There has recently been a great outburst of research on "Cross-Cultural Education". This is as it should be. But all the studies are confined to the attitudes, adaptation and adjustment problems of the students going from or to a different country. It is not usually realised that a student moving from one social subsystem to another - for example, from high school to college, from village to metropolitan city, from one geographical region to another - within the country is also subject to more or less the same gamut of problems and recalcitrance of events. This is especially true of a student moving from one water-tight compartment of linguistic State to another within India. The difference between the problems of a student crossing national boundaries and those of a student crossing regional boundaries within the nation seems to be one of degree rather than of kind.

The present thesis is a modest attempt to study the problems of 504 students who came from anywhere in India but outside Maharashtra. They were attending 9 different colleges in Poona, Maharashtra, during 1963-64. A study of the present kind at a time when regionalism and linguism seem to disrupt the unity of the country is not only worthwhile but also essential. A brief outline of the organisation of the thesis is in order.
Chapter I is divided into two sections, of which the first deals with a brief review of some important studies on cross-cultural education by Dr. George V. Coelho, Dr. Amar Kumar Singh, Dr. Claire Sellitz, et al. This is, of course, done with a view to serve as a background study. After discussing their theoretical and methodological implications, a definition of "Cross-Cultural Education" is reconsidered. There then follows the second section on the important aspects of Parsonian and Herbartian Frameworks that are relevant for the studies on cross-cultural education.

Chapter II is concerned with the problem under study and the procedure adopted with regard to the selection of colleges, students, and the collection of data. The colleges selected comprise of undergraduate, post-graduate, professional and technical colleges and almost all the non-Maharashtra students in each of the selected colleges are studied. The data are collected mainly through a questionnaire, and secondarily through informal interviews and participant's observation.

In the beginning of Chapter III an attempt is made to discuss the type of socialization offered by such agencies as family, kinship, school and region in India. There then follows an analysis of the problems of the students under study caused by their exposure to a different social system or subsystem.
In Chapter IV the concept of 'optimization of gratification' is suggested to replace the term 'adjustment' often used in cross-cultural studies. Whatever may be the problems of different students, they seem to boil down to the problem of optimization of gratification. The intensity of the problem differs according to different regional groups and within the regional group according to age, sex, marital status, etc. of the individual students.

In Chapter V an attempt is made to analyse the role of the newcomer as a system in terms of Parsonian functional problems of adaptation, goal-attainment, integration and pattern maintenance. Although role is usually regarded as the basic unit of a social system, it is also analysed as a system by itself by shifting the focus of attention and modifying the systemic concepts.

Chapter VI deals with the reference group behaviour of the students under study. The emphasis is naturally on their aesthetic and evaluative orientations. The reference group behaviour of the students is analysed on the basis of their initial disposition to the new environment, their choice of associates for various situations and occasions, and their attitudes toward being migrated. This may prima facie appear to be crude. All the same, the method did
suggest some broad and realistic indications of the reference group behaviour of the students. In the same connection it may be mentioned that in Excursus I, an attempt is made to make use of the operational character of the concept of "relative deprivation". Some of the students, who compared their lot with that of others, were subject to feelings of deprivation. There were four different frames of reference for different students.

Chapter VII is devoted to the impact of educational sojourn on the student. The data revealed some important changes in the outlook and attitudes of the students toward religion, caste, region, nation, etc. Besides, there were changes which tend to promote the processes of adaptation, individuation, autonomy development, intellectual maturation, achievement motivation and interest. However, the data also revealed some deviant tendencies among a very small number of students.

The thesis closes with Chapter VIII in which the summary of the preceding chapters that have sought to study the problems and profound reorientations of the students in a different region within the country is given. At the end some important guidelines based on the findings of the present study are suggested both for future research and for making the educational sojourn of a student in a different social system more fruitful.