CHAPTER-VII

THE PUSH AND PULL FACTORS OF MIGRATION

According to Wikipedia, the free encyclopedia “A push factor is a feature or event that pushes away from or encourages a person to leave his or her current residence (especially the parental home) city, state or country (especially of origin) organization, or religion (especially one’s original religion). Push factors for leaving one’s current residence include family conflict (such as divorce or domestic violence) worries, unfavourable conditions in the current residence, parental oppression, unfavourable use of parental controls, opposing one’s parents’ wishes, disagreement with parental teachings or the teachings of ones parental religion and unfavourable conditions or lack of services in the locality of the current residence. Push factors for leaving a city, state or country of origin include lack of jobs, poverty, environmental problems, draught, overcrowding, communism fear of loss of wealth, natural disasters, high cost, religious and political oppression. But the students do encounter numerous problems compounded with depression often encountered in a new city. The students from North-East travel a long distance to PUNE, equal or more than people of Iran, Iraq, Sudan, Egypt, Nepal, Sri Lanka and Bangladesh. In PUNE even North East students have to pay more than the local students, but it is still less them the foreign students to PUNE. This becomes a Pull factor of migration to an esteemed 5 star rated University.
Amit a T.Y. B.Com. of BMC College with this aim in mind the came to PUNE. He reveals that PUNE has changed his attitude, lifestyle and made him more knowledgeable in different fields. He likes PUNE so much that he cannot think of leaving PUNE even after completing his studies.

Anirudh Bhuyan a T.Y.B.Sc. student of Fergusson College from Assam came to PUNE with the aim to Pursue a career in defence. As PUNE gives quick exposure it will help him to establish himself. He experienced persecution, destructive or detrimental legislative, repressive culture, warfare, civil strife, in his native place Economics provide the main reason for leaving the country of origin. Environmental problems and natural disaster lead to loss of money, shelter and employment and force people to leave their country.

A pull factor is a feature or event that attracts a person to move to another area. Pull factors include things like more or better services in that area (educational). More reliable food services, having a higher quality life, living in a more liberal or lesser repressive state or country and more comfortable housing, better education, less student unrest and less insurgency and terrorism core the pull factors of migration.

According to Ravenstein theory migration has grown larger in society. We can formulate the migration process as the resultant of a push factor and a pull factor, but must discount this combination by a distance
deterrence between the places. The push factors are those life situations that give one reason to be dissatisfied with one's present locals, the pull factors are those attributes of distant places that make them appear appealing.

Migration is the movement of people from one place to another. It can be over a short or long distance, be short term or permanent, voluntary or forced.

According to Economic geographers all migration is due to push-pull factors. All migration whether it occur on the local, national or international scale occur due to a combination of Push and Pull factors. Each migrant weighs these factors to determine whether they leave their home land and migrate to an entirely new country, new region or they stay at home and address possible problems within their own society.

Push factors are those due to war, famine, and natural hazards, earthquakes, tornadoes and hurricanes push individuals to leave their home. Insurgency, Naxalism, terrorism and militant groups in modern times force people to move out of their home.

Pull factors are characteristics of another location which stimulate movement of people due to the perceptions rather than realistic information. Pull factors are higher incomes better medical care, better education, family, political stability, less student unrest less terrorism and lesser insurgency. Thus migration dominated by pull factors of this nature is known as voluntary migration.
Sociologists have long analyzed migration in terms of the push-pull model. This model differentiates between push factors that drive people to leave home from pull factors that attract the migrants to new locations. Push factors occur within receiving states, that is, states receive migrants from sending states abroad. Push factors are negative aspects of the sending country while pull factors are positive aspects of the receiving country. In fact these differentiating factors are really two sides of the same coin. In moving migrants must not only see a lack of benefits at home (push factors) but also a surplus of benefits abroad (pull factors otherwise the move would not be worth while. There are also ambiguous factors called net work factors that can either facilitate are deter migration. The network factors include cost of travel, the case of communication and development infrastructure which are not related to any specific state, but still have a profound effect on interstate migration.

Push factors come in many forms sometimes these factors leave people with no other choice but to leave their place of origin. Push factors are:

(1) **Lack of Jobs**: Economics provides the main reason behind migration to some other states. Jobs simply do not exist for a great deal of the population. The salary differences in the two places is such that people move out of their native place.

(2) **Civil Strife**: War, Political and religious persecution. Insurgency, terrorism, maxalism, militant organizations, rapes and murders force
(3) people to migrate to safe states. Some want to settle permanently or want to return back to home state.

(4) Environmental Problems: Environmental problems and natural disasters often cause the loss of money, homes and jobs.

Whereas push factors usually drive migrants out of their state of origin, pull factors generally decide where these travelers end up. The positive aspects of some receiving states serve to attract more migrants than others.

The pull factors attracting migrants to receiving states (1) Higher standard of living, Higher wages. Economics provide both biggest push and pull factors for potential migrants. People moving to more developed states will often find that the some work at home are paid more. (2) Labour demand of developed states have found that they need migrants (3) Political and religious freedom.

The economic effects of migration vary widely. Sending states may experience both gains and losses in the short term but may stand to gain over the longer term.

According to Financial Times, “The Impact of receiving states temporary migration help to address skill shortages but may decrease domestic wages and add to public welfare burden. While every mouth brings a pair of hands, these hands sometimes make more than they eat and sometimes less”.

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Nevertheless, most commentators argue that the net effects of migration are generally positive. For sending countries the short term economic benefit of migration is found in remittances which help the developing state. Developing state faces brain drain, loss of trained manpower and educated individuals to the state. Migrants have to adjust to the culture of a new society and the society should also help the migrants to adjust to the new society.

**Push Factors:**

Urban students yearn to go abroad to acquire specialized know how in professional fields never to return to their home country. But what is the social cost of the student exodus? Wouldn’t the money saved from this mass movement enough mobilize quality education in the local area itself. Would it be fair to enumerate that student mobilization is a colossal waste of not just effort, time and money but also resources? Students who study abroad (other state) spend huge financial sums on their education and lodging every year. The response is phenomenal for themselves, their parents and the tax payer. According to R.S.S. Rana, Dean of College, Delhi University, a student who migrate have the determination and zest to achieve something. He says every year around 6000 to 7000 students come to Delhi University from all over the country, which is a good 15% of the total strength. This is the pull factor of migration of students to the premiere University.

Infrastructurally, economically or resources mobilization fronts North-East states are not in a position to spend huge funds for establishing
world class Universities. The centers step-motherly treatment of North-East in general and education in particular, there is no possibility of establishing a number of Universities to cater to the needs of higher education.

It is sheer grit on the part of these students to pack up their stuff to face the rough and humble of life in an unknown town. It is not that their local Universities aren’t good, but students prefer to come to Delhi, because they felt the package is more attractive by students from North-East to Delhi University, somehow seen to have acquired the magic formula for success we give some of the respondents from the sample and their expenses etc. Mr. Raju during his M.Phil. in PUNE University says “I came from Guwahati three years ago I have invested around 2 lakhs on my education in these three years including boarding and lodging and other expenses I came to PUNE after completing my graduation. I did my masters in PUNE. Now I am pursuing M.Phil., If I decide to go back home there will be no job, no job security or satisfaction, so I would rather stay here and make the best of my education, by taking up occupation / job in PUNE itself which has great opportunities.

Foreign Universities woo students every year because of the large capital involved in running Universities. Each foreign student brings in huge capital. The trade off favours the student and the University. The fear of dwelling in an unknown town does not seem to bother these brave hearted are also aware since the NDA is in PUNE he could get some guidance for the competitive examination for admission before taking the examination. He said that after coming to PUNE he has become more interactive experienced and worldly wise.
Another T.Y.B.Sc. student from Assam Fergusson College came to PUNE to seek education as politics entered the education system of Assam and there is not much scope for personal enhancement in Assam.

In the present study an attempt is made to highlight the factors which pushed the respondents out of their native place (North-East States) and also the pull factors that attracted them to the new place in PUNE city. The data obtained with regard to this is analyzed and presented in this chapter. There are many motivating factors responsible for the migration of the respondents.

(1) The push pull factors responsible far migration

(2) The role played by the relatives / friends with regard to their movement from North-East to PUNE

Push-Pull Factors:

Social scientists developed push and pull theories to explain the motivating factors behind migration. The differences in the characteristics of the two places is place of origin and place of destination are the major factors responsible for migration.
The Pull Factors of Migration:

In modern times, the movement of people was mainly to secure the interests of the family and in response to the demands caused by external factors.

PUNE is geographically very far from the North-East states. The parents of the migrants wanted to send the children as far away as possible in order to protect them from student activism and violence and terrorism.

Many North-East students have their friends, relatives and state people in PUNE. On seeing their well being the North-East migrants have had motivation to migrate to PUNE and pursue their education peacefully. They felt that their relatives and friends will also help them to get admission, accommodation and other sort of help in PUNE. They felt that they have better opportunities for education and employment and good salary in PUNE.

Since education in most of the higher educational institutions is in English, the North-East students feel that there is no difficulty to carry on their education.

Their dress pattern, religious functions and rituals are similar in PUNE. Hindus, Muslim, Christians can follow their religious practices without problem in PUNE feel no hesitation to migrate. Standard of education, modern advanced technology and other facilities attract many young migrants to PUNE for higher education and better employment.
The advanced information technology pulls lots of students to PUNE. They like the educational atmosphere and the peaceful environment very much. They also feel that they get the exposure and knowledge of changing conditions of the cosmopolitan, industrial world.

The communication media, radio, television, computer networks, internet connectivity, journals and newspapers are helpful in spreading awareness of the situation of the society to the migrants.

The migrants can stay peacefully in PUNE as there is less crime, hence North-East migrants choice of PUNE is a natural one and justifiable. These are the pull factors that are responsible for North-East students to migrate to PUNE.

**Push and Pull Factors of Migration:**

The criterion that migration be a permanent move differentiates migration from various other types of human moves. One of them is nomadism, the way of life of those having no fixed abode. Another type of human movement is commuting – referring to the daily or sometimes weakly journeying to work places of people who live a considerable distance from their jobs. Temporary moves are also made in tourism which resembles migration but its temporary character places it in a different mold. The student migration initially is temporary migration, later on can be permanent if the migrants get jobs at the place of their study and settle in that place. Student migration to USA, UK, Australia and Europe is considered as temporary migration wherein the students get HI Visas but it
recent times most of the students to developed countries manage to get jobs and convert their visa to HI category. So migration of students from North-East initially is of temporary nature could at a later age become permanent.

The difference is physical as well as social distance is the main distinction between international and internal migration. Internal migration refers to migration from one state to another state within the country, whereas international migration refers to migration from one country to another country. In the peculiar case of North-East migration the distance separating North-East to PUNE in more than 3000 Kms. Which is much more than our neighbouring countries of Pakistan, Nepal, Ceylon and Maldives. North-East is separated with main land India by Bangladesh which is in between India and North-East. Some of the insurgency and terrorism in North-East is due to the feeling by North-East people that they are not Indians and they want to secede from main-land India which is some what problematic like Jammu Kashmir. Some students from North-East believe that they are migrating to another country while some others think that they are moving within the country i.e. from one state of another.

Migrants may be pushed by circumstances in their region of origin or may be pulled by attractions in the region of their destination. Some researchers have tried to explain all migration basically by push factors, whereas others have stressed pull factors exclusively. In most cases both push and pull factors play a role. A perspective migrant weighs the circumstances in the region of his origin and the attractions as well as the disadvantages of every potential region of destination. The interregional differences thus usually forms a prerequisite for migration.
The distribution of a country’s population tends to correspond quite closely to the distribution of employment and education. Employment and education in turn tends to expand to areas where a great deal of economic activity already exists, signifying the existence of both employment opportunities and diversified education for manpower training and in areas of potential opportunity where job seekers seek job takers. Job seekers get job training by pursuing diversified education so that they can get jobs in native place or in the place of migration over the long range, therefore given the in capacity of employment to keep pace with the growing population of working age, migrants will be drawn to cities like PUNE, and Delhi in which new opportunities for education and job market are in existence.

Migration has served as an important vehicle of social mobility. The international organization for migration believes that international migration (or interstate migration) presents an opportunity for cooperation and development and acts with its partners in the international (interstate) community to encourage social and economic development through migration (world migration 2003-23). It is vital to understand that all forms of migration bring about socio-cultural change. Migrants from rural areas have congregated in cities, where access to the training needed for high wage jobs in commerce and industry has offered them opportunities to improve their material well being. Today’s inter metropolitan migrants also appear to benefit from the option to migrate whether by increasing their income or by gaining access to avenues of opportunity not available in their former location.
The motivation for migration are varied to explain the motivations for migration. Push and Pull theory was developed by the Social Scientists. The traditional approach to the motivation for migration takes as a starting point the differences in the characteristics of the two places namely the place of origin and the place of destination. The researcher has attempted to determine whether people migrated because the circumstances prevailing at the place of origin pushed them out or whether they were lured by the attractive conditions in the new place. Push factors force people to migrate while pull factors stimulate them to seek a brighter prospect of their livelihood. Those push factors include low and variable agricultural productivity, lack of local employment landlessness, marginalisation; population presume, domestic violence community conflict, political unrest, war and natural calamities, while the pull factors include rapid urbanization, industrialization consumensim and increased access to information, better opportunities for livelihood, better education and improved system of mobility. Poverty and the inability to earn enough or produce enough to support oneself or a family are major reasons behind the movement of work seekers from one state to another. However in the case of the respondents the motive for migration are poverty of the states and the scarcity of jobs to underdevelopment and non-industrialization of the state made the well all to send their children to places of good educational facilities and employment opportunities. There are other reasons why people go long distances for education war, civil strife, insecurity or persecution arising from discrimination on the grounds of race, ethnic origin, religion and political unrest contribute to the flow of migrants. Thus migration is a process that is governed by various push and pull factors.
This chapter focuses its attention in analyzing the Push and Pull factors that forced the North-East students to PUNE. The data broadly relates to the following aspects:

Development of the idea to migrate factors responsible for migration financial position of the migrants at the native place. Choice of PUNE as a place of destination, Resources facilitating migration and the consequential effects of migration.

**PUNE : A Seat of Learning**

**PUNE a seat of learning acted as pull factor for North-East Students :**

PUNE was considered as the Oxford of the East and was considered the educational and academic capital of Maharashtra PUNE is the intellectual hub of the Marathi speaking region. It always attracted men of affairs and ability from all over Maharashtra. The first college in Poona, the Deccan College of Post graduate studies and research completed 185 years of its existence. It was metamorphosed from its under graduate college into Post graduate Deemed University now. Earlier it was an undergraduate college run on the lines of King’s college in England which catered to the educational needs of the Princes from various independent states of India. Deccan College has a grand tradition of educational migration of students from all over Indian Principalities. It later became a post graduate advanced center for Archeology, Linguistics, Sociology, Anthropology, Maratha history. It is famous for the compilation of Sanskrit historical dictionary which established the original root and the etymological changes in
Sanskrit language. It is the first of its kind in the world and is involved in this work for more than 50 years Bal Gangadhar Tilak studied in Deccan College. Deccan College is famous for Linguistics and Archeology where the first advanced centres of study in these subjects.

Lokmanya Tilak with his colleagues, Agarkar and Chiplunkar founded the Deccan Education Society. One of the earliest of the bodies was Fergusson College established in 1895. In 1896 in Hinge, Maharsi D.K. Karve's girls school and widows home was set up and India's first Women's University education over the years. Gopal Krishna Gokhale in 1930 Set up the Gokhale Institute of Economics and Politics. Other educational and research institutions followed in quick succession. The Ranade Research Institute at Erandwane and the college of Agriculture were both set up around 1908. The Bhandarkar Oriental Research Institute the Engineering College near the Sangam, University of Poona, National Defence Academy, National Chemical Laboratory, Bharati Vidyapeeth, Maharashtra Association for the cultivation of science are some of the renowned institutions of learning and research are located in PUNE. PUNE is also known as a place for scholars from all parts of the world. Alfred Noble's institute of religion and Denoble college, Jnana Deep Vidyapeeth wherein all Christians denominations educational centre trains priests in Theology and Philosophy. These are some of the premier educational institutions of national repute located in PUNE.

Spicer College was established by the seventh day adventists for full filling the higher educational needs of their denomination students. Students from all over India come to Spicer College for pursuing higher education. They have two streams, one international beccaulior
International syllabus education and also University of PUNE degree education. Spicer College is affiliated to St. Andrews University in Texas. The degrees awarded by Spicer College are accredited by St. Andrews University.

In PUNE, over the years the expansion in educational institutions has been phenomenal. There is a wide range of mediums available to students i.e. schools with Hindi, English and Marathi Medium. They cater to the needs of different categories of people. At the college level there is an extensive choice offered to students wanting to pursue higher studies depending on their inclination and capabilities.

**Pune: Its History:**

Pune and its surroundings were successively ruled by the Yadavs of Devgiri, the Sultans of Delhi, the Bahamanis and the Nizams. In 1595 A.D. the jagir of Pune was conferred on Malojirao Bhonsale, grandfather of Shivaji – the great maratha warrior. Shivaji spent his childhood in Pune and also had his education under the guidance of his guru and mother in Pune itself. Pune witnessed the most historic event of Shivaji’s attack on Shahistekhan, a close relative and representative of the ruler of Delhi, during which he (Shahistekhan) lost his fingers. Bajirao senior, the peshwa of the marathas, constructed Shaniwar Wada, and till the marathas lost their power, Pune was the capital of their empire. During the British rule it was the residence of the British governor and a meeting place of the council members during the council sessions.
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Pune and the Freedom Struggle:

Pune took the lead in the freedom struggle of India. It gave rise to leaders of liberal and radical views alike, such as Justice Ranade, Lokmanya Tilak, Vasudeo Balwant Phadke, Namdar Gokhale, Chaphekar brothers, Veer Savarkar, N.C. Kelkar and many more. Movements like the swadeshi, non cooperation, home rule and others, thrived in Pune. During the freedom struggle, many freedom fighters including Tilak, Savarkar, Gandhiji, Nehru, Dr.Ambedkar and several others were lodged in Pune’s central jail.

Pune and Social Reforms:

Social changes and reforms in Pune had an impact on the life of the whole nation. Mahatma Jotiba Phule initiated a movement to promote the cause of women’s education by establishing the first school for girls in Pune. The work of women’s emancipation undertaken by Maharshi Anna Saheb Karve and Gopal Ganesh Agarkar was rooted in Pune. Gopal Krishna Gokhale, Agarkar, Chiplunkar, Justice Ranade, Vithal Ramji Shinde and several others from Pune will always be remembered for their efforts related to several reform movements like women’s emancipation, women’s education, widow re-marriage, dalit movement etc.

Pune: A Seat of Learning

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Deccan Education Society. One of the earliest of its bodies was Fergusson College established in 1895. In 1896 in Hingne, Maharshi D.K. Karve’s girls’ school and widow’s home was set up and Indian Women’s University was added to it. This was to become a focal point of women’s education over the years. Gopal Krishna Gokhale in 1930 set up the Gokhale Institute of Economics. Other educational and research institutions followed in quick succession. The Ranade Research Institute at Erandawne and the College of Agriculture were both set up around 1908. The Bhandarkar Oriental Research Institute, the Engineering College near the Sangam, Deccan College, Pune University, National Defence Academy, National Chemical Laboratory, Maharashtra Association for Cultivation of Science are some of the renowned institutions of learning and research located in Pune. Pune is also known as a place for scholars from all parts of the world.

Over the years the expansion in educational institutions has been phenomenal. There is a wide range of mediums available i.e. Schools with Hindi, English and Marathi medium. They cater to the needs of different categories of people. At the college level there is an extensive choice offered to students wanting to pursue higher studies, depending on their inclinations and capabilities.

Given below are some of the well known schools, colleges and universities spread out throughout Pune.
Schools:

Given below are some of the well known schools, colleges and Universities spread through out PUNE catering to different type of students.

There are over seven hundred schools in Pune, registered with the Zilla Parishad. These include both primary and secondary schools consisting of three mediums as mentioned earlier. Since the list of schools in Pune is so long, mention has been made only of a few of the well known secondary schools. Some of the popular schools in the city are:

Marathi Medium Schools:

Since Marathi is the mother tongue of the Maharashtrians, education in marathi medium is very popular. Some of these schools are Ahilyadevi High School, Mahatma Phule High School, Ambedkar High School, St John’s High School, Kanya Shala, Nutan Marathi Vidyalay, Huzoor Paga (HHCP) High School, New English School, Renuka Swaroop High School etc. There are a whole lot of Municipal Schools with code numbers ranging from Municipal School No. 1 to 207 catering to education of boys and girls through Marathi. Many of these schools have earned a reputation for themselves in Pune City.

English Medium Schools:

There is a boom of English Medium Schools all over Pune City. New schools are coming up every day. Some of the famous schools include St. Helenas High School, St Mira’s High School, Bishop High School, St
Mary’s High School, St Vincent’s High School, St Anne’s High School, Hutchings High School, Dr Erin Nagarwala School, Loyala’s High School, SPM High School, Ornellas Mt Carmel School, Vidya Bhavan High School, Abhinav High School, Symbiosis High School, The Rewachand Bhojwani Academy, Sinhagad High School, J.N. Petit High School, Shri Shivaji Military Preparatory School, Dnyan Prabodhini, Dastur School, Vikhe Patil High School, Vidya Valley, Maharastra Mandal English School, and many more.

**Hindi Medium Schools:**

As compared to the other two mediums, there are very few schools offering the Hindi medium for studies. These schools are: Gurunanak Hindi school, Kendriya Vidyalay, Hindi High School, Maharashtra Rashtrabhasha Sabha’s S. M. Joshi High School, B.T. Shahani Hindi School, Bansilal Ramanth Agarwal Hindi Vidyalay etc.

All these schools are well attended by students.

**Colleges:**

The city of Pune offers a huge variety of courses to students who wish to pursue higher studies.

Apart from the Arts, Commerce and Science streams, there are a number of colleges having professional courses in the fields of Law, Medicine, Engineering, Computers, Architecture, Education and many more. Some of the popular names are:
Architecture Colleges include Abhinav Kala Institute’s College of Architecture, Maratwada Mitra Mandal’s College of Architecture, Bhartiya Vidyapeeth’s College of Architecture, Maharshi Karve Stree Shikshan Sanstha’s Dr. Bhanuben Nanavati College of Architecture for Women, etc.

Arts, Science and Commerce Colleges are many. Well known colleges are: Fergusson College, S.P. College, Wadia College, St. Mira’s College for Girls, Garware College, Poona College of Arts, Science, Commerce, Symbiosis College of Arts, Science, Commerce, Abeda Inamdar College for Arts, Commerce, Science, Dr. D.Y. Patil Pratishthan’s Arts, Science and Commerce College, Brihaan Maharashtra College of Commerce, etc.

Colleges of Education: Pune has many aspiring teachers who go to these colleges to earn a professional degree in teaching. Amongst the notable colleges are the Tilak College of Education and Adarsha Comprehensive College of Education and Research. There are many more spread out in different areas of Pune.

Engineering Colleges: There is a great rush of students, girls and boys alike for these colleges. The famous Government College of Engineering, Bharati Vidyapeeth’s College of Engineering, D.Y. Patil College of Engineering, Sinhgad Technical Education Society’s Sinhgad College of Engineering, Maharastra Institute of Technology, and many more exist in Pune.
Law Colleges are still very much in demand in Pune. Some of them are I.L.S. Law College, Symbiosis Society’s Law College and Maharashtra Cosmopolitan Education Society’s A.K. Khan Law College.

Ayurveda is fast becoming a popular course of study. Some of the Ayurvedic colleges are: Ashtang Ayurveda Mahavidyalaya, Tilak Ayurved Mahavidyalaya, Maharastra Arogya Mandal’s Ayurveda Mahavidyalaya, etc.

Allopathic Medical Colleges: There are several students who are inclined to opt for this line. To cater to their needs the popular B. J. Medical College, Chaitanya Medical Foundation’s College of Physiotherapy, Bharati Vidyapeeth’s Medical College, Dr. D.Y. Patil Prathisthan’s Medical College of Women offer their valuable services.

Homeopathic Colleges are increasing in popularity as an alternative stream of medicine. There are the Dhondumama Sathe Homeopathic Medical College and Lokmanya Medical Foundation’s, Homeopathic Medical College. These are few in number.

Thus the students of Pune and the outstation areas have a wide range of study fields to choose from.

Universities:

Pune is one of the few cities to have so many Universities. Established in 1948, the Pune University has earned a name for itself in providing benchmark education to Post graduate students. Since then, it has been one of the leading centres for research and teaching in the country. It
is an affiliated as well as teaching University. There are hundreds of 
colleges affiliated to it. The Pune University attracts several foreign 
students who avail of its facilities right upto doctoral degrees. SNDT the 
first women's University of Maharashtra, also occupies a prominent place 
in Pune. The university with its updated facilities provides the women 
students ample opportunity to pursue higher studies and widen their 
academic horizon.

Deemed Universities:

In the recent years in Pune, several well established institutes are 
now getting the Deemed University status.

Some of these are: Tilak Maharashtra Vidyapeeth, Deccan College 
Post graduate and Research Institute, Gokhale Institute of Politics and 
Economics, Bharati Vidyapeeth and Symbiosis International Educational 
and Cultural College. There are several other institutions (colleges) in Pune 
which are now on the verge of getting the status of Deemed Universities.

We can sum up the educational scenerio in PUNE district by 
pointing out that PUNE district which caters to 72,27,000 people has 
numerous educational institutions. PUNE has 39 engineering and 
Archetecture colleges, 8 Bacholar of computer Science colleges besides 
numerous NITS and other private computer educational institutions. 15 
medical colleges covering Allopathic, homeopathis, Ayurveda, Unani and 
Physiotheraphy Colleges. Nearly there are 85 colleges teaching Arts, 
Commerce and Sciences. Strains, while there are 13 law, 15 Pharmacy and 
21 Bacholar of Education Colleges in PUNE. PUNE district has numerous
research institutes (168) the names are given below to show the variety and specialization of the knowledge base in PUNE city. PUNE University was adjudged as one of the 5 best Universities in India by University grants commission. Majority of the post-graduate departments have special assistance given by UGC for their excellence list of institutes of research in PUNE district

1. Central Water and Power Research Station
2. General Observatories (Climatology and Geophysics)
3. Bhandarkar Oriental Research Institute
4. National Chemical Laboratory
5. College of Military Engineering
6. Hindustan Antibiotics Ltd.
7. Institute of Armament Technology
8. Maharashtra State Education Research and Training Institute
9. Maharashtra Association for the Cultivation of Science, Agharkar Research Institute
10. Indian Drug Research Laboratory of Indian Drug Research Association
11. High Energy Material Research Laboratory (HEMRL), Armament
12. Indian Institute of Education’s Centre for Educational Studies
13. Bharateeya-Agro-Industries Foundation
14. Centre for Development Studies and Activities
15. Dnyan Prabodhini’s Institute of Psychology
16. Indian Institute of Cost and Management Studies and Research
17. Systems Research Institute
18. Indian Institute of Tropical Meteorology
19. National Institute of Virology
20. Karve Institute of Social Service
22. The Institute of Science’s Dr. B.N. Purandare Rural Development Institute
23. Bharateya Sanskriti Darshan Trust’s Ayurved Hospitals and Research Centre
24. Marathwada Mitra Mandal’s Institute of Management Education Research and Training
25. Audyogic Shikshan Mandal’s Institute of Business Management and Research
26. Maharashtra Jain Sanskritik Mandal’s (Akluj) Institute of Management, Social Science and Research
27. Dr. Vikhe-Patil Foundation’s Centre for Management, Research and Development
28. Institute of Science’s Institute of Business Management and Research
29. Sancheti Institute for Orthopaedics and Rehabilitation
30. Data System Research Foundation
31. MES’s Institute of Management and Career Courses (IMCC)
32. S.P. Mandal’s Prin. N. G. Naralkar Institute of Career Development and Research
33. Dwarika Sangamnerkar Medical Foundation’s Colony Nursing Home
34. Shirur S.P.M.'s Manikchand Dhadiwal Institute of Rural Management and Technology
35. Adivasi Research and Educational Institute
36. Serum Institute of India Research Foundation
37. Mahatma Gandhi Rugnalaya
38. Maharshi Vinod Research Foundation’s Yoga Institute
39. Poona Medical Foundation’s Ruby Hall Clinic
40. Baburaoji Gholap Multipurpose Institute
41. Poona District Leprosy Committee
42. Vasantdada Sugar Institute
43. National Institute of Bank Institute
44. Anekant Education Society’s Institute of Management
45. Anjuman Khairul Islam Poona Institute of Management Sciences and Entrepreneurship
46. Dnyan Prabodhini Institute of Management
47. MIT School of Management
48. Pune Jilha Shikshan Mandal’s Mahatma Phule Institute of Computer Management Studies and Research
49. Dr. Ambedkar Institute of Business and Computer Management
50. Central Institute of Road Transport (Training and Research)
51. Toxcology Research Foundation
52. Central Training Unit (Central Water Commission)
53. Modern Education Society’s Newile Wadia Institute of Management Studies and Career Development
54. Progressive Education Society’s Institute of Management Studies and Career Development
55. Pune Vidyarthi Griha’s Research Institute of Graphic Communication
56. Seva Dham Trust’s Institute of Health and Rural Developments
57. Sushrut Medical Care and Research Society’s Research Institute of Orthopaedics
58. Lokmanya Medical Research Centre
59. The National Institute of Opthalmology
60. Eikya Bhartiya Pratishthan
61. Gandhi Darshan Academy
62. Sanmati Teerth Institute for Research in Prakrit Languages and Jainology
63. Maratha Chamber of Commerce and Industries
64. The Poona Gujarathi Kelavani Mandal’s Institute of Management
65. Poona Hospital and Research Centre
66. Institute of Insurance and Financial Sciences, Education Research and Training
67. Maharashtra Medical Foundation
68. Tata Management Training Centre
69. Bharati Vidyapeeth’s Institute of Management and Research
70. Sinhgad Technical Education Society’s Sinhgad Institute of Management
71. Deendayal Memorial Hospital and Cancer Research Institute
72. Kamayani Prashikashan and Sanshodhan Sanstha
73. Dr.D.Y.Patil Institute of Management and Research

319
74. Chanakya Education Society’s Indira Institute of Management
75. Sivnagar Education Society’s Institute of Management
76. Bharati Vidyapeeth’s Institute of Hotel Management and Catering Technology
77. The Deccan Muslim Education and Research Institute
78. Maharshti Karve Stree Shikshan Sanstha’s Smt.Hiraben Nanavati Institute of Management and Research for Women
79. Dr.D.Y.Patil Pratishthan Institute of Hotel Management and Catering Technology
80. All India Shri Shivaji Memorial Society’s Institute of Hotel Management
81. Raja Shivraj Pratishthan’s Institute of Management and Computer Studies
82. Maharashtra Cosmopolitan Education Society’s Allana Institute of Management Science
83. National Centre for Cell Science
84. Genba Somanrao Moze Trust’s Institute of Management and Computer Studies
85. Dr.Ramazani Research Institute of Occupational Health Services, Health International Consultancy for Occupational Service and Pollution
86. Shri Balaji Health Foundation Atmasantulana Village
87. Himgiri Spiritual Research and Training Centre
88. Fergusson College
89. Armament R & D Establishment
90. Jai Shivraj Pratisthan's Chhatrapati Shivaji Institute of Business Management and Research
91. Vivekanand Institute of Technology's School of Computer Studies and Research
92. Audyogik Tantra Shikshan Sanstha's Institute of Industrial and Computer
93. Centre for Rheumatic Diseases (IRD) (Patient Care Services, Diagnostic and Research Laboratory)
94. National Aids Research Institute
95. Best Culture Society
96. N.S.Dixit Educational Foundation Institute of Management and Technology
97. Bansilal Ramnath Agarwal Charitable Trust's Vishwakarma Institute of Technology
98. Saraswati Mandir Sanstha’s L. Phatak Institute of Technology and Management
99. Gajanan Maharaj Shikshan Prasarak Mandal
100. Suryadatta Education Foundation's Suryadatta Institute of Management and Information Research
101. Shri Shivaji Maratha Society’s Institute of Management and Research
102. Vidya Pratishthan’s Institute of Information Technology
103. Camp Education Society’s Institute of Management
104. Centre for Materials for Electronics Technology
105. Shri Vishwa Ayurved Research Centre
106. Dhanwantri Ayurvedic Research Centre
107. Maharashtra Education Society’s Abasheb Garware College
108. Bansilal Ramnath Agarwal Charitable Trust’s Vishwakarma Institute of Management
109. Jaywant Shikshan Prasarak Mandal’s Institute of Computer Application
110. Dr. D. Y. Patil Pratishtan’s Padmashri Dr. D. Y. Patil Institute of Master of Computer Application
111. Audyogik Tantra Shikshan Sanstha’s Institute of Industrial and Computer Management and Research
112. Sant Tukaram Shikshan Prasarak Mandal’s Institute of Information Technology and Management
113. All India Shri Shivaji Memorial Society’s Institute of Management
114. National Centre for Radio Astrophysics (NCRA)
115. Human Research Development and Research Centre
116. Jai Hind Sindhu Educational Trust’s Jai Hind Institute of Computer Studies and Research
117. Rajmata Jijau Shikshan Prasarak Mandal’s Institute of Computer and Management Research
118. Delphi Computer College of Management and Research
119. Indian Institute of Education and Business Management
120. Institute of Advanced Studies in English
121. Institute of Urology
<table>
<thead>
<tr>
<th>Number</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>122.</td>
<td>Sinhagad Technical Education Society’s Sinhagad Institute of Management and Computer Application</td>
</tr>
<tr>
<td>123.</td>
<td>Sinhagad Technical Education Society’s Sinhagad Institute of Management, Business Administration and Research</td>
</tr>
<tr>
<td>124.</td>
<td>Sinhagad Technical Education Society’s Sinhagad Institute of Management, Business Administration and Computer Application</td>
</tr>
<tr>
<td>125.</td>
<td>Sinhagad Technical Education Society’s Sinhagad Institute of Management</td>
</tr>
<tr>
<td>126.</td>
<td>National Insurance Academy</td>
</tr>
<tr>
<td>127.</td>
<td>Sinhagad Technical Education Society’s Sinhagad Institute of Hotel Management and Catering Technology</td>
</tr>
<tr>
<td>128.</td>
<td>Mathurabai Rambhau Narkhede Memorial Trust’s Sun-Hightake and Management Development and Research Institute</td>
</tr>
<tr>
<td>129.</td>
<td>Prestige College of Management and Technology</td>
</tr>
<tr>
<td>130.</td>
<td>The Maharashtra Technical Education Society’s College of Hospital Management</td>
</tr>
<tr>
<td>131.</td>
<td>The Chinmayi Medical Foundation’s Kotbagi Hospital</td>
</tr>
<tr>
<td>132.</td>
<td>National Centre for Radio Astrophysics (NCRA)</td>
</tr>
<tr>
<td>133.</td>
<td>Meera’s M.T. School of Management and Research</td>
</tr>
<tr>
<td>134.</td>
<td>Dr.B.V. Ramrao Medical Foundation</td>
</tr>
<tr>
<td>135.</td>
<td>Pandit Deendayal Institute of Management Studies</td>
</tr>
<tr>
<td>136.</td>
<td>Dina Institute of Hotel and Business Management</td>
</tr>
<tr>
<td>137.</td>
<td>Poona Blindmens Association’s H. V. Desai Eye Hospital</td>
</tr>
</tbody>
</table>
138. Hope Foundation and Research Centre
139. Poona College of Arts, Science and Commerce
140. Gramonnati Mandal’s Hari Sahasrabudhe Information Technology Research and Management
141. B. J. Medical College
142. Mandke Human Happiness Foundation
143. Forum for Culture Studies Institute of Advanced Studies in English
144. Kamalabai Hukumchand Chordiya Charitable Trust Vivkanand Kendra
145. Bharat Vikas Shikshan Sanstha
146. Pranavteerth Charitable Trust
147. Bansilal Ramnath Agarwal Charitable Trust Vishwakarma Institute of Technology
148. Agharkar Research Institute (Maharashtra Association for the Cultivation of Science)
149. M.C.E. Soceity’s Abeda Inamdar Senior College for Girls
150. Fergusson College
151. Sinhagad Institute of Management
152. Lonavala Yoga Institute
153. Emcure Pharmaceutical Ltd.
154. Community Aid and Sponsorship Programme (C.A.S.P.)
155. Surya Medical Trust’s Surya Research Institute
156. Sathe Eyes Research and Alternative Medicin
157. Pune Vidyarthi Graties College of Engineering and Technology
158. Maharshi Karv Stri. Shikshan Sanstha’s Women Study Centre
159. Central Armament Training Institute
160. Lupin Research Park
161. Modern Education Society’s Newss Wadia College of Commerce
162. Deccan Education Society’s Brauhan Maharashtra College of Commerce
163. Bhartiya Institute of Computer Technology

PUNE has various coaching centers for UPSC, MPSC, CAT, NET, NET, SET, Cost Accountancy, Charted Accountancy Classes.

One of oldest agricultural Colleges is located in PUNE which conducts courses and also a strong research base on almost all the branches of agriculture.

**Educational Scenario in North-East:**

The educational scenario in North is nothing to be proud of. The number of students are growing no doubt but the number of Universities and institutes of technical education are almost stagnant.

Until 1972 Assam included all the areas of the seven North-East States. The latest to get statehood is Tripura in 1987.

The literacy rate is quite comparable to All India rate of literacy. Arunachal 64.74%, Assam 64.28%, Manipur 68.87%, Meghalaya 63.34%, Mizoram 68.48%, Nagaland 67.11% and Tripura 73.66% we give below the educational status of Assam which has a long history of about educational institutions whereas the other states are lagging behind.
The pass percentage in the high School leaving certificate, higher Secondary and graduation level examinations is abysmally low. This is not all, the overall educational standard including the course content leaves a lot to be desired. Besides the number of educational institutions in the government sector, a remarkable trend which has come to the fore, is the participation of the private sector that two, successfully in the educational scenario of the states right from L.P. Schools to Colleges the private sector is playing a very significant role. Its role has increased continuously over a period of time. The role of various Christain missionaries is laudable in almost all the states missionaries of all denominations have started primary, secondary and higher secondary and at college level. With the advent of the East India Company in India, the missionaries first concentrated on education and health services which were dismal in this area. They tried to convert the poor to Christianity by making the people literate with avenues us for employment in the government sector. One can say that the high rate of literacy in due to the role of missionaries. Not only this most of the student responds know English so that they could migrate to any area without difficulty. What is strange is that the Government of Assam and other North-East states after attaining the statehood had not been able to draw a comprehensive policy to regulate the functioning of the educational institutions.

As a case in point the State of Educational institutes in Assam in given below as an illustrations while all the others states are lagging behind in educational institutions and educational policy frame work because the others states achieved state hood later on.
### Educational Institutions in Assam

(As on 1.1.2004)

**Table-I**

**A. Elementary**

1) Govt. & Provincialized
   - Lower Primary & Basic School: 31,967
2) Upper Primary: 7,221
3) Recognized Upper Primary: 1,688
4) Venture Lower Primary: 7,645

**B. Secondary Education**

1) Junior College: 48
   (Deficit)
2) Junior College: 19
   (Recognized)
3) Junior College: 84
   (Non-recognized)
4) Higher Secondary School: 39
   (Govt.)
5) Higher Secondary School: 571
   (Provincialized)
6) Higher Secondary School: 69
   (Non-Provincialized but permitted)
<table>
<thead>
<tr>
<th></th>
<th>Education Level</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7)</td>
<td>Secondary School</td>
<td>02</td>
</tr>
<tr>
<td></td>
<td>(Govt.)</td>
<td></td>
</tr>
<tr>
<td>8)</td>
<td>Secondary School</td>
<td>2,793</td>
</tr>
<tr>
<td></td>
<td>(Provincialized)</td>
<td></td>
</tr>
<tr>
<td>9)</td>
<td>Secondary School</td>
<td>1,002</td>
</tr>
<tr>
<td></td>
<td>(Recognized)</td>
<td></td>
</tr>
<tr>
<td>10)</td>
<td>Madrassa</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>(Provincialized)</td>
<td></td>
</tr>
<tr>
<td>11)</td>
<td>Secondary School</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>(Recognized)</td>
<td></td>
</tr>
</tbody>
</table>

**C. Higher**

<table>
<thead>
<tr>
<th></th>
<th>Education Level</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>I.I.T.</td>
<td>1</td>
</tr>
<tr>
<td>2)</td>
<td>Central Universities</td>
<td>2</td>
</tr>
<tr>
<td>3)</td>
<td>Universities</td>
<td>2</td>
</tr>
<tr>
<td>4)</td>
<td>Govt. Colleges</td>
<td>6</td>
</tr>
<tr>
<td>5)</td>
<td>Deficit G.I.A. Colleges</td>
<td>190</td>
</tr>
<tr>
<td>6)</td>
<td>Ad-hoc Colleges</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>(Non-deficit/Given Concurrence)</td>
<td></td>
</tr>
<tr>
<td>7)</td>
<td>Affiliated Colleges</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>(Non-deficit/Given Concurrence)</td>
<td></td>
</tr>
</tbody>
</table>
8) Ad-hoc Law Colleges

(Non-Provincialized)

<table>
<thead>
<tr>
<th>D. Technical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Engineering College : 3</td>
</tr>
<tr>
<td>2) Polytechnic Institutes : 11</td>
</tr>
<tr>
<td>3) Medical Colleges : 3</td>
</tr>
<tr>
<td>4) Ayurvedic College : 1</td>
</tr>
<tr>
<td>5) Homeopathic Colleges : 3</td>
</tr>
<tr>
<td>6) Dental Colleges : 1</td>
</tr>
<tr>
<td>7) Nursing Colleges : 1</td>
</tr>
<tr>
<td>8) Pharmacy Institutes : 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. Training Institutes (Under SCERT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) B.Ed. College : 8</td>
</tr>
<tr>
<td>2) Normal Schools : 7</td>
</tr>
<tr>
<td>3) DIERTs : 18</td>
</tr>
<tr>
<td>4) Basic Training Centres : 19</td>
</tr>
<tr>
<td>5) Pre-primary Teachers’ Training Centre : 1</td>
</tr>
<tr>
<td>6) Hindi Teachers’ Training College : 1</td>
</tr>
<tr>
<td>7) Hindi Teachers’ Training Centre : 1</td>
</tr>
</tbody>
</table>
## Total Enrolment by Course/Stages of Studies in Assam

(As on 30.9.2001)

### Table-II

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Course/Stages</th>
<th>Total Enrolment</th>
<th>S.C.</th>
<th>S.T.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>1</td>
<td>A. DEGREE STANDARD AND ABOVE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Ph. D. Sc./D. Phil/M. Phil</td>
<td>619</td>
<td>308</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>2. M.A.</td>
<td>6,677</td>
<td>3,072</td>
<td>507</td>
</tr>
<tr>
<td></td>
<td>3. M. Sc.</td>
<td>3,916</td>
<td>1,289</td>
<td>292</td>
</tr>
<tr>
<td></td>
<td>4. M. Com.</td>
<td>960</td>
<td>101</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td>5. B. A. &amp; B. A. (hon.)</td>
<td>135,868</td>
<td>54,452</td>
<td>12,685</td>
</tr>
<tr>
<td></td>
<td>6. B. Sc. &amp; B. Sc (Engg.)</td>
<td>3,395</td>
<td>347</td>
<td>428</td>
</tr>
<tr>
<td></td>
<td>7. B. Com. &amp; B. Com. (hon)</td>
<td>15,609</td>
<td>2,231</td>
<td>1,720</td>
</tr>
<tr>
<td></td>
<td>8. B. E. &amp; B. Sc. (Engg.)</td>
<td>3,395</td>
<td>347</td>
<td>428</td>
</tr>
<tr>
<td></td>
<td>9. B. Ed / B. T.</td>
<td>2,941</td>
<td>1,163</td>
<td>337</td>
</tr>
<tr>
<td></td>
<td>11. Information Technology Courses</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>12. Management Course</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>13. L.L.B./L.L.M</td>
<td>7,125</td>
<td>1,558</td>
<td>605</td>
</tr>
<tr>
<td></td>
<td>14. Agriculture &amp; Forestry Courses</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>15. Total A (1-14)</td>
<td>209,094</td>
<td>70,301</td>
<td>18,984</td>
</tr>
<tr>
<td></td>
<td>B. BELOW DEGREE LEVEL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16. Intermediate/Junior College/Pre-Degree/ Pre University</td>
<td>27,718</td>
<td>10,768</td>
<td>5,986</td>
</tr>
<tr>
<td></td>
<td>17. Higher Secondary (College) Classes (XI-XII) (Schools)</td>
<td>162,127</td>
<td>61,621</td>
<td>19,401</td>
</tr>
<tr>
<td></td>
<td>18. High / Post Basic Schools (IX-X)</td>
<td>586,061</td>
<td>255,397</td>
<td>81,598</td>
</tr>
<tr>
<td></td>
<td>19. Middle/Sr.Basic Schools (VI-VIII)</td>
<td>1,505,487</td>
<td>653,251</td>
<td>199,095</td>
</tr>
<tr>
<td></td>
<td>20. Primary/Jr Basic Schools (I-V)</td>
<td>4,040,631</td>
<td>1,825,584</td>
<td>484,649</td>
</tr>
<tr>
<td></td>
<td>21. Pre-Primary / Pre Basic Schools</td>
<td>12,434</td>
<td>5,233</td>
<td>3,855</td>
</tr>
<tr>
<td></td>
<td>22. Any other (Vocational/Technical Courses)</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>23. Teacher Training</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>24. Polytechnic (Diploma)</td>
<td>24,494</td>
<td>501</td>
<td>353</td>
</tr>
<tr>
<td></td>
<td>26. Information Technology Courses</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>27. Management Courses</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>28. Agriculture &amp; Forestry Courses</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>29. Total B (16-28)</td>
<td>6,475,412</td>
<td>2,861,880</td>
<td>811,170</td>
</tr>
<tr>
<td></td>
<td>Grand Total (A+B)</td>
<td>6,684,506</td>
<td>2,932,181</td>
<td>830,154</td>
</tr>
</tbody>
</table>

(Source : Statistical Handbook, Assam, 2002)
Employment Status in Assam

Table-III

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Job Seekers on the Live Register</th>
<th>Vacancies notified</th>
<th>Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980</td>
<td>348,000</td>
<td>13,003</td>
<td>6,297</td>
</tr>
<tr>
<td>1990</td>
<td>1,052,000</td>
<td>9,497</td>
<td>4,675</td>
</tr>
<tr>
<td>1995</td>
<td>1,147,000</td>
<td>12,659</td>
<td>539</td>
</tr>
<tr>
<td>1996</td>
<td>1,284,000</td>
<td>3,511</td>
<td>3,002</td>
</tr>
<tr>
<td>1997</td>
<td>1,496,000</td>
<td>5,466</td>
<td>1,956</td>
</tr>
<tr>
<td>2000</td>
<td>1,572,411</td>
<td>2,500</td>
<td>1,383</td>
</tr>
</tbody>
</table>


As the tables in the preceding pages depict, amid burgeoning growth of student population in the State and number of educational institutions, employment rate and job avenues are falling continuously. Thereby, a majority of the students, who profess faith in the utilitarian approach to education, turn to agitation to give vent to their repressed feelings. To top it all, geographical injustice and corruption in State polity added fuel to the fire. Corruption was never a phenomenon in students' movements around the world, but Assam provides an exception in this case as well. It is this phenomenon which has given rise to militancy and secessionist tendency among students in Assam as well as the entire region. This, in turn, has forced the student organizations to play bigger role in the State polity ranging from appeals for peace, as the AASU has been doing in the case of
the ULFA for a long time now, to even volunteering to act as mediator for a political settlement. This rise of the ULFA in the State has forced the AASU to play a bigger role in the State, which is unprecedented in the history of student movements.

The rise of student activism in Assam can also be traced to the extreme degree of centralization similarly to the one noted in the 1968 French students' movement. In France then, everything depended on Paris. People thought that every serious problem can only be solved at Paris by the Government apparatus. Assam's case since 1947, has been no different. Everything depends on New Delhi ranging from reorganization of State boundaries to guarding of borders to economic development as well as a policy on illegal influx. No wonder, AASU's successive memoranda and representations have always demanded more and more autonomy for the State Government in key areas of the State's interest.

To conclude, student movements in Assam have been unique on many a count. From being forced to act as a catalyst for social change to act on matters related to body politic, the students of Assam, especially under the AASU, have given Assam a unique place in world history.

Meeta Deka rightly says, "Student movements in Assam strengthened social change in the very society that produced them. The unfavourable internal and external conditions coupled with a repressive response to the manifestation of regionalism by the Centre have integrated student movements into the very political and socio-economic structure of Assam. This necessitates the importance of understanding the growth of student movement and examining the results of such action. Student
movements in Assam have thus contributed much towards socio-economic change in the state and have drawn the attention of the national government in policy-making no educational, political, economic and social issues that might otherwise have been ignored or neglected.(Meeta Deka : 2005, 9)

Since there is some infrastructure for school and college education, we tried to find out the number of Universities and science and technical educational and research institutes in North-East.

**List of Universities in North-East :**

1) Assam Agricultural University, Jorhat, Assam-785013
2) Assam University, Silchar, Assam-788011
3) Dibrugarh University, Dibrugarh, Assam-786 004
4) Gauhati University, Gopinath Bardoloi Nagar, Gauhati, Assam-781014
5) Indian Institute of Technology, Gauhati, Amingaon, North Gawahati-781039
6) Tezpur University, Nagoam, Tezpur, Assam-784025
7) Indian Institute of Technology, Institution of Engineers, Gauhati-781001
8) Central Agricultural University, Iroiseniba Imphal, Manipur-795004
9) Mizoram University,, Mizoram, Aizauial-796012, Mizoram
10) Nagaland University, Luniani, Kohima-797001, Nagaland
11) North-Eastern Hill University, NEHU Campus, Ushing, Shillong-793022, Meghalaya
12) Tripura University, Suryamani Nagar, Tipura West, Tripura-799130
When we looked at the number of higher educational institutes (Universities) it is dismally less in number. Assam which has a population of 2,66,38,407 has 7 universities, while the other 6 states have one university for a state which is dismal in reference to the area of each state. One Central University at Shillong was supposed to cater to the needs of higher education of all the seven states, however recently in Tezpur Assam a Central University is established which is still in its infancy.

Every state jealously guards its admission policy to post graduate departments to students belonging to the state, and other state students have an infinstimally small percentage of seats for other state students. All the Universities have limited capacity of seats in their numerous departments and merit holders. Sway in admission. In state Universities the student organizations are powerful, so some seats are in the hands of students.

Now a comparative picture of PUNE and North-East in higher education in given below. PUNE the Oxford of India has 214 colleges and 163 institutes of higher learning and research. They cater to numerous branches of technical education and research. There are more than 10 Universities and Deemed Universities. Most of the Colleges of repute have Post-graduate departments and research facilities.
Area of North-East:

<table>
<thead>
<tr>
<th>State</th>
<th>Capital</th>
<th>Area Square (In sq. kms.)</th>
<th>Distance to PUNE city (km)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arunachal Pradesh</td>
<td>Itanagar</td>
<td>83,743</td>
<td>2998</td>
</tr>
<tr>
<td>Assam</td>
<td>Dispur</td>
<td>78,438</td>
<td>2763</td>
</tr>
<tr>
<td>Manipur</td>
<td>Imphal</td>
<td>22,327</td>
<td>3247</td>
</tr>
<tr>
<td>Mizoram</td>
<td>Aizwal</td>
<td>20,987</td>
<td>3255</td>
</tr>
<tr>
<td>Nagaland</td>
<td>Kohima</td>
<td>16,579</td>
<td>3102</td>
</tr>
<tr>
<td>Meghalaya</td>
<td>Shillong</td>
<td>22,429</td>
<td>2863</td>
</tr>
<tr>
<td>Tripura</td>
<td>Agartala</td>
<td>10,491.69</td>
<td>3226</td>
</tr>
</tbody>
</table>

PUNE district area of 243.84 Sq. Kilometers with 77 lack population while North-East states with 3,53,71.010 population has an area of 254,994.69 Sq. kilometers.

The entire area of North-East is hilly with mountainous terrain fast flowing rivers and rivulet with only half the plains areas while PUNE district is plain land. Communication systems in North-East are scarce with some state capitals without train or Aero plane transport, when compared to PUNE shows a remarkably different picture. PUNE is connected to almost all big cities in India by train and air travel. In the North-East it could take anything between 6 to 24 hours to reach the proper transport system train or air.

These are some of the push factors for migration of students from North-East to PUNE.
The strong base of educational institutions and institutions of excellence with no student unrest and Violence seems to be the major pull points for students from North-East to migrate to PUNE for studies. PUNE has the distinction of having students from all over the world including USA, Europe, all Arab nations, and all SAARC countries. There are scholarships given by Indian Council of cultural relations for foreign students especially from Asian countries and also students from North-East get scholarships from their own state government to pursue higher education outside their state.

Development of the Idea to Migrate:

The age at migration is a very important factor in the study of migration. The student migrants could be classified as very young, young and mature. These groups can have serious problems of getting settled in the new place and a fear of getting uprooted from the place of their origin.

The researcher in the present study had made an attempt to know the age at which the respondents and their parents developed the idea to migrate out of North-East. Further, the researcher had also tried to probe into the age at which the respondents actually left their native place.

Table-1 Distribution of respondents by the age at which they and their parents developed the idea to migrate and then actually left their native place.
Table-1 : Showing when the respondents and parents developed an idea of leaving the nature place.

<table>
<thead>
<tr>
<th>Response</th>
<th>No. of Student Respondents</th>
<th>No. of Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 15 years</td>
<td>94 (31.3%)</td>
<td>54 (54%)</td>
</tr>
<tr>
<td>After X\textsuperscript{th} and XII\textsuperscript{th} Standard</td>
<td>114 (38%)</td>
<td>26 (26%)</td>
</tr>
<tr>
<td>After Graduation</td>
<td>92 (30.7%)</td>
<td>20 (20%)</td>
</tr>
<tr>
<td>Total</td>
<td>300 (100%)</td>
<td>100 (100%)</td>
</tr>
</tbody>
</table>

One important aspect worth analyzing is the factor when respondents and their parents first had an idea of leaving /sending from their place and growing outside the state for studies.

It was found that 94 (31.3%) of school students had developed an idea of leaving the native place. The reason may be wanderlust, get away from their parents authority or just day dreaming. We can call these as very young children, while 114 (38%) of the respondents wanted and planned to leave the native place after XII\textsuperscript{th} standard. However nearly 92 (30.7%) of the respondents wanted to leave their native place after graduation. All the students of our sample wanted to leave their native place for further studies.

However, the picture is quite different in the case of parents responses which show a calculated decision to send the children to a far off place. The parents even when their children were under 15 years of age. Majority wanted to send their children away from their state for higher education. Here the push factors influenced them for their decision. The parents wanted to give quality education which is not available in their
native place which acted as push factor. Insurgency, student unrest and terrorism acted as a major factor which influenced acted as a major factor which influenced them to move to another place for education. The quality education in PUNE acted as a pull factor for their decision.

The delay in fulfilling one's aspiration explains that migration is expensive and perception and practice do not go hand in hand.

Factors Responsible for Migration:

Push factors are connected with various aspects. The researcher had made an attempt to find out the various factors that were responsible for the respondents and their parents decision of leaving their place of origin.

Table-2 : Distribution of Respondents for the Major Reasons Responsible for Leaving their Place of Origin.

<table>
<thead>
<tr>
<th>Response</th>
<th>No. of Student Respondents</th>
<th>No. of Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational</td>
<td>240 (80%)</td>
<td>86 (86%)</td>
</tr>
<tr>
<td>Political Unrest</td>
<td>141 (47%)</td>
<td>75 (75%)</td>
</tr>
<tr>
<td>Student activism</td>
<td>102 (34%)</td>
<td>84 (84%)</td>
</tr>
<tr>
<td>Violence and Insurgency</td>
<td>210 (70%)</td>
<td>80 (80%)</td>
</tr>
<tr>
<td>No Response</td>
<td>90 (30%)</td>
<td>10 (10%)</td>
</tr>
</tbody>
</table>

*Multi response table
Parents interviewed are one hundred whereas student respondents are three hundred. The decision to leave the native place and migrate to another area cannot have a single reason. Generally multiple reasons are there for people to migrate.

Majority 240 (80%) of the respondents expressed that educational system in PUNE is much superior than their native place, this seems to be a major factor in the case of parents to send the children for higher education.

Parents were very worried about their wards safety hence political unrest, student activism were the major factors for sending the children to far off PUNE city. However even the respondents expressed violence and insurgency were the next major reason for their desire to migrate out of their state. However 140 (47%) and 102 (34%) gave political unrest and student activism are added reasons respectively for their reason for migration. It is seen that parents are more worried about law and order problems in North-East as push factors for sending the children to longer distances.

One parent expressed that “the youth of Assam and North-East have learnt that with the present education system 70% of students drop out by the 10% class itself. There are no jobs for them, neither in the private nor in government sector. They have seen the ULFA’s extortion net. A sizable percentage of these drop outs join ULFA not out of any ideology or patriotic feelings which have long since been abandoned. But out of necessity, ULFA pays them a small salary and after training gives a gun. Then they can extort money some of which they can keep for themselves
and one also gets a lot of power. In the even of any one being killed ULFA pays Rs.3 lakhs to the parents. This in a nut shell was the response of parents for sending their children out of their home state.

Majority of the respondents who were well off migrated to PUNE. They did migrate for seeking better education and the branch of study they wanted to pursue. It shows that the parents of the respondents wanted to give the best possible education to their children.

Choice of PUNE as a Destination of Migration:

According to S. Mehta, “Potential migrants choose a particular destination because of job prospects, but also because some of the family members, relatives are already settled in those countries (states) thus providing the migration with a feeling of security”.

According to M.S.Gore, the role played by relatives and friends is very important in making a decision to migrate “Friends and Kins facilitate the process of migration and adjustment of individual workers in large cities”.

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1 S. Mehta; 1990, P.177
2 M.S.Gore; 1970, P.30
According to Leela Gulati “Friends and Relatives are an important source of not only for information about the availability of job opportunities abroad but also for the help in gaining entry into those jobs and countries”.  

Choice of the place of destination in migration depends upon many things. According to S. Mehta (1990: 177) potential migrants choice of a particular destination not only because of better education prospects but also some of the members, relatives are already settled in the state, thus proving a feeling of security.

In this study the researcher tried to find out whether the respondents choice of PUNE was their first choice rather than any other place for their migration.

<table>
<thead>
<tr>
<th>Response</th>
<th>No. of Student Respondents</th>
<th>No. of Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Choice</td>
<td>250 (83.31%)</td>
<td>70%</td>
</tr>
<tr>
<td>Second Choice</td>
<td>40 (13.3%)</td>
<td>20%</td>
</tr>
<tr>
<td>Last Choice</td>
<td>10 (3.4%)</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300 (100)</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

3 Leela ulati; 1983, EPW, PP.3242
The researcher found that majority of the respondents had PUNE as their first choice while for some it was the second choice.

The researcher further probed into the reasons and factors for giving such a high weightage for choosing PUNE as the place of their destination. The relevant data is presented in Table-4.

Easier to get admission, No student unrest, Faster economic growth, Religious harmony, Better career opportunities, Better opportunities for choice of education were preponderant responses of students for coming to PUNE, while Good education, Peaceful society, Better career opportunities, No student unrest, No terrorist threats, No political turmoil, Faster economic growth were given primary importance by the parents for sending the children to PUNE.

In the case of parents both pull and push factors were responsible as the reason for sending their children to PUNE for studies. In the case of migration no single factor is responsible for it. The people weigh the prose and cons of the situation at the native place and the place of destination before taking vital decision of sending children to far off place for studies.
Table-4 : Distribution of Respondents by the Specific Factors Encouraging Migration.

<table>
<thead>
<tr>
<th>Response</th>
<th>No. of Student Respondents</th>
<th>No. of Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good education</td>
<td>90 (30%)</td>
<td>70</td>
</tr>
<tr>
<td>Easier to get admission</td>
<td>220 (73.31%)</td>
<td>60</td>
</tr>
<tr>
<td>Timely results declared</td>
<td>180 (60%)</td>
<td>65</td>
</tr>
<tr>
<td>Peaceful society</td>
<td>160 (53.3%)</td>
<td>80</td>
</tr>
<tr>
<td>Better opportunities for choice of education</td>
<td>186 (62%)</td>
<td>70</td>
</tr>
<tr>
<td>Examination conducted in time</td>
<td>90 (30%)</td>
<td>60</td>
</tr>
<tr>
<td>Better job opportunities</td>
<td>198 (66%)</td>
<td>70</td>
</tr>
<tr>
<td>Better career opportunities</td>
<td>185 (61.7%)</td>
<td>72</td>
</tr>
<tr>
<td>Faster economic growth</td>
<td>225 (75%)</td>
<td>80</td>
</tr>
<tr>
<td>Religious harmony</td>
<td>212 (70.7%)</td>
<td>82</td>
</tr>
<tr>
<td>Better living condition</td>
<td>160 (53.3%)</td>
<td>61</td>
</tr>
<tr>
<td>Good geographical environment</td>
<td>150 (50%)</td>
<td>62</td>
</tr>
<tr>
<td>Better educational opportunities</td>
<td>160 (53.3%)</td>
<td>71</td>
</tr>
<tr>
<td>Availability of more comforts</td>
<td>125 (41.8%)</td>
<td>42</td>
</tr>
<tr>
<td>Suitable climatic conditions</td>
<td>165 (55%)</td>
<td>52</td>
</tr>
<tr>
<td>No political turmoil</td>
<td>170 (56.7%)</td>
<td>70</td>
</tr>
<tr>
<td>No terrorist threats</td>
<td>180 (60%)</td>
<td>71</td>
</tr>
<tr>
<td>No student unrest</td>
<td>260 (86.6%)</td>
<td>80</td>
</tr>
<tr>
<td>No fear of violence</td>
<td>180 (60%)</td>
<td>62</td>
</tr>
<tr>
<td>Friends relatives in PUNE</td>
<td>120 (40%)</td>
<td>45</td>
</tr>
</tbody>
</table>
Financial Position at the Native Place:

One’s financial position at the native place proves to be a very important push factor since out migration for education takes place only by people who can afford the expenses of education in an alien place which may be much more than at the native place because of other advantages in the other place.

The researcher had tried to get an idea about the financial position of the respondents in North-East before they left for PUNE. Distribution of respondents by their family’s financial position in North-East before migration. We have already seen in chapter VII the respondents belonged mostly either to higher middle or higher class.

The parents also confirmed by saying that they could afford to spend on their children’s education, as they care for the safety, security of their children from violence, kidnapping extortion and loosing them to terrorist gangs. They also wanted to give the best education possible to their children as they heard. PUNE has quality education. Migration for education by the students to far off places involves considerable expenses in processing and making arrangements for the people at home. Thus many people find it difficult to fulfill their aspiration to migrate. The same is seen in the study too. It is already seen in chapter VI that majority of respondents were higher middle class or upper class. A few belonged to middle class families who got scholarship from their state government, or some family members financial help or Spicer college’s financial packages for students from North-East who belonged to Christian religion.
The specific socio-economic and other factors that encouraged the respondent to migrate to a new place, are as follows:

It was found that parents spent huge amount on their children. On an average more than Rs.3000 to 4000 for their mess, transport and other sundry expenses. Tuition fees, Travel expenses, Accommodation and initial expenses for admission etc. amounted to one-two lakh rupees because the room rents are high in PUNE, travel to home and back nearly 3000 km. involves train, Air and road transport which is quite expensive. This shows that only higher and higher middle class parents only could send their children to PUNE. Thus the finding of this study corroborate with the observation. “Today migration has become a routine process for persons wishing to improve their material living conditions and find greater security” – world migration 2003:4.

**Resources Facilitating Migration:**

Family members, relatives and friends act as facilitating resources and agencies in the migration. Friends and relatives are an important resource not only for getting information about the availability of seats in educational institutions and also for the help in getting entry and admission in colleges. According to M.S.Gore (1970:50) Friends and Kins facilitate the process of migration and adjustment. We have already seen that a few persons could come to PUNE on their merit and efforts who could obtain scholarships from state government and also Spicer College scholarships. A great majority depended on the parents, siblings and relatives for finances.
for their studies which is normal in all over India that the parents and relatives have to finance the students education as there are no earn and learn schemes for students. It is also very difficult to get loans from banks and other financial institutions for studies without collateral guarantees.

It was also noticed earlier that the respondents had some family members, relatives, friends and acquaintances in PUNE which helped than to get accommodation, advice and even some financial assistance in times of need. We also found that the fact of the matter of some known people was also a pull factor of migration.

**Kind of Advice Received:**

Kind of advice received goes a long way in decision making. The respondents were asked if they received a favourable or unfavourable advice from their relatives friends and acquaintances before their migration. Majority of the respondents expressed that they received favourable advice from people already in PUNE which also was one of the pull factors for their decision to migrate to PUNE. Generally people compare the educational value of migrating state with the place of origin. PUNE was found to be a suitable place for migration by the majority of the respondents.

In sum up we can conclude the major factors responsible for their migration are push factors which were reinforced by the pull factors.