a sample chosen from the specified universe with a view to discover the relevant incidence, distribution and inter relation of socio-economic and Psychological variables.

Survey method helps in collecting data by contacting the respondents, and measuring attitudes, opinions and orientation of a large population.

Tools and Techniques:

In the present study the tools and techniques used for collecting data include questionnaire, interview and participant observation.

The Questionnaire:

The data for the study was collected through a questionnaire filled out by the respondents. This questionnaire in few cases was administered as a schedule in the case of students who were reluctant to fill the questionnaire. The questionnaire had a large number of open ended as well as structured questions in order to elicit the respondent opinions and observations freely. The structured questions gave quantitative data while open ended ones supplemented qualitative information. The researcher interviewed one hundred parents of the respondents. Some of them when
they visited the children and other when the researcher visited Assam, Meghalaya, Arunachal Pradesh when she went for reference wall.

**Description of the Questionnaire:**

The information was collected with the help of structured questionnaire. While framing the questionnaire the following points were kept in mind:

(a) The questions were formed in simple language so that the respondents could easily understand the meaning. Much care was taken to avoid confusion in understanding.

(b) The questions were mostly structured so that the respondents could respond without delay. Open-ended question gave freedom to respond freely and frankly.

(c) The questionnaire was in English as medium of instruction in English in their states.

**Problems in Education:**

In this section questions on why the student has come for further studies in PUNE were asked along with the medium of instruction, method, standard and system of education what differences does the respondents find between the educational system in their native state and in PUNE. Does the respondent have problems in education with books? Any problem with accommodation and language? The students were further asked to list
any problems encountered on arrival in PUNE and how they solved these problems.

Social Problems:

Questions in this section were raised related to aspects of the respondents’ life in PUNE, regarding the institution they joined, the friendship groups, the use of leisure and holidays. The students were asked whether they had friends, and their relations with local Maharashtrians were good, friendly and helpful. Whether students have joined the student associations as active/passive members.

Problems in Political Participation:

The study tried to obtain data on the respondents’ political participation and the current political situation at home and at PUNE. How often the students read or listened to news broadcasts about the situation in their State and India. Do they indulge in discussions about politics with friends.

Economic Problems:

The most important aspect in which data is collected was the financial problems faced by students in the period of study in PUNE. Questions relating to financial resources, receipt of remittances and expenditure on accommodation were incorporated in this section.
Informal interviews with students while visiting them in their places of residence or over a cup of tea at the canteen and sometimes over a meal were carried to cross check the information collected through the questionnaire. The discussions were held normally with not more than 2 or 3 students at any one time. In this type of setting the researcher found that the respondents were more open and free and frank. These informal interviews proved to be more informative and instructive, which provided qualitative inputs.

While as explained earlier no generalization about general characteristics of the total population of migrant students could be made on the basis of our sample, it was still necessary to know the characteristics and behaviour of individuals from different states. Since they comprise many distinct tribes and plans and hilly region people who are different culturally socially and religion wise with different problems and orientations.

The data collected in the course of the study could be examined with the impact of insurgency, student activism and violence which are common to all north-east states. The study was conducted among the students of higher education in PUNE educational institutions. The characteristics on which information is gathered is given below.

Pre-testing of the Questionnaire:

After drafting of the questionnaire was completed, the pre-testing of the questionnaire was conducted, some 10 respondents were orally
interviewed with the questionnaire. It was found that the questionnaire was too long, a number of questions elicited identical responses and some of them were irrelevant. Some few questions were found to be ambiguous and still, other questions did not elicit the required information. Consequently we had to restructure some of the questions and eliminate those questions found to be irrelevant.

There were primarily five types of data gathered about Personnel information. In this section questions seeking information about the respondents personal and family information comprises of age, sex, religion, caste, marital status, educational background, occupational status, income, type of consumption, duration of stay in PUNE and respondents family’s socio-economic status.

**Push and Pull Factors :**

The questionnaire was given to some of the respondents and teachers in the department to comment on the questionnaire we selected two respondents who were poorer in their command of English language in order to test the simplicity and clarify of the questions. The respondents did not show any problems with understanding the questions and hardly any changes were needed to be made. So with the above mentioned modifications and corrections the questionnaire was printed questionnaire and administered to the students. Most of them filled the without the presence of the investigator. However a few had to be interviewed by researcher administrating the questionnaire as a schedule.
In this section questions were asked for eliciting information about the motivational aspects of Push and Pull factors of migration namely, the age at which they left their state, reasons for leaving the state, choice of PUNE as destination, feelings upon arrival in PUNE and their ideas to migrate to other states have been taken into account.

Data Collection:

Data collection is the major step in social surveys. If the data is collected in a haphazard manner, one can not draw meaningful conclusions. So the researcher took extra care in data collection.

In the absence of actual number of students from each state who migrated to PUNE for higher education, care was taken to contact all colleges, associations in order to make a rough estimate of the number of students studying in PUNE. This turned out to be; that nearly 700 + students from all the seven states are studying in PUNE’S educational institutes. 300 questionnaires were collected which comes out nearly 40% of the total Universe of students. It was decided this sample size is adequate to make generations about north-east students for their reasons for migration and problems faced by them. These students travel nearly 3000 K.M. to reach their destination and facing many problems are bravely pursuing their studies in PUNE.

To some respondents questionnaires as schedules were administered personally because of lack of a good command of English language. To those (majority) who had a good command of English, the questionnaires
were left with them and the researcher collected them later. It was experienced by the researcher that she had to visit or remind by phone three-four times before she could collect the filled questionnaires. The researcher would go through the filled out questionnaires to ascertain that all required information has been given and no questions were left blanks.

A few students when approached bluntly refused to cooperate with the researcher. They were concerned about their opinions being exposed leading to trouble with their fellow state persons or government. These students were not even prepared to listen to anything the researcher had to say to reassure them about confidentiality of information, but rather insisted that they are not in the habit of filling questionnaires and has no such intention where the present study is concerned.

An encouraging feature in the field experience is that many respondents also took interest in introducing the researcher to potential respondents and in explaining to them what the research is all about. The new acquaintances formed a bridge across which other respondents could be reached more easily.

**Rapport Building:**

Rapport building is very essential in any social research. If the respondents took antagonist attitude, getting information from them would be a herculean task. However, fortunately the researcher also belonged to North-East and was widely traveled in her childhood. Some of native languages were also known to her.
First she approached the associations of students from different states and interacted with them in their meetings and explained about her study. The students curiosity was aroused so they were in a mood of cooperation. Some students who filled the questionnaire encouraged others to do so and cooperate.

Since all the students are not members of associations, she went to colleges and University departments and obtained lists of North-East students. She repeated the same strategy in all institutions which made her data collection easy.

However a few students refused to participate in the research. Their percentage is less than 1% so rapport building did not prove a hurdle.

**Tabulation and Data Analysis:**

Huge quantity of collected data does not mean anything unless it is properly sifted and organized keeping in view the objectives of the study and the need to draw proper conclusions or answers in respect of the questions / hypothesis posed initially.

On the completion of data collection phase, the task of analyzing the vast data collected was taken up. Analysis of the collected data helped in summarizing the completed observations in such a manner that they yielded answers to the research questions. Analysis of the data included various
sub-tasks like establishment of categories, tabulation, determining frequencies, calculating, percentages.

The qualitative data obtained was Categorised into Various Categories and was analyzed qualitatively also by putting up similar types of answers into a Category.

For qualitative research, data gathered by means of open ended questions interviews as well as observations are analyzed by using qualitative description that can be used to uncover and understand what is hidden behind the phenomenon being studied and explain the intricate details of the phenomenon that are difficult to convey through the quantitative method. The data gathered through interview and observation was analysed by using the qualitative approach.

A tabular arrangement facilitates the summation of data. The data was manually tabulated. In order to draw statistical inferences from the collected information the present study arrived at Simple percentages were worked out for interpretation.

The Research Report:

The scientist is duty bound to make his findings known to the public. In the present study the researcher has tried to convey the major findings with maximum clarity and accuracy. The report of the present study is divided into 8 chapters.
Chapter – I : Introduction :

Introduction starts with the general problem of migration followed by Educational migration around the world. Theories of migration with emphasis on Push and Pull factors is highlighted. The chapter ends with the chapter scheme of the thesis.

Chapter – II : Literature Survey

Chapter – III : Methodology – tools and techniques :

A brief description of PUNE City is given with the problems area. Selection of the Problems, objectives and Hypothesis are given. Research design – Descriptive type Sample Selection; Data Collection tools – questionnaire, interview and observation and secondary data. Formulation of questionnaire. Pretest – Collection of data. Rapport building and Analysis of data – Frequency and percentages are used for statistical analysis.

Chapter Scheme is given at the end of this chapter.

Chapter – IV : Geographical, Historical Profile :

Geographical, Historical Profile of the Seven States of North-East and also PUNE Profile. Students activism, Insurgency and Violence in North-East is discussed. PUNE profile is also given in this chapter.
Chapter–V : Socio-Economic Background of the Respondents

Socio-Economic Profile or Life Style of the respondents is dealt with – as Age, Sec, Education, Occupation, Income, family pattern and size of the family.

Chapter – VI : Problems of North-East Students in Pune

Chapter – VII : The Push and Pull Factors of Migration

Education, peaceful climate, quality education and no student Push factors, Insurgency, Violence, inter state conflicts and student activism as push factors.

Chapter – VIII : Student Activism and Politics Migration

Suggestions

Chapter – IX : Summary, Conclusions and Suggestions

Appendix : I - Bibliography

II - Questionnaire

III - Selected Cutting of Violence in North-East and Student Activism

IV - Terrorism and Violence in North-East

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