Chapter-II

METHODS AND FIELD

The present study seeks to probe into the intricate realities pertaining to the university post-graduate students of a state university in an Indian setting. Systematic research in the study of academic field and its students involves two basic questions: firstly to observe, measure and record information on academic atmosphere, behavior and action through the respondents; secondly, to arrange and organize this information so that the significance and generalization of facts may be found and recorded in a documented format. Keeping in view the main objectives of the study elaborated in the preceding chapter, the methods that suit best the purpose of the present study are chosen and adopted. A brief account of these methods of inquiry and analysis is presented in this chapter.

Methods of Inquiry:

The findings of the present study are based on the relevant data gathered through the introduction of an interview schedule. Keeping in view the limitations of time and resources under which the investigator had to work, interview schedule as a tool was preferred to other methods of data collection. The instrument was so designed as to elicit the relevant data from the respondents.

The instrument has been pre-tested in a pilot study in order to enhance its validity and reliability. The interview schedule so pre-tested revealed that many of the questions required altering and refining so as to make them more valid and less ambiguous. Thus, in order to qualitatively assess the validity of the present research, the investigator has decided to make use of appropriate research techniques. In other words, all the respondents were individually interviewed with the help of a carefully structured interview schedule.
**Interview Schedule:**

The interview schedule was primarily structured so as to gather data and make it easily amenable for statistical analysis. It also consisted of different sections to guarantee fluency in the collection of relevant data. Each section focused on one important dimension of the study as presented below:

1) **Social Profile:**

Under this section, the questions framed to elicit information regarding respondents’ personal and family background are included. This sub-section is so designed as to elicit the data pertaining to respondents’ age, sex, marital status, caste, parental occupation and education, family income and so forth.

2) **Educational Profile:**

This sub-section is so designed as to elicit the data pertaining to the educational backgrounds, reasons for choosing the present course, study patterns, interaction with teachers, curriculum, hours devoting for the studies and so forth of the respondents.

3) **Educational Aspirations:**

Under this section, the questions framed are intended to collect information regarding the educational ambitions, expectations and plans after post-graduation, objectives of higher education and so forth.

4) **Educational Satisfaction:**

Under this section, the questions framed are intended to elicit data pertaining to the levels of satisfaction among the respondents in connection with educational issues such as their individual performance, existing conditions, university administration, fellow students, quality of teaching, financial assistance, results and so forth.
5) **Occupational Aspirations:**

Under this section questions framed are intended to gather data on the plans of their occupational career, their occupational goals, type of institution and agency, the matters related to occupational choice and so forth.

6) **Attitudes:**

Under this section, the questions framed are intended to collect information regarding the attitudes of university post-graduate students towards higher education and the society at large. Thus, the interview schedule consists of several sections and sub-sections to yield relevant data based on which the objectives of the present study could be well achieved.

Thus, interview technique was considered most appropriate for the present research study because as expected, this technique helped particularly, to gain, insights and to test some hypotheses. Similarly in the present research context, this technique also assisted the investigator to see the world from the interviewees’ point of view. Moreover, this technique also helped the researcher to get appropriate information to study the requirements and to get additional data whenever required in the form of additional questions and explanations. Most of the interviews took about 45 to 55 minutes on an average. Observation method was also used by the investigator to support the quantitative data collected through individual interviews. The researcher observed the actions and behavior of the respondents carefully while they responded to the questions during the interviews and even later. Observations in terms of their educational practices, interaction pattern, and attitude towards other students and teachers and so on were quite helpful in developing an insight into their responses.
Methods of Analysis:

The data gathered from the field are primarily qualitative. Using the suitable coding and scoring techniques, the same transferred into quantitative data. This quantification of qualitative data is also felt necessary for the descriptive analysis of the findings of the study. There are diverse methods of analysis in the statistical packages for social scientists and the researchers have to select the methods that suit the objectives of the study and nature of data best. Correlation, regression and the chi-square are the statistical measures widely employed in analytical and diagnostic studies involving testing of hypothesis. Chi-square is employed in testing the association between the variables and coefficient of contingent that is, ‘C’ test, is employed to measure the strength of association. In case of chi-square, 0.05 level of significance was accepted as statistically significant association at respective degrees of freedom. In short, utmost care is taken to see that all the scientific principles and procedures of data collection and analysis are meticulously followed to ward-off unwarranted generalizations and fallacious interpretations. Further, the data is also revealed in various types of diagrams for the better presentation.

Conceptualization:

Under this section, various concepts that are used in the analysis are defined. It is a common practice in social science research to define all the concepts used as there is lack of unanimity about the meaning and definition of many concepts commonly used in sociological literature. A few scales are also developed specifically for the purpose of this study. The main aim of this section is to provide a conceptual clarification to the study and avoid ambiguity in the interpretation of the findings.
Educational Aspirations:

Educational aspirations used as an important variable in the present study to the expectations of the respondents from the field of higher education. The respondents are asked as to what they like most about and what they primarily expect from university education, and depending upon their responses, the educational aspirations of the respondents are classified. It could be observed that, the interview schedule consists of ten questions that are specifically designed to ascertain and measure the level of educational aspirations among the respondents. The responses to these ten questions are suitably scored to yield a scale of educational aspirations. Accordingly, the respondents are classified as those with ‘low’ and ‘high’ level of educational aspirations depending on their responses so scored.

Occupational Aspirations:

An attempt is made here to high light the occupational aspirations of the post-graduate students in the near future. It could enable to understand the fact that what a post-graduate student would like to become after finishing his or her studies. The interrelated effects of class origin, academic ability and post-graduation on occupational desires are shown, using academic records and data collected from the students who had entered a post-graduate department.

Social Origin:

In the present study, social origin of the respondents is a composite variable and is classified into three categories as ‘low’, ‘moderate’ and ‘high’. The social origin of the respondents is ascertained on the basis of their caste, fathers’ education and the family income. Each component is classified as ‘low’, ‘moderate’ / ‘medium’, and ‘high’ and is suitably scored so as to yield a scale on
the basis of which the social origin of the respondents could be classified as ‘low’ and ‘high’.

**Rural Urban Background:**

The information pertaining to the place of birth, place of schooling and place of college education is taken to classify them as of rural and urban background. For classifying the respondents as those with rural and urban background, the respondents who exhibit rural background in two of the above mentioned spheres are considered as with rural background and the respondents who have been in urban places in two of the above mentioned three areas are considered as with urban background.

**Educational Grades:**

Educational grades of the respondents are determined on the basis of the highest grades achieved by them in their graduate level. These educational grades are classified as ‘low’ and ‘high’.

**Father’s Occupation:**

Occupations of the fathers of respondents are classified into four categories as ‘Government’, ‘Private’, ‘Entrepreneur’ and ‘Self employed’; based on the requirements and the nature of work.

**Fathers’ Education:**

Educational levels of the fathers of respondents are classified into three categories as ‘low’, ‘moderate’ and ‘high’.
Post-graduate Student:

The concept of post-graduate student used in this thesis refers to a student, who is engaged in full-time learning at a post-graduate department located on the main campus of Bangalore University in Karnataka State.

The Field:

The note on “The Field” provides a socio-geographical profile of the area in which the study was actually carried out. It is akin for providing the study with reference to the context, which lends greater clarity to the analysis of the findings and greater justification to the interpretations of the findings. It is an attempt to provide the study with a geo-social anchorage that lends strength to the findings and a framework for their analysis and application. In view of these important functions of an account on the field, an attempt is made here to give a profile of the geographical and socio-cultural setting of the study.
MAP OF INDIA SHOWING KARNATAKA STATE
KARNATAKA STATE MAP
About Karnataka

The State is bordered by Maharashtra and Goa States in the north and northwest; by the Arabian Sea in the west; by Kerala and Tamilnadu States in the south and by the State of Andhra Pradesh in the east. The State extends to about 760 km. from north to south and about 420 km from east to west, and covers an area of about 1,91,791 square kilometers. Karnataka State was formed in November 1973. Overall it has 30 districts. It accounts for 5.83 percent of the total area of the country (32.88 lakh square kilometers.) and ranks eighth among major states of the country in terms of size. It has 5.36 crores of population to its credit. Population growth rate during 1991-2001 was 17.25%. Density of Population in the State is 275 Sq .km. Literacy rate of the entire Population is 67.04%. Out of which males’ and females’ literacy rate is 76.29% and 57.45% respectively. Karnataka is endowed with fairly rich mineral wealth distributed more or less evenly over its territory. It has one of the oldest Geological Survey Departments in the country, started way back in 1880. The State contains deposits of asbestos, bauxite, chromite dolomite, gold, iron ore, kaolin, limestone, magnesite, manganese, ochre, and quartz and silica sand.

Bangalore, the capital of Karnataka, was founded by Chieftain, named Kempegowda, in 1537. He erected four watchtowers at the four corners of the city and predicted that, the city would extend up to these limits. However, Bangalore has extended far beyond the dreams of its founder. Being situated at a height of 929 meters above mean sea level, Bangalore is endowed with a salubrious climate throughout the year. Sometimes, it is nick named as air conditioned city. The city abounds in sprawling gardens, impressive boulevards and imposing edifices of present and past. Bangalore, of course, has not remained the same as it was twenty five years ago. The growth of the city has been phenomenal, and is considered one of the fastest growing metropolises of the world. Bangalore is the fifth biggest city
with a population of over 85 lakhs. It is a bustling centre of modern industry, turning out modern types of combat and civilian aircrafts, a large variety of high-grade machine tools, telephones and electronic equipments. Bangalore is also known for its exquisite handicrafts, attractive skills, sandalwood and ivory carvings, gold and silver jewellery and incense sticks (Agarbattis).

Apart from these things, Bangalore has unique distinction of harboring a large number of major public-sector Industrial undertakings such as the Hindustan Aeronautics Limited (India’s pioneer aircraft plant), Hindustan Machine Tools, Bharat Electronics, Bharat Heavy Electricals, Wheel and Axel, Plant of the Indian Railways, Defense Research Establishments such as Electronics and Radar Development Establishment, Forest Research Laboratory, Bharat Earth Movers Ltd., Indian Telephone Industries and many others. Rightly named as the “Silicon Valley” of India, Bangalore has the distinction as a Centre for Information Technology, Industries and Software Development Entrepreneurs. Of late, it has earned a place for itself as a “Biotech City”, housing a large number of Public sector and Private sector biotechnology Centres. The stretch between Indian Institute of Science and G.K.V.K. campus of the University of Agricultural Sciences is rightly declared as the ‘Biocorridor’, for the development of biotechnology – related activities. The Lalbagh of Bangalore is one of India’s most scientific and beautiful botanical gardens; ‘Cubbon Park’ is the other major garden of the city that houses the renowned Visvesvaraya Industrial and Technological Museum, named after Sir M. Visvesvaraya, one of the greatest Indian Engineers. The Bannerghatta National Park with its ‘Lion Safari’ and Snake Park’ is located on the outskirts of the City.

In addition to the two state Universities – the Bangalore University and the University of Agricultural Science and the deemed University in National Institute of Mental Health and Neuro Sciences (NIMHANS), well known institutions of
higher learning and research like the Indian Institute of Science, Raman Research Institute, National Aeronautical Limited (NAL), Indian Institute of Management (IIM), Institute of Socio-Economic Change (ISEC), Central Power Research Institute (CPRI), Regional Institute of English (RIE), Indian Statistical Institute (ISI) and Indian Institute of Astrophysics are located in the city of Bangalore. The Sports Authority of India (SAI)–South Centre is also located in the Bangalore University campus. Bangalore is also the home of the Indian Space Research Organization (ISRO) and its satellite centre. Thus, Bangalore is an important modern metropolis—a virtual ‘technopolis’ of the country, with its distinct cultural heritage and scientific and technological achievements that holds attraction to one and all.

Before dealing with the background and profile of Bangalore University, it is essential to note the history of higher education. It can be stated that, learning and men of learning have been held in the highest esteem in India. Great rishis of India used to impart spiritual and temporal knowledge to their disciples through ‘gurukulas’. The year 1916 was an important one in the history of university education in India, with the establishment of a teaching and residential University at Banaras by Pandit Madan Mohan Malaviya and later, the establishment of a Postgraduate and Research Department in the University of Calcutta, by Sir Asuthoosh Mukherjee, the eminent Vice-Chancellor of that University. In the same year, an-epoch making step forward was taken by Sir. M. Visveswaraya, the farsighted Dewan of Mysore and the great engineer-statesman of India, who initiated the establishment of a University in Mysore, with the object of promoting higher education in the State of Mysore. Thus, in 1916, for the first time, the University of Mysore, a unitary type of University was established as the sixth university in India and the first in the Princely State of Mysore. Arts and Humanities were offered at the Maharaja’s College at Mysore and Sciences at
Central College, Bangalore. The Central College continued to be under the University of Mysore until it was brought under the Department of Education, the Government of Karnataka before it was amalgamated into the Bangalore University in the 1964.

**MAP OF BANGALORE CITY**
Bangalore University came into existence on 10, July 1964 as an offshoot of the University of Mysore, primarily to include institutions of higher learning located in the metropolitan city of Bangalore and the districts of rural Bangalore, Kolar and Tumkur. The garden city of Bangalore aptly hailed as the ‘science capital’ of India, enjoys the availability of greater educational opportunities and advanced educational centres. To start with, the two premier colleges of the city, the Central College and the University Visvesvaraya College of Engineering formed the nucleus of the Bangalore University. Soon after the establishment of the Bangalore University, as a first step in the reorganization of courses of instruction, the University introduced HONOURS COURSES in the year 1965-66. Three-year honours courses in Botany, Chemistry, Economics, English, Geology, Kannada, Mathematics and Zoology which were conducted only in the University department, attracted many brilliant students. All honours-passed students were admitted to postgraduate courses on priority and B.A., B.Sc., graduates who
marginally missed admission to the postgraduate courses were given an opportunity to join the final year honours course and seek admission to postgraduate courses thereafter.

Since its establishment at Central College in 1964, the Bangalore University has grown in size and strength, to include a large number of affiliated colleges, postgraduate departments and research centres and caters to a wide-ranging diversity of programme options. Taking advantage of its congenial location in the vicinity of fast-growing industrial organizations and other renowned centres of higher learning and research at Bangalore, the Bangalore University has had a notable development and expansion. To keep-pace with this expansion, the University acquired a sprawling new campus, that is, ‘Jnana bharathi’ and shifted its central administrative office, a number of postgraduate departments, centres of research, directorates, one of its constituent colleges – the University College of Physical Education and related support facilities to this main campus. The central college campus is retained as the city campus which houses the examination wing with the office of the Registrar Evaluation, city offices of the Vice-Chancellor, the Registrar and the Finance Officer, a few postgraduate and undergraduate departments, centres and related support facilities. Apart from this, in the vicinity of the city campus, the University has two of its constituent colleges-the University Visvesvaraya College of Engineering (U.V.C.E) and the University Law College.

Since 1964 Bangalore University has steadily progressed in its academic pursuits. Today it is considered to be one of the largest affiliating Universities in South East Asia, encompassing three constituent colleges, over 398 affiliated colleges, fifty four postgraduate departments, two postgraduate centres (one at Kolar and the other at Tumkur, started during 1994-95), several directorates and centres of higher learning and research and startling student strength of over three
lakhs. The University is both a repository and a creator of knowledge. Apart from being a focal point of learning, it is the driving force behind the overall sustenance, growth and development of a society. Being the principal instrument of passing on accumulated knowledge and human expertise as a legacy to society, higher education as personified in the University has a decisive role to play in the advancement and transmission of knowledge through teaching, training, research, innovation, continuing education and extension.

Earlier, its jurisdiction was limited only to the Bangalore city area. Now, it has been extended to Bangalore Urban, Bangalore Rural, Kolar and Tumkur districts. At present, the Government has already given green signal for the establishment of Tumkur University. The main campus of the university, the Jnanbharathi, was set up on the Bangalore-Mysore Road in 1975. It is eight miles away from Bangalore and covered an area of 1200 acres of land. An overwhelming majority of Bangalore university post-graduate departments are functioning on this campus. There has been a very rapid growth and increase in the number of students as well as number of colleges affiliated to the university in the faculties of Humanities, Social Sciences, Sciences, Commerce, Engineering, Technology, Law, Education, Communication, so on and so forth. Totally, there are 722 research scholars of different academic faculties, functioning in 54 post-graduate departments. The university is also running 12 hostels for the welfare of the post-graduate and research scholars. Further, it has attracted of late, large number of foreign students to its professional colleges.

Bangalore University has completed forty seven years of fruitful existence and has come to be hailed as one of the largest universities in Asia. Though originally intended to be a federal university, it has eventually emerged as an affiliating university. Bangalore University, with its two campuses, one located in the heart of the city and the other in a green, sylvan setting at Jnana Bharathi, is
closely involved with the capital city that is a hub of activity connected with science and technology, social sciences, institutions of national and international stature. The various institutions of academic excellence located in and around the city and the University are continuously engaged in endeavours of mutual benefit, such as sharing of expertise and ideas, intellectual inputs and collaboration, thus testifying to its rightful location in the capital of the State. The University thus exemplifies in its own way, the observations made by Prof. Amartya Sen.

Combined with a rich heritage of culture, science and technology, the Bangalore city promotes interaction between bold and different ideas. Over the years, Bangalore University has made significant strides in the fields of Science, Commerce Management, Education, Engineering, Fine Arts, Humanities and Literature working towards its mission and goals, aptly symbolized in its emblem - Jnanam Vignana Sahitham. In the wake of globalization and an apparent shrinkage of the geographic boundaries through information technology, it is heartening to record that Bangalore University has been able to provide ample and necessary inputs in keeping with its traditions to a large number of institutions, organizations and industries located in and around this Silicon Valley of India.

Bangalore University has taken up, different change oriented policies, steps to involve industries in academics. It is planning to have intensive dialogue with other industrial establishments, in the city, for a wider coverage of mutual benefits in terms of collaborative research. Further, the Bangalore University is now accredited by UGC-NAAC with a Five Star status for quality and excellence. This university is honored as a member of the Association of Indian universities and also Commonwealth universities. Recently, it has been collaborated with some of the reputed foreign universities. Academic tie-ups have been established with several reputed Research institutions and organizations within India and with the countries like USA, U.K., Germany, Australia, Poland, Czech, Nepal and China.
Further, Bangalore University has its own publication centre, that is, Prasaranga. It has recently, established Gandhi Study Centre and Dr.Baba Saheb Ambedkar Research and Study Centre to encourage the research activities. Apart from these, this University has provided greater opportunities and facilities for the welfare and betterment of the students of Scheduled Castes, Scheduled Tribes, Backward Communities and minorities. This part of Karnataka region is cosmopolitan in its nature; as a result of this student scholar community of Bangalore University is also of heterogeneous nature.

Bangalore University is the only university in the state to provide better facilities for the post-graduate students and research scholars who belong to schedule castes, scheduled tribes and backwards tribes to pursue their doctor degree by sanctioning good amount in the form of stipend for the students and scholars. The university has also provided free boarding and lodging facilities along with pocket expenses in the Hostels. Today, Bangalore University is one of the largest Universities in the country with over 656 affiliated colleges and a student-strength exceeding 3.5 lakhs. After completion of forty seven years of its fruitful existence, the Bangalore University has achieved far more than just the modest target set at the time of its inception by producing trained human resource to serve the country in all walks of life and by contributing to the knowledge base. During the year under report, Bangalore University witnessed sound teaching programmes in a congenial academic atmosphere with socially relevant research activities.

Bangalore University was accredited by the National Assessment and Accreditation Council with Five Star status in the year 2002. In order to get re-accreditation by NAAC, various procedures required on this front had been done. A high profile peer Team constituted by the NAAC visited over University during May 2008 and after assessing our strengths and weaknesses has recommended for
re-accreditation. During September 2008 the NAAC accorded ‘A’ grade status to the University, based on the recommendation of the Committee. It may be noted that ‘A’ grade is top grade to be given to any institution by NAAC. It has introduced new 4 year B.S. programme open to any student with 10+2 educational qualifications, who can compete for admission. After BS it would be a dual degree so that on successful completion, the candidate gets M.S. as well as Ph.D. It is intended to introduce teaching of Indian and Foreign languages in this course. This programme would be a credit-based semester system and the student will opt for a major subject in the last two years. All measures have been taken to introduce this course such as discussion in the meeting of Academic Council, Principals of Science colleges, Brainstorming session involving eminent academician of Academy, I.I.Sc, and other reputed institutions.

In order to streamline conduct of examinations and announce the results speedily, the following measures have been taken. Appointment of additional Chief Superintendents to assist the Chief Superintendents in the examination centers, to appoint sufficient members of sitting squads with vehicles to supervise for proper conduct of examinations at the colleges and to bring answer script bundles to valuation centre. Valuation should be introduced pre-printed OMR sheets for both practical and theory marks. This would help in declaration of the result within 20 days from the last date of the examination and also to avoid malpractice. In addition to these measures complete computerization of Academic sections for purposes of admission approval, upgradation of curriculum and approval of affiliation of colleges. The examination branch is been computerized for purposes of processing of results, and other documentation. In this regard, many software companies have been consulted to develop foolproof software. An experienced and knowledgeable special officer in this aspect has already been appointed in the examination branch to assist the Registrar (Evaluation). The
students of Bangalore University Colleges have excelled not only in studies but also in Sports. The students have brought laurels by winning several medals in the All India Inter University competitions Bangalore University has successfully organized the South Zone Inter-University Hockey Men Tournament during this year. The students were the champions beating several teams and winning runners prizes.

Bangalore University Library operates in two campuses (Jnana Bharathi and Central College Campus). The total collection of the University Library exceeds 3, 30,802 books and 275 current periodicals. The Library collection also includes 8,554 Theses and dissertations and Government publications. The University has increased its Library budget from rs.75 lakhs to 1.5 crore and has taken various new initiatives. In the 44th Annual Convocation nearly 36,168 candidates were eligible to receive Degrees in various disciplines out of which 24,774 received various degrees. In all 143 Gold Medals and cash prizes have been awarded to meritorious students. During this year, a total number of 178 Ph.D Degrees have been awarded in different disciplines.

**The Study Group:**

The present study is based on an inquiry into the 250 post-graduate students of Bangalore University in the State of Karnataka. There were totally 2600 students got enrolled in various post-graduate departments on the JnanaBharathi Campus. The sampling plan was to draw a sample of ten percent of the total student population on the campus. In the sense, it was planned to collect data from 260 students, but finally the researcher ended up collecting data from 250 respondents. To draw the sample of post-graduate students to be included in the study, a list of post-graduate students studying in different post-graduate departments was collected from the chairpersons of the respective departments of Jnanabharathi campus. After collecting the list an alphabetical arrangement of
names was made to pick every tenth name from each post-graduate department. As such, the 250 university post-graduate students constitute the actual study group of the present investigation. Further, an attempt is made in the next chapter to review some important related sociological studies.