In this concluding chapter we may summarize the preceding chapters that have sought to study the problems of students crossing regional boundaries within the country and their profound reorientations in a different social system. At the end we may also suggest some important guidelines based on the findings of the present study for future research. Although the present study is concerned with the problems and reorientations of the students moving from one linguistic region to another within the country, the logic of procedure and analysis would remain largely intact with respect to those of any transplanted student, for example, a student moving from high school to college, from village to metropolitan city and from one country to another.

In the first instance, it may be remembered, that the present study started with an assumption that a student moving from one water-tight compartment of linguistic region to another within India is also subject to the whole gamut of problems and recalcitrance of events similar to those encountered by a student crossing national boundaries. The difference, if any, is only of degree but not of kind.
Hence a brief review of some of the important studies in cross-cultural education was made to serve as a background study in Chapter I. The review of these studies revealed their stereotyped approach to the problem and that most of the researchers focussed their attention on psychological or social psychological concepts such as attitudes, images, perceptions, prejudices, stereotypes, etc. of the 'foreign' students. Their analyses were thus mostly confined to psychological or social psychological formulations. Furthermore, these studies concentrated on the general adjustment of a foreign student to the host culture and relegated his problems stemming from the academic environment to the background. The term "adjustment" often used in the cross-cultural studies seems to be ambiguous and dubious. The different variables used to assess or measure the adjustment seem to be one-sided and, therefore, inadequate. The main variable stressed by the previous researchers is the favourable or unfavourable attitudes of the foreign students to the host culture. The favourable attitudes expressed by a foreign student were regarded as a sign of his better adjustment and his expression of unfavourable attitudes as a sign of maladjustment. This finding is, however, open to question. The scales constructed to measure the adjustment of a foreign student are far from satisfactory. However, one
of the important findings of these studies is the U-curve hypothesis. That is, the adjustment of a foreign student varies according to the various lengths of his sojourn ranging from the initial enthusiasm and friendliness to disappointment and disillusionment and again reaching the initial level of enthusiasm and friendliness. As a point of departure from these studies we have suggested Parsonsian and Mertonian frame works to studies in cross-cultural education. While the former is relevant to study the interaction, either structured or unstructured, of an actor in a social system and the problems arising out of an unstructured interaction, the latter is eminently suited to study the cathectic and evaluative orientations of the newcomer as he is primarily concerned with the instrumental activity during his sojourn.

Chapter II was concerned with the problem and procedure. When a student goes out of his family, kin group, and region even within his own country, he counters a series of problems because of his inadequacies. The problems arising out of his own inadequacies are further exacerbated by the demands and conditions of the new environment. In order to probe into these problems, we studied 504 students who came from 13 different states and 3 Union Territories of India. They were attending 9 different colleges in Poona, Maharashtra State, during
1963-64. The data were obtained mainly by administering an anonymous questionnaire to the students. The data thus obtained were further supplemented by the information obtained through informal conversations with the students. Incidentally, it may be mentioned that since the present investigator himself being a "migrated student", he could get access to the subconscious of the students under study. Many a time the conversations between the investigator and the students used to be free and frank with an air of confidence and a sort of "we" feeling. Therefore the investigator was very much a participant observer. Thus the data collected may be said to be more authentic and reliable. However, the investigator remained faithful to the data without allowing what is called "investigator's bias" to creep into the analysis.

In Chapter III we have seen that various social structural features such as family, kinship, caste, school, region, etc., in India facilitate dependency pattern and inhibit opportunities for the development of autonomy, adaptive capacity, group thinking, problem solving and so on. When a student goes out of these protective institutions and of their emotional and instrumental support to a new and different region, he is confronted with a variety of problems. We have further seen in this chapter various kinds of problems of the students caused
by their exposure to a different social system or subsystem. The data revealed different problems for different students. However, the common problems experienced by most of the students were loneliness and homesickness, a considerable loss in the original social status and a reduction in the range of social participation. There were also problems of communication and of living conditions such as food and accommodation. Most important were the academic problems arising out of disparity between the original and new courses, standards, syllabi, media of instruction, methods of teaching, library and laboratory facilities, etc. Some students were placed with acute financial problem in the face of the high cost of living in a city like Rome in particular and a perpetual rise in the cost of living in the country in general. The most common problem was anxiety about the future career. Last, but not least, was the problem of structuring their social relations with relevant and appropriate persons such as fellow students and teachers.

In Chapter IV we have suggested the concept of optimization of gratification to replace the concept of adjustment often used in cross-cultural studies. In Chapter III we have seen that the problems were not common for all the students, or at least, the intensity of each problem differed from one student to another. What is gratification to one student need not be gratification to
another. That is, the need-dispositions of the students are likely to differ from one another. However, a sufficient number of need-dispositions of every student have to be fulfilled. That is, whatever may be the problems of different students, they seem to boil down to the problem of optimization of gratification. This problem was examined against the social background of the students such as age, sex, religion, rural-urban differentiation, etc., and the demands and conditions of the new environment such as type of residence, type of college, etc. Some important variables such as rural-urban background, previous experience of living away from home and/or state and academic progress revealed a close association with the problem of optimization of gratification. Similarly, the type of college, the type of residence, the length of sojourn in the new environment were closely related to the problem of optimization of gratification. Although different regional groups showed different degrees of gratification, there were wide differences within the regional groups according to age, sex, economic conditions, availability of opportunities, for suitable employment, etc., of the individual migrated students.

In Chapter V an attempt was made to analyze the role of the newcomer as a system. We are conscious of
the fact that role is usually regarded as the basic and fundamental unit of a social system. However, role is analyzed as a system, by shifting the focus of attention and modifying the systemic concepts, in terms of Parsonian functional problems of adaptation, goal attainment, integration and pattern maintenance. The data revealed that the newcomer puts premium on adaptation and goal attainment with an eye on integration and pattern maintenance.

In Chapter VI we have examined the reference group behaviour of the migrated students on the basis of their initial disposition to the new environment, their choice of associates in various situations and on various occasions, and their attitudes toward being migrated. This method suggested some broad indications of the reference group behaviour of the migrated students. Although the students put premium on cathctic and evaluative orientations, their educational sojourn could evoke a true desire to understand each other irrespective of region. In short, it could foster a true national spirit into the minds of the migrated students. In the same chapter an attempt was made to make use of the operational character of the concept of "relative deprivation". Some of the migrated students were subjected to feelings of deprivation. There emerged four kinds of frames of
reference for the students. First, some students who compared their earlier and existing lot were subjected to feelings of deprivation. Secondly, some compared their lot with that of other migrated students and expressed feelings of deprivation. Thirdly, a conspicuous comparison, which resulted in feelings of deprivation, was assumed by some other migrated students with the local students. Fourthly, some were subjected to feelings of deprivation by comparing themselves with their friends in the original environment. This does not mean, however, that the students who were subject to feelings of relative deprivation did not express feelings of gratification.

Chapter VII was concerned with the impact of educational sojourn on the student in a different State. The manifest impact was obviously an increase in cognitive skill, knowledge and technical mastery. The data also revealed some important latent changes in the attitudes and outlook of the students in respect of caste, religion, region, nation, etc. Besides there were changes which tended to promote the processes of adaptation, individuation and autonomy development. There were also changes which tended to increase intellectual maturation, achievement motivation and interest. However, the data also revealed some deviant and pathological developments amongst a very small number of students.
Tentative suggestions:

In this last section we venture a few tentative suggestions based on the findings of the present study. First and foremost, we may make a plea for a series of similar studies in different cities and in different States of India. This would give a comprehensive view of the problems encountered by a student crossing regional boundaries within the country. Since the movement of students from one linguistic region to another has been increasing, especially after independence, there is a need to understand the stresses and strains of a student's life in a different State. Such studies may be expected to bring to the surface the newcomer's emotional problems, financial problems, academic problems, etc., of which we know little at present. A thorough probe should also be made into the social relational problems of the newcomer such as the relations between the newcomer and the local students of same and opposite sex, between the newcomer and the teachers, and between the newcomer and the residents in general. In short, such studies may be expected to bring to the surface the problem of optimization of gratification confronted by the newcomer. When once the hurdles in the process of optimization of gratification are identified, it is not difficult to suggest ways and means to remove them so as to make the newcomer achieve his goals and carry goodwill for the new
environment. The impact of sojourn on the newcomer is crying out for a systematic research since it has far reaching consequences not only for the student involved but also for the receiving state and for the country at large.

We may also make a plea for theoretical orientation to the empirical studies in cross-cultural education. The "integration" of theory and empirical research has two advantages. On the one hand, theoretical application gives a better insight into the empirical problem on hand; while, on the other hand, the empirical research not only refines the existing theory but also provides an opportunity to develop new concepts and new hypotheses. (For the bearing of sociological theory on empirical research and vice versa, see Robert K. Merton, Social Theory and Social Structure, Glencoe, Ill.: The Free Press, 1957, pp. 85-117).

The present study can by no means be called longitudinal in design. We studied students with different lengths of sojourn in the new environment. This is rather the main drawback of the present study. A study, longitudinal in design, is preferred to a study of the present kind for its results would throw much light on problem solving and developmental hypotheses. We, therefore, suggest a
follow-up of the students over a period of their sojourn in a different State. Data may be collected at the end of every six months or one year by way of questionnaires and interviews. The data thus collected may be expected to reveal the changes in the attitudes and behaviour of students that reflect the ways in which the students perform different tasks and cope with the new environment at different lengths of sojourn. However, for an individual student a longitudinal study means more time and more money which he can ill-afford. The paucity of financial resources, the obligations of a research student to his family and kin group, and the consequent contemplation for an immediate career, and doubtless many other reasons, tempt the student to curtail the scope of his research problem and to seek for short-cut solutions. Under these circumstances it would be highly desirable if universities, faculties and departments take up the longitudinal studies.

Most of the researchers have studied students after their arrival in a foreign country. Difficult though, we may suggest that the data be collected from the students before they arrive in a new country or environment. The data regarding their motives for leaving one's own environment and expectations of the new one thus collected can well form a base line from which the researcher can
measure the changes in the attitudes and behaviour of the students. Similarly, we suggest a study of the students after returning to their homes. Some problems are likely to crop up after returning from a different region within the country, particularly after returning from a different country, with a degree in higher or professional education. For the student who succeeds in accomplishing a status higher than that of his parents and relatives, there is the problem of his relationship with them. His upward social mobility inevitably results in the discontinuity or disorganization of relationships with his parents and relatives. For the student who fails to accomplish a higher status, on the other hand, there are frustrations and disappointments. Some of the students who fail to accomplish a higher status are likely to reject their original class and the class to which they aspire rejects them as a result of which they become what may be called "marginal men". Thus the ambition of the students, whether achieved or not, gives rise to many problems.

In a way, it can be said that the studies in cross-cultural education have been attacking only one side of the problem. There is the other side of the problem which is still to be attacked before the total problem can be said to have been even solved. That is, no one seems
to have so far checked up the data collected from the newcomer with that collected from the resident. There is need to find out how the resident perceives and treats the newcomer; whether the newcomer is genuinely welcomed and positive attitudes and action are directed towards him or he is perceived as a potential threat to the existing status system and as a competitor in many areas and negative attitudes and action are directed towards him. We, therefore, suggest that some of the residents, especially students and teachers, who know the newcomers fairly well, be studied to check up the data collected from the newcomers.

Last, and by no means least, we may sincerely appeal for launching "Inter-State Exchange Programmes" of students on a large scale similar to the existing cross-cultural exchange programmes between different countries. It is evident from the present study that the sojourn of a student in a different State within the country has many functional consequences not only for the student involved but also for the receiving State and the country at large. Hence at a time when we desperately cry for better relations between different States and for national integration, the "Inter-State Exchange Programmes" of students on a large scale would be one of the best strategies to realise them. However, such
programmes are not ends in themselves. We know that the students who study in a different State would be occupying important positions both at the State and national level. What these students take away with them — not only a degree certificate but also his experiences of life in a different State — would have implications for the inter-State relations and national integration of the future. We have seen that the sources of the problems of the newcomer lie both within himself and in the existing environment. Therefore, the residents, especially the college authorities should do everything possible to alleviate the problems stemming from the existing environment. For example, some of the students in the present study severely reacted to paying more "eligibility certificate fee", simply because they come from outside Maharashtra. The authorities can put an end to this kind of "discriminative treatment", to put it in the words of one of the students under study, for what they lose is much more than what they gain. Since the newcomer is sensitive and suspicious, everything possible should be done by the local authorities to put an end to all kinds of dilly-dallying. It is found that one of the pressing problems for the newcomer was that of accommodation. The authorities should try to accommodate the newcomers in the college hostels. This would not only
reduce the newcomer's expenditure in the existing environment but also keeps him close to the "student world", "study atmosphere", etc. Arrangements can also be made to accommodate some of the newcomers in the local families. This provides an opportunity to understand each other better and quickens the process of adjustment. Further, it also fills the gap, at least partially, in the continuation of family life of the student, reduces his emotional problems and checks his motivated tendency for deviant behaviour by providing parental care and supervision. One final suggestion: We have seen that one of the main problems encountered by the newcomer is that of communication which keeps him in the periphery and prevents him from expressing pain and sorrow, pleasure and desire, and such other feelings. We, therefore, believe that a short term intensive orientation course in the local language for the newcomers can well be an important and useful step in the right direction. The knowledge of local language would definitely increase the newcomer's range of participation and provides opportunities not only to make himself understood by the residents but also to understand the residents.