CHAPTER-IX

SUMMARY, CONCLUSIONS AND SUGGESTIONS

After laboriously completing all the chapters, it was felt it to be high time to summarise the entire work comprehensively and give the salient findings. Next it was essential to test the hypothesis and based on the data to draw conclusions. Since research is an ongoing process or activity, it was felt necessary to give some suggestions for further research.

Temporary migration of youth for education is the current problem of interest for social scientists because of its important economic and social consequences. Migration is the process of human adjustment to economic environmental and social conditions. This temporary migration is more associated with the problems of unemployment of youth who are not able to get a permanent career. The uncertain economic future in an alien land without any acculturation, flow of more money only for a shot period, value changes and separation from family members are some of the important aspects which are associated with the temporary migration of youth.

Migration, the movement of people from one geographical area to another is a universal normal phenomenon. India has a history of migration from time immemorial. Earlier migration of Indians is for trade and commerce and employment. Indians migrated to all Asian countries for the spread of Buddhism and Hinduism.
In 2000 the number of people involved in international migration was 175 million, while nearly 35 million people migrated to USA while an estimated 200 million temporary and seasonal migrants are in India. This shows the magnitude of migration.

Migration involves besides change of residence but a complete change and adjustment of the migrant individual is involved.

After the advent of independences there is a spurt of migration of students to England Europe and USA. Earlier the students after completing their education returned to India and enriched the technological knowledge and expertise were useful to the home country. However in recent times the students after completing their education are getting lucrative jobs and are settling permanently in the developed countries because of greater opportunities, greater economic rewards and job satisfaction at work. In 2005 nearly 80,000 Indians migrated to USA for graduate and undergraduate studies.

These is a good deal of mobility of people from one state to another developed state like Maharashtra especially PUNE, the educational capital of Maharashtra. PUNE attracted students from other developing countries like Thaland, Africa, Iraq, Iran, Africa, Ceylon and Bangladesh. Students in greater numbers from Kerala, Karnataka, Orissa, Madhya Pradesh, UP and North-East states are attracted to PUNE city for education and employment because of huge employment opportunities and quality education.
Temporary migration of students from rural to urban areas to get higher quality education is a natural phenomenon. This temporary migration has a lot of positive negative impact on students from other states. They have to make adjustment with an alien culture involving contact competition Accommodation reconciliation and assimilation of culture of host society along with the pursuit of education. The researcher in the present study tried to find out the push pull factors, problems faced by North-East students and their coping behaviour. This study is unique because the students are pushed from states with insurgency, terror, student activism and unstable political scenario which affected them.

Assam is divided into 7 states in different times due to secessionist movements and agitations. This lead to scarcity of higher educational opportunities in the highly literate states of North-East.

PUNE city is often referred to India's 'Oxford' because of the high percentage of student population, educational and research institutions became the natural choice of North-East students. There are various studies on student migration due to pull factors of the place, but this study is significant since students from disturbed states travel long distances in the pursuit of education and keep themselves from politicization and student activism. We emphasized on the push factors analysis besides pull factors in PUNE with a holistic perspective besides giving an analysis of North-East society.
The Main Aims of this Study:

1) Why did the temporary migration occurs and their adjustment with local situation and people.
2) Pull factors of temporary migration are systematic education, examinations held in time and results declared in time and easy admission procedure.
3) Is high ranking by UGC (University of PUNE) responsible for student preference for PUNE.
4) From which Economic, Social and Cultural backgrounds the students have come to PUNE.
5) What are the major push factors of migration.

Home sickness, long period of journey to home town, communication gap, problems of communication, factors of infrastructure (accommodation) economic and social interpersonal relations are studied as factors of adjustment of North-East students. People in India are ignorant about the security problems of North-East which is the most strategically important and sensitive area of our country 98% of the borders of this area are international borders with only 2% are with the rest of India.

North-East states are physically remote from the central power at Delhi. It was felt that we should understand the complexities of the many security problems of border security, insurgency terrorism and student activism which were perennial and aggravated after the independence of India and the departure of the British. Not only this the problems are
compounded by the neighbouring countries who indulged in fishing in troubled waters.

Assam riots in 1983, operation Bajrang and operation Rhino, wherein the centre intervened to suppress the terrorism, insurgency to bring forth lasting peace which were miserably failed by the ignorance and mismanagement of the central government and the BSF, CBI, CRPF and state government agencies. In order to understand the student migration from North-East to far off PUNE, the researcher attempted to study insurgency problems in Nagaland, Assam, Manipur and Tripura which are in a state of flux for the past 59 years.

The biggest state in the North-East is Assam which is the gate way to the Indian sub-continent starting from Asoka, the Kushans, the major Hindu Kingdoms of the Guptas and the Muslim emporers of the salve kingdom and the Mughals. No Indian history text books mention about the Dumasa and Chutia kingdoms or the Ahoms of North-East. North-East was an unknown territory to mainland India.

Assam came into main stream of the sub-continent only with the advent of the British East India company which went into this region for trade and commerce in the 18th century. British brought adivasi tribals from central and southern India, the Bengali Muslims and the Marwari traders from Northern and Western India and the Bengali Babus from Bengal and settled them in this region. The genisis or root cause of Assamese insurgency started after the settlement of these people in Assam.
The insurgency and terrorism started from that time continued to the present time. The author tried to trace the insurgency in North-East which at the present time culminated in the student migration to far off places. In order to escape the insurgency the well off parents sent their children to far off safe havens without insurgency to protect the children from indulging in student activism and joining the various terrorist organizations.

First and foremost for a population of 3,53,71,010 which is approximately 3% of India’s population we could enumerate 35 classified terrorist organizations in the North-East states we give below a list of the important organizations and their leadership and activities. The present study 'A sociological study of the North-East study in PUNE city' concentrated on two aspects:

1) The effect of insurgency, activism and terrorism and unrest as factors which pushed students to migration.

2) The adjustment factors of the students migrants to PUNE city.

Every year approximately 700 to 900 students from North-East migrate to PUNE. PUNE was considered as the Universe which is a cosmopolitan city attracts both students from all states of India and also a good number of foreign students migration has been studied by many scholars we adopted descriptive study of migrants which was not studied by in any sociologists. The methods used for this study included survey and observation of students and interview method was used for parents in a limited sense. Primary and secondary data was collected through questionnaire and from libraries both in PUNE and Assam, Arunachal and
Meghalaya libraries of the Universities. Census and Geographical, Historical and present day scenario in North-East states was collected from published material and news papers. In the present study a structured questionnaire consisting of open ended and closed ended questions were asked. The information was supplemented by personnel interview of students and parents on controversial and sensitive issues. The questionnaire had nearly 65 questions dealing with socio-economic background of the students, their family, the push and pull factors of migration, political, social and economic orientation of the students. A major emphasis was on the adjustment pattern of students in an alien city PUNE which is more than 3000 kms away from their native place.

For the purpose of analyzing the data the researcher used both qualitative and quantitative methods of analysis. In order to draw statistical inferences simple frequency tables and percentages were calculated from the 300 questionnaires collected from the students and 100 from the parents. The sample included students, 44 from Manipur, 124 from Assam, 6 from Mizoram, 44 Nagaland, 30 from Meghalaya, 8 from Arunachal and 8 from Tripura. These roughly corresponded with the number of students migrated from the North-East states. Snow ball sampling method was used as exact number of students in PUNE was not available. It roughly corresponded with the size of the population in these states. Socio-Economic background of students showed that majority of students are from Urban background who had access to information about the available opportunities for quality education outside their state. Since North-East has preponderance of ST’s and Christians, the distribution of caste has not much relevance (40% Sc & ST and 28% no caste). There are a
preponderance of higher middle and higher class respondents, and most of respondents had to spend a good deal of money the respondents had highly educated fathers. Out of whom majority were professionals, government servants and business people who had their bungalows own flats; one can say the respondents are from the creamy layer of society who wanted to give quality education to their children and protect them from insurgency, Activism and terror in their society.

The fourth chapter which is bulky included the geographical features of the state, the history of the tribes and also the reorganization of North-East. Assam was originally one state which was bifurcated into seven states due to the demand of the people who were distinct in language, social organization and wanted Independence from each other North-East is a disturbed region with Naga Mizor insurrections with several sets of confrontations from Hindus and Muslims, linguistics groups Assamese and Bengalis, plains and tribal people and large number of Migrants from Bangladesh. The reorganization was fraught with numerous problems faced explicit, unequivocal secessionist demands from tribal people. To understand North-East Naga insurgency Kuki strike, UNLF and AASU (Student movement) were highlighted. The most important factor was center state relations which were some times cooperative and sometimes conflicting. The policies of Indira Gandhi and Rajiv Gandhi in their interaction with these militant and moderate groups were highlighted in this chapter.

The push and pull factors of student migration first highlighted. At very young age students and the parents developed an idea to migrate for
studies. The reason according to parents was to protect their children from insurgency, kidnapping, extortion and the fear of their wards joining the militant organizations because of historical long standing student movement in North-East which acted as push factors supplemented by the quality education, no unrest, timely examinations and peaceful atmosphere in PUNE. The students were pulled to PUNE acted as pull factors basically because of easy admission in PUNE, Good education, opportunity for choice of subjects, intellectual atmosphere, existence of numerous research institutes and colleges and wander lust were responsible for the students to come to PUNE. PUNE was the first choice of place of migration of majority of students. However students mostly who were from higher middle or higher class only could migrate, however some of the meritorious students got scholarships from their state and also central government and Spicer College student concession of seventh day Adventist made it possible for them to come to PUNE.

The geographical features of the North-East are very important hence summarized bellow.

The entire North-East region of our country is divided into seven states – four hilly region viz. Nagaland, Mizoram, Meghalaya and Arunachal Pradesh and remaining three are plain states such as Assam, Manipur ad Tripura. The hill states have again different problems not akin to the plain states. Again the climatical problems in hill states are perennial in nature whereas the problems in plain states are annual and periodical only. There is always a big `gap between hill and plains states and also to outside north states.
Meghalaya has no air and rail transport even to its capital Shillong which has an area of 22,429 sq. km. With nearly 23 lakh population. The languages spoken here are Khasi, Garo and English.

Arunachal with the largest land area of 83,743 sq. kms. has a population of only 10 lakhs with no airport or train station. Its capital is Itanagar with regular helicopter services.

Manipur has an area of 22,327 sq. kms. with a population of 23 lakhs with its capital Imphal which has regular air services from Delhi and Kalkatta. Language is Manipuri and English.

Mizoram has an area of 21,087 sq. kms. with a population of just 9 lakh people. The capital is Aizawal connected by air service to Kalkatta and Imphal. Language spoken here are English and Mizo. Nagaland has an area of 16,579 Sq. km. with a population of nearly 26 lakhs. Its capital is Kohima with an airport and main city Dimapur which is 74 kms away from Kohima. Languages spoken are numerous Naga dialects and English.

Tripura is the smallest state with an area of 10,491 sq. km. With a population of 31 lakhs Languages spoken in this state are Bengali, Kokborak and English. The capital of this state is Agartala.

Assam has an area of 78,438 sq. kms. with a population of 2,66 lakhs. It is well connected by Air, rail and roads. The main languages spoken in Assamese and English with its capital at Dispur. Major cities are Guwahati, Tezpur, Dibrugarh which are well developed.
Apart from communication difficulties the states are facing seasonal calamities devastating floods affect the North-Eastern states every year during the monsoon season. The floods of 2004 the biggest since 1998, the height of water in Brahmaputra rose to 51.37 meters which was the highest ever experienced, killed about 300 persons and washed away over twenty two lakh houses in 22 districts out of 23 in Assam. These floods have left inundated, submerged national high ways. The devastating flood had equally effected Arunachal Pradesh, Manipur, Tripura and other North-East states. The ground communication including railways have been disrupted. The floods, cyclones and Typhoons are a common phenomena in North-East states which devastates large areas of crops, uproot the trees and disrupt traffic. Since there was not much proper air transport system, some of the states every year get isolated and unconnected to other areas. Sometimes creating famine like situations.

**Literacy Rate:**

Literacy rate in Mizoram is 88.1%, Tripura 73.7%, Nagaland 67.1%, Manipur 66.9%, Assam 64.3%, Meghalaya 63.3% and Arunachal least literate at 54.7%. The total population of the seven states is 3,54 lakhs.

The hill states have no all season roads except to its capitals. No regular Air services, except helicopter services under defence and state governments. There are no railway communication to all the four hill states with an average height of maximum of 4000 sq. ft. only including one plain state Manipur, even in the beginning of the 21st century in the North-East. Whereas in the states of India due to the all round development, trains
climb to Darjeeling 5000 sq. ft. and Uttarkhand 8000 ft. It is in short one single broadguage railway to North-East plys with bygone, dilapidated worn out trains. This is unfortunately nothing but apathy of New Delhi, the seat of central government. Every state policies are framed and governed by public representatives through election and state Cabinets like all other states of India after independence. There is virtually no co-ordination among the states with perpetual boarder disputes exists between the neighbouring states claiming and grabbing each others areas.

More over every North-East is overrun by a group of terrorists formed by the young lads of the states by their demand of sovereignty. It is an absurd demand as these states are part of India. Such organizations of the states made the boys and girls of the states as victims by enrolling them as members of the groups, by using them as tools for extortion of money from the rich people of the states, tea estate gardeners, big traders, industrialists big houses of the states etc. One of such groups is NSCN (National Socialist Council of Nagaland) active in the state since cease fire for independent home land in Nagaland. They demanded greater Nagaland through annexation of inhabited areas by Nagars in Assam, Arunachal and Manipur. Several rounds of peace talks between central government of India represented by chief interlocutor Sri Padma Narayan and NSCN have already been held in Bangkok and still nonpermanent peace is in sight. The central government had talks with moderates or insurgents as it suited Mrs. which proved disastrous in the long run.

Similarly, ALAMA (Achik Liberation Army of Meghalaya) involved in extortion, Kidnapping and other anti social activities which
caused the perpetual unrest of the state. Such unrest retarded the overall development of the society including student community of the state to a big zero and as on today, the entire North-East states are pockets adorned by the suitable term 'Most backward' in the country of India. Manipur and Tripura are also the other two plain states confrontations similar insurgent groups born in the state with the objectives of more or less the same ideology to spread a region of terror, extortions, affecting all round development adversely including vitiating environment of education and also unrest of the state.

Assam is the third plain state with the birth of terrorist organizations was due to unemployment problems of the state. The ULFA (United Liberations Front of Assam) with objective of sovereignty of Assam was established with people, who were disappointed with AASU and AGP. The ULFA had public support initially but gradually its acts against rich society of the state, own people, own student community, own financial institutions having failed to overcome Government of India have deprived the peoples sympathy and support. The organization members at the gun point has also been carrying on their activities with the needed momentum without interruption from the people of the state even though initially the intellectuals, scholars, literates and the media of the state tried to convince the misguided youth to abandon the path of violence and the absurd demand of independent Assam. The ULFA today is an aimless terrorist organization a threat to every walk of life of Assamese people, business houses and threat to individuals, unemployed youths and students. The ULFA had succeeded in enrolling unemployed and students in varied cadres of the organization. The economy of the state has gone to the
bottom. This way in general all the insurgent groups of North-East states aim at sovereignty, extortion and targeting and make the unrest atmosphere, students both boys and girls to leave the respective states in search of better and quality education. It is worth mentioning that some of insurgent groups of North-East offers to the tune of Rs.Six lacs to the families of the unemployed and intending students to join the particular organization.

Bangladesh migrants entering North-East apparently and directly have no affect on the student community and the state immediately but in the long run the burden of the foreigners will seriously affect the employment problems economy and even demography of the state, if they are allowed to settle permanently. The present political scenario of the country has already been charged by such Bengladeshis under political caption 'Minority'. Thus the most powerful and responsible political party of the country 'The Congress has used such minority as vote bank to serve political profits though most of such people are foreigners. But the notable point is that to detect and deport the foreigners the student community of Assam the AASU had to launch a rigorous agitation to convince New Delhi about the presence of lakhs of Bangladeshi foreigners in Assam and succeed in their struggle and to form a political party. Assam Gana Parishad won general election snatched power from the then ruling party, the congress a rare achievement in India. The students however lost one precious academic year during the agitation which caused harm to student community, including loss of life. Hence indirect influence of student community is seen in this.
There is no naxalite problems in North-East States. This insurgent organization was born in Naxal Village of West Bengal and through it was nearer to Assam and its activities could not take to its roots in North-East. However it had gradually spread towards south and settled in Telengana (Andhra State). Nevertheless, should it be any insurgency groups Naxalite, ULFA, NSCN, NDFB, ALMA of North-East and all other terrorist group of the country aim at unrest of the society, student community, loss of life pose a big threat to country’s integrity and soverignty. Instead military action means only political settlement is possible but not the eradication of insurgency from the region. The author feels that dialogue and talks with all groups (moderate and militant) may add much to the solution of insurgency problems of the country. Unfortunately the congress hobnobs with militants and moderates alternatively hence no permanent solution could be reached in North-East. Terrorism as insurgency problem in the North-East states by student activism has badly influenced the student community. Unrest situation for long time in the entire area due to which the student community has failed to concentrate the head and heart in their studies. A considerable number of students by threat or by the lure of money joined the insurgency groups posing a threat to the entire region. The unrest in academic arena is the fruit of terrorism and insurgency movements gaining momentum in this region. It is one of the main reasons that good students and higher income persons both boys and girls look forward to the cities like PUNE, Delhi and Chennai where immensely developed technical and higher educational institutions managed by highly professional man power and overall study being equipped with sophisticated equipment and good infrastructure exists. These institutions were given 5 star status by University Grants Commission and managed by proficient faculties are
welcoming students from all over the country. In India generally and North-
East especially it was noticed that each and every political party poke their
noses in educational institutions for their vested interests and political
gains. So educational institutions have become politicized day by day can
be seen by the fact that student council elections are fought on affiliation to
political parties. This led to the supreme courts recently on limiting the
expenditure by student candidates for election. It was also noticed that the
students Union president and secretary has a good clout in the
administration of college and University matters. Not only this they have
some quota in admission and students leaders make huge money for giving
students seats without merit. In PUNE student election are peaceful, mainly
the members to EC and Senate are nominated by teachers by merit and they
have no say in admission procedure, which makes PUNE as a favoured
destination to North-East students in preference to Delhi and JNU
Universities.
Entry of Politics in educational institutions is not a boon but a
curse which pollute the serene academic atmosphere of the educational
institutions.

Inter state problems basically related with boundaries is leading to
perceptual unrest between the concerned states has become a Knotty one
which lead to untoward incidents in the border areas are becoming a
common phenomenon. This problem again is related to student unrest and
effecting their studies due to perceptual strikes.

The various examinations are held late and the results are declared
very late every year, so delay in declaration of results unrest situation in the
states, lack of modern and up to date curriculum, unnecessary strictness in
evaluation; lack of adequate reading materials in the state educational institutions and in comparison with other states made the students to leave their state and pursue education in other places. Not only these lack communication and interaction with other parts of the country to have proper communication with the students of the entire country lead to frustration which acted as push factors of migration.

The student fraternity felt that students in places like PUNE, Delhi etc. get special attention and easy admission in higher educational institutions, regular examinations and declaration of results in time, and peaceful non-violent environment and no visible unrest were the pull factors of students of north east states to migrate for education.

Though there are limited institutes (12 universities) and some Government Colleges in North-East states with lack of infrastructure like specialized technical institutes, skilled manpower and the modern apparatus and equipments to train the students are deplorably lacking. Similarly exposure to various new ideas and concepts are very limited in North-East states whereas it is in abundance in cities like PUNE and Delhi.

More over the students complained that the syllabus for the competitive or entrance examinations are not directly related. The students had to prepare separately for the competitive examinations and the reference books for these examinations are not directly related to North-East states. In PUNE the University and some institutes coach students for competitive examinations with adequate availability of texts and reference books, which was considered as a positive factor of migration PUNE’s
standard of living and other facilities in hostels and paying guest accommodation are much more available than in North-East States.

Another important factor which pulled students to PUNE is the students feeling that opportunities for the successful candidates to get jobs with attractive remuneration, while in North-East except a few National public sectors industries under decentralization of economy of Government of India were established in North-East ONGC etc. no multinational companies are willing to establish factories in this area. The tea estates, mining industries are private and central government establishments which have all India recruitment so the students migrated out of North-East.

**Salient Findings:**

Majority (50%) of the migrants students’ are in age group of 21 to 23, with 32% above 24 years. Nearly 18% are young (18 to 20) years since they are college and University students. Some of them found it difficult to adjust to an alien culture.

Nearly 58% of students are male with almost all the respondents are single.

Greater number 41.6% are from Assam, while Manipur, Nagaland and Meghalaya had nearly 20% respondents. Mizoram, Arunachal and Tripura had a very small number of respondents.
Hindus are in greater number while Christians and Muslims are 22% and 15.4% respectively. However 20% of the respondents did not reveal their religion.

Majority of respondents are from towns and cities with 1/3 respondents belong to rural areas.

More than 40% respondents are SC and ST while 31% claimed not to belong to the Caste system. Some Christian, Muslims and even Hindus claimed ST status.

Majority of respondents 53.3% claimed their parents income is 20,000 to 30,000 per month while 6.6% claimed their income beyond 30,000. Most of the respondents belong to higher middle or higher class.

Nearly 33.3% and 16% of the student respondents fathers are in government service or professionals, and equal numbers of fathers and mothers of respondents are in business. Majority of mother’s of respondents are housewives, while a few others are in lower status jobs.

Majority of father’s of respondents are graduate/post-graduate qualified while majority of mothers of respondents are either uneducated or primary school education

Nearly 48% of the respondents belonged to nuclear families while 31.3 claimed to be from joint families and others are from extended families.
Majority of the respondents had 5 to 8 members in their family, while 34.6% had 9 and above members in the family. They belonged to big sized families.

The affluent status of the respondents is seen by the fact that 52.6% had their own bungalow while 16% own flats in their native place.

Positive features of PUNE like good education standard, PUNE University degree is graded high, and regular classes are held and declaration of results in time were the positive points for students from North-East to come to study in PUNE while unrest at home, Family pressure, non regularity of examinations and late declaration of results are the negative points in their home state for student migration.

Since the students learnt that admission to College and University and easier access to admission in PUNE. Nearly 31% planned to leave the native place under 15 years age while 38% developed an idea of pursuing higher education in a different place only after secondary examination 31% had an idea to leave the native place after graduation because non-admission in University, and unrest in the native place and no jobs in the native state.

**Economic factors:**

Majority (69.3%) of respondents parents supported them for their expenditure, while 14.7% received help from relatives like brother, sister or uncles. All these states have some scholarships for good students studying
outside their state and Spicer College gave tuition fees concessions for their Christian Students

Nearly 48.4% percent spent Rs.2001 to 3000 per month which excludes tuition fees, books and travel expenditure. There are 20% who spent more than 5000 and above in (year 2002). Nearly 1 lac rupees and more per year are spent by students on an average.

Only 25% of the respondents got money from home every quarter or half year, while majority had monthly remittances hence majority some times fell out of pocket. They were helped by friends, classmates or relatives when they were short of money.

Economic status of respondents can be assessed by the vehicles they possessed, 24% had motor cars at home while 34.6% had motor cycles and 21.3% had mopeds in PUNE. Their status is middle or upper class according to this criteria.

Family support and own efforts in majority of cases was responsible for their coming to PUNE.

System of Education:

Nearly 30% of the respondents came for under graduate studies while the others came for post graduation.
Majority felt that getting admission is easy because of two many colleges and post graduate departments and also some quota for other state students.

Equal number of respondents felt that studies were easier / difficult depending on the subjects they have chosen. People who changed their courses felt it difficult to cope up with studies.

Nearly 50% did not prefer to go to other place to study in preference to PUNE because of the positive aspects of education system in PUNE.

Majority expressed that they had to put up hard work to get a degree from PUNE University.

The teaching faculty treated them on equal footing with local students while 40 felt that they were kind and extra helpful towards North-East students.

Most of the students had some classmates from North-East in PUNE.

Pull Push Factors :

Nearly equal number of respondents wanted to migrate under the age of 15 years, after X and XII standard and after Graduation, while majority (54%) of the parents wanted to send the children away for studies due to the problems of insurgency, violence and political unrest. However nearly ¼ of the parents developed the idea to send their children out of state, because
kidnapping, ranson, murder are perpetrated on well off parents children. This is the reason for pushing them to far off places for education.

Educational pull of quality education in PUNE and adequate facilities for education in North States pushed the students out of North-East.

Violence and insurgency were the reasons for students and parents to migrate to far off places.

PUNE was the first choice of destination by (83.3%) and (70%) of students and parents.

Easier to get admission, No student unrest Faster economic growth, Religious harmony, Better career opportunities for choice of subject were preponderant responses of students for coming to PUNE. While good education, peaceful society, Better Career opportunities, no student unrest and no terrorist threats, no political turmoil, faster economic growth were given primary importance by the parents for sending children to PUNE.

No single factor was responsible for student migration, both push and pull factors were. Weighted by the students and parents before migration.

The higher middle and higher class parents who could afford to spend considerable money sent their children for getting quality education
and also by protecting the children from insurgency, terrorism, extortion and even murder by terrorist groups in the North-East.

Most of the students and parents had a good feedback from relatives, friends and acquaintances who were in PUNE about the atmosphere which is conducive for pursuing higher education.

**Political Participation:**

Most of the students did not use media to know about the unrest or insurgency in their home town as they were fed up of it and the reporting according to them is biased or very late.

They have no time to spare for pursuing political happenings which are sensationalized by media.

Majority of parents felt franchise at the age of 18 makes the students politicized, while only 22% of the respondents felt the same way.

Only 23% of the respondents participated in politics at their native place. It is noticed that students from Nagaland felt the insurgency in Nagaland is freedom struggle as they felt that their state is not treated properly and much of Nagaland area is in Assam, Arunachal Pradesh etc. which they want to liberate.
Nearly 40% of the students attended political meetings and 32% participated in processions. Nearly 28% supported one or other political party.

Nearly 170 (57%) and 47% joined friends and family members in political discussions. In fact, political discussions are the leisure time pursuits of majority of Indian Urban educated class.

Only 12% of the respondents wanted to join politics as it is very lucrative, however, majority wanted Government or private sector jobs.

Majority of the respondents went to home on vacations while 22.6% went 2 to 4 times to native place due to home sickness or for certain functions in the family.

Except 26.6% of respondents, all others felt home sick.

Overwhelming number of respondents believed in God and celebrated religious festivals with people from their home state or with their local classmates.

Majority of the respondents were invited by local Marathi students to their homes. They had god interaction with the locals. Even though majority had friends from their home state.
Push Pull factors:

The major push factors are student violence, insurgency and difficulty in getting seat in the native state. The parents were afraid of their wards joining insurgent organizations like ULFA or student activism and kidnapping of children, hence wanted to send their children as far as possible for studies and protect them from student activism and politicization.

Pull factors of migration are very good availability of standard education, easy to get admission, no student strikes in PUNE and proper running of colleges and timely declaration of results. The parents wanted good exposure for their wards in good educational institutions. Spicer College give tuition fees concessions and has offices to admit students in PUNE.

Theoretical Considerations:

E.W. Bakke has very poetically described the problems faced by researchers, political analysts and sociologists while analyzing student movement of any state or country. He writes, “if one were to follow wherever the problem (Student Activism) led, even with respect to the interpretation of student activism as a group phenomenon with social consequences, he would have to be trained at a minimum as a Social Psychologist, a cultural anthropologist, a sociologist, a political scientists an institutional economist, a historian and from time to time as a philosopher”.

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Smelser categorized movements into two broad concepts of norm-oriented and value oriented movements and their treatment by Philip Altbach as interrelated approach has formed the cornerstone for a detailed study of the various student movements worldwide.

Smelser’s study of norm oriented movements incorporated specific grievances or objectives and generally does not encompass a broader ideological overtone. They are generally of shorter duration, but at times do provide the launching pad for other issues. Foreg : issues like reduction of fees, hostel and classroom facilities, seeking a grater role in University administration etc. are put under the norm oriented category.

While value oriented movements are generally concerned with broader ideological issues, but when they are involved in concerted actions, these activities are linked to directly to abroad concern of socio-economic and political issues of the day are categorized under the value oriented movements e.g. : Barkerly University students against Vietnam War.

According to Altbach we wanted compartmentalization of norm and value oriented models are useful for the study of student movement, however these movements generally do not operate within the rigid frame work of either category. What may be norm oriented movement aimed at a particular objective could have a seed of a value oriented issue extending to a broader social matter; Similarly, a value oriented movement may provide students within a campus the genesis of an issue important to them. Moreover a value oriented movement does not prevent students from
participating in limited campaigns or agitations, although such participation is usually done for reasons transcending the specific objectives. So far as the student movements are concerned value orientation has a more important and long standing impact and is often a leading element in apparently norm oriented actions. The two aspects co-exist and overlap and therefore it is difficult to categorize them. In Assam the two norms have more often than not overlapped and at times have ensured a quick succession.

Another important factor to understand the student movements is the reason that influenced these movements. To find the reason is very important in Assam’s case considering its extremely infavourable domestic situation and its strategic location.

Poverty and exploitation are the factors responsible for student movement in Assam. It is basically the transition phase of Assams economic, social or political factor that were responsible for student movement in Assam. In the case of student movements in Assam manifested in protests against issues concerning both norm – and value oriented aspects which have been in abundance. This is the reason for student movement and unrest in Assam for the last 150 years or more. The movement started in pre-post Independent Assam even after states reorganization or division of Assam into 7 states still is besit with student activism. We find in are state or other student violence, riots, strikes and even terrorism in these states remains unabated.
Testing of Theories or Application of Theories:

The Theory of development in a dual economy, new classical theory, dependency theory, dual labour market theory, world system theory, the theory of the new-economy of professional migration and the migration network theory do not apply in the case of North-East student temporary migration. Most of the theories are based on economic considerations at home and the place of migration.

In the case of North-East students of our sample are higher middle class and higher class so the economic consideration of earning more money and sending it to the family does not arise in the case of these migrants. However, we can say the migration network theory could be applied to our respondents in a limited sense. In the case of our respondents the migration network is a composite of interpersonal relations in which migrants interact with their family, friends and compatriots who were left behind and also family, friends and compatriots who already migrated to PUNE. The links at home and the place of migration the respondents exchanged information, financial assistance help in finding accommodation and other forms of assistance. The respondents got information from PUNE through friends and relatives and after they landed were helped by their family members and friends in PUNE. Majority of cases they had more friends from their state, who helped them in settling in PUNE, gave them temporary financial assistance when their remittances from home were delayed. These interactions made migration and settling in an alien place easier by reducing costs and inherent risks of cheating by the locals since they do not know where to buy things and how to bargain. The friends and
relatives network paved the way for establishing and perpetrating migration channels. Migration networks became denser and more ramified by friends and relatives introducing new members to them which offered the migrants vast choice of activities. Some informal networks enabled them to finance their travel or get accommodation (since hostels are not adequate in PUNE) and other purchase of essential goods. Some times the seniors when they were going home after completion of studies sold their vehicles at a cheaper rate or even given utility articles free to the new entrants. Some of the networks helped the new migrants in getting admission, finding medical treatment in times of sickness and also participated in leisure time activities and by speaking the native language reduced home sickness. So we can say the migration network theory was useful in analyzing the temporary educational migration of North-East students. We tried to find out if Park’s race relations cycle theory is applicable in the case of our sample.

Robert E. Park studied the relation between ethnic groups and the process of assimilation was gradual with 4 stages (1) contact (2) competition (3) Accommodation and Assimilation (Acculturation).

These are interrelated processes finally leading to total acceptance by the host society. The respondents came in contact with the local students who were in majority in every class. Even though they tried to stick to their ethnic group from their state it was always not possible, so they developed contact with local students and local people. In the second stage of competition they wanted to excel in studies and tried to compete with locals, it is a healthy competition which resulted in development of friendship and sharing notes, books etc. In the process of competition the
stage of Accommodation was felt necessary by the students. Give and take of books, sharing information discussing the topics with friends and even sharing accommodation with the locals followed. As the stay in PUNE increased in years the students had more local friends than their own state friends.

Since some of the students stayed for number of years they participated in local festivals, picnics, discussions, entertainment and became acculturated in to the local culture. However North East students phenotypically distinct with distinct language, customs and manners it was found total assimilation is a rare phenomenon. However we have come across students who settled in jobs in PUNE and married Maharashtrian girls leading to total assimilation. The present researcher who came to PUNE for undergraduate studies after prolonged stay in PUNE married a Maharashtrian boy and assimilated into the Maharastrian family and its culture.

i) Everetts Lee’s Theory of Migration:

Factors associated with the area of origin. In our study we found insurgency, violence, student activism, kidnapping, murder and extortion of rich people were the main push factors of migration according to the parents of the respondents. However good education, easy admission, timely conduction of examinations and declaration of results and the peaceful atmosphere of PUNE city were the pull factors of migration according to parents and students.
ii) Factors Associated with the Area of Destination:

Even through PUNE is far away (more than 3000 kms.) it was preferred by the parents to protect the children from joining students movements and terrorist organizations like ULFA, NSCN, ICNLF and others by creating a long distance between home and place of study. PUNE was considered as Oxford of the East with quality education and other already given reasons for the choice of destination as PUNE.

iii) Intervening Factors:

Relatives, friends and people from native place who have already given positive feedback about education, peaceful society, congenial study atmosphere and no students unrest worked as intervening factors.

iv) Personal Factors:

Wanderlust, getting away from parents domination and pursuing excellent education with good job opportunities were the personal factors of migration. We can say Everett Lee’s theory of migration is applicable in the case of North-East students migration to PUNE.

Reventshaws theory of migration is not applicable in the case of our students. Migrants proceeded long distance not for commerce or industry, it...
is for quality education. In our sample both males and females migrated over long distance. Ravenstshaw opined women migrant only short distances was proved wrong. Even though it takes more than 4 to 5 days to reach PUNE, still students came for studies here Migration was not for economic motivation but for getting better education.

Even Todaro’s Model of Migration is not fully applicable in the case of our respondents.

The students migrated not for economic considerations but for Psychological reasons of getting out of disturbed states which were suffering from insurgency and violence and political turmoil.

The students knew what they wanted and took a rational choice. The probability of obtaining an Urban job in industrialized PUNE was one reason for coming to PUNE.

In this study we found the push and pull factors are more important in the making of decision by the students. One can say the North-East students migrated to PUNE by pull factor of insurgency, terror, kidnapping, murder and political unrest in North-East which is not found in other educational migration to USA, UK and Europe by Indian students for getting into greener pastures and improve their economic position, while these factors also to an extent responsible for migration but the major factor is underdevelopment of North-East, less number of seats available in the few Universities and disturbed perpetual conditions of North-East was responsible for migration.
Hypothesis Verification:

The reasons for opting to study in PUNE which is a long way from their states:

It is important to know the reasons why the respondents left their own state to study in PUNE to other towns in India. PUNE was considered as one of the best educational centres in India having a large number of colleges and 161 research institutes in various places. The quota for out of state students and easy admission process, quality education and timely examinations and timely declaration of results were the major reasons for choosing PUNE, as a destination of their migration. PUNE’s climate, peaceful society, no student unrest and the cultural atmosphere were the primary reasons for opting to study in PUNE. Friends, relatives and acquaintances in majority of cases were already in PUNE, which acted as an additional incentive for the choice of PUNE for their temporary migration.

Does push factors include insurgency, student activism and the state of education in their states:

The 7 states of North-East together have 12 Universities with limited intake capacity. The population of North-East is 350 lakhs which had good high school education by missionaries and government schools lack of facilities for students, diversity of options were not available in North-East. Examination and results are not declared in time in North-East.
Insurgency in North-East is an endemic perpetual problem right from Independence. AGP has more than 70 years of history. Student activism is a major problem. Since opportunities are less for education and employment students are drawn into the vortex of militancy. They join militant organizations which offer money, fire arms and 5 lakh rupees if a person dies in skirmishes which pulls them to join the gangs.

Political unrest, kidnapping, murder of rich children works as a push factor for the parents decision to send the children so far to PUNE.

What are the reasons for selection of PUNE as their destination:

Even though there are various options to send the children to different Universities PUNE is chosen because it is very far from North-East so students cannot be drawn into politics and insurgency.

Most of the North-East students do not know Hindi and they are conversant with English. In PUNE higher education in Universities is in English so students find it easy to cope with their studies.

Most of the Northern states like Bihar, Orissa, UP, Rajasthan, Punjab, Madhya Pradesh, Gujrat have their regional language as a medium of instruction so North-East students find it impossible to learn a new language and also pursue higher education.
Peaceful, educational, intellectual atmosphere of PUNE is also the reason for students to opt to study in PUNE. PUNE has a good connectivity by Air, Rail and Road transportation which is another plus point.

Are the problems paced by the students perceived as minimal in PUNE:

Students face the problem of accommodation in PUNE which is very expensive because most of the educational institutions do not have adequate hostel facilities. The migrant students because of their contact with their relatives, friends and acquaintances who were already in PUNE, Who help them in finding accommodation Initially they may face since problems which were not insurmountable.

Food in PUNE area it is quite different from North-East. Most of the students who stayed in private accommodation cooked their food, sometimes, always etc. The earlier migrants also helped then in food preparation.

Education: Initially they found difficult but they got adjusted to the speed and mode of education in PUNE.

Most of the students have their cultural organizations in which they participate and celebrate their native festivals. PUNE people are hospitable so they try to invite them to their houses. Most of them found the problems as minimal in PUNE.
Is the standard of education, getting admission in higher educational institutes easier in PUNE. Are these the pull factors of migration:

The standard of education is high in PUNE, so the students can go abroad because PUNE University and its affiliated college degrees are recognized by USA, UK and Europe. PUNE University is one of the 5 star Universities according to University grants Commission accreditation hence the students prefer the quality education.

Ferguson College, ILS Law College, Symbiosis, PUNE Engineering College, B.J.Medical College, AFMC, Gokhale Institute, Army Engineering College were rated as one of the 20 premiere institutions in India by India Today team. Standard of Education is rather high, so getting jobs is not impossible with degrees from PUNE University. PUNE has one of the best IT hubs in India, IT Education is quite good. One advantage in PUNE is there is a 10% reservation for out of state students, so it is some what easy for good students to get admission. PUNE University gives provisional admission to students from North-East whose results are not declared before admission in PUNE. Spicer College gives concessions to seventh day adventist students from North-East in admissions and scholarships and free concessions. So a good number of students come to Spicer College from North-East.

Spicer College is affiliated to St. Andrews University USA and University of PUNE. So students think that they can get jobs easily if they got higher degree from PUNE. These are some of the pull factors to be
attributed to PUNE. North-East choose PUNE, because of job opportunities in PUNE city based on merit.

PUNE is a highly industrialized city in Maharasthra which has tremendous job opportunities. IT and call centers are in plenty in PUNE. English speaking people get fat salaries in these call centers even with an undergraduate degree. Most of the North-East knew English so job opportunities are plenty in PUNE. Most of the jobs are by merit and students who do well got jobs without every difficulty. Many students are tribals so they feel that they can got jobs in central government offices (which are in plenty in PUNE).

The North-East students when they go back to their native state also can get jobs in government as there are not many well qualified people available in their states.

So we conclude most of the hypothesis are proved in our study. To sum up one can say that the respondents mostly belonged to higher and higher middle class families only, otherwise it would be impossible for the parents to sent the children to a far off place where expenses range from Rs.3000 to 6000 per month on an average. A few for the respondents were from Spicer College where they got some concessions and also earned and learned. A small percentage of respondents got scholarships from their states or central government, still they felt that they had to spend a good deal of money since the scholarships are inadequate, they were supported by relatives and siblings besides parents.
It was found that many students may be wanting to get out of the oppressive situation in their native place can not migrate outside their homes due to financial stringency. The students from high middle class to higher class come to PUNE for getting quality education. They also want to leave the native state because of insurgency, terrorism, kidnapping, murder, extortion which are common in their states. Perpetual boundary problems, Bangladesh migrants who get minority status and privileges to the exclusion of locals, the Bengali domination in higher jobs, non-development of the states push the students to migrate for higher studies and better job prospects.

The adjustment in PUNE is not difficult because of its cosmopolitan atmosphere which is multilingual, multi ethnic, multi state population. PUNE education is rated high so people from all states in India and many neighbouring countries come to PUNE for studies. Politicization of people, bad centre state relations and non development of these states push people to go in for greener pastures.

PUNE is an educational, cultural centre which attracts people from all over the world so North-East students are also attracted to it.

PUNE is a relatively peaceful place without a student major Strika from its inception is a factor which is considered important for North-East students suffering with problems in their state find it as a place of natural choice.
Migration, the movement of people from one geographical area to another is a normal phenomenon and the reason for North-East students to PUNE is for obtaining quality education which is a recent phenomenon. Normally people from developing countries for USA, UK and Europe are for higher education and lucrative job opportunities. However PUNE attracted student migrants from all over the world and from all states in India. Temporary migration of students is for achieving Social mobility, as highly educated get better jobs in the North-East.

Even though many parents wanted to send their children to PUNE for getting quality education but could not do so because of huge expenses involved. The threat of violence and insurgency are targeted at the higher class people of protecting the children of the rich from these factors.

Both pull and push factors were responsible for student migration. The adjustment of students to an alien atmosphere is very important and is achieved by students from North-East.

We also found that the policies aliened sometimes with militants and moderates lead to the disturbed condition in North-East for the last 50 years.

Bifurcation of Assam into 7 states did not solve the problems of tribals by getting autonomy but made more problems of claiming lands as theirs from other states. Ex. Nagar claim huge areas of Assam, Arunachal Pradesh and Tripura as their own land, even though Nagar had village rule and not one single state. Bengali and Bangladesh migrants are a problems
to Assam, Tripura and Arunachal Pradesh. Tripura want to secured from India claming no commonality with India. These and many more problems made North-East a disturbed state.

Student had problem of accommodation, food and coping up with higher standard of education were not insurmountable and students slowly adjusted to PUNE and its educational system.

Most of the students were nature made friends with their state students and joined and participated in cultural activities organized by their state students. We give below how Mizoram students adjusted to PUNE. They started liking the local food. These students made a directory in which they had phone number of chairman of the students union, the secretary and other executive members and circulated them among the students. The Mizo students published a magazine (Zango) in PUNE and made 500 copies every year and even circulated the same in Mizoram giving good deal information about the PUNE and educational system. Every Mizo student contributed Rs.150/- towards membership. Even in Mizoram, Mizo students had an agent through whom the local people could get the magazine which contained important information about admission hostel, other accommodation in PUNE for the students who wanted to come PUNE.

Mizo Student Union of PUNE also gave help to the students who are the new entrants to PUNE. Young Mizo association of Mizoram and Mizo student union of PUNE have a very strong relationship. Those Mizo students who misbehaved in PUNE are sent back to their state by the
association. However the other states do not have such structured association but still performed all the activities like Mizo Union. They celebrate their national days and festivals who reinforced the we feeling among. For these cultural functions they invited the locals to participate which cemented their friendship with their own state and also the local students. The North-East students participated in the cultural functions of the state. Their aim in coming to PUNE is to get higher quality education was achieved by the students. The parents of the migrant students was to protect them from militancy and joining terrorist organizations was achieved since most of the students did not want to join politics or even showed any interest in politics.

The students realized the importance of peace and non-violence and felt that they would work for these in their state after their completion of education.

To sum one can say that the aim of students and the parents by the temporary migration in achieved.

Suggestions for Further Studies:

1) We have highlighted on the problems of adjustment of students from a state which is very far from PUNE with problems of insurgency, violence and perpetual student unrest. Similar studies should be made of students from Jammu and Kashmir. Are there any significant differences in the problems of adjustment?
2) What are the affects of having migrant student in the state? What proportion of students in a particular University have any degree of contact with the other state students? How about the community, apart from the University or College. If attitudes change in the direction of friendlier interstate relations is important, surely the attitudes on both sides should be considered. This should be studies.

3) A, comparative study should be made on adjustment of students from rural Maharashtra and North-East students in order to find out the differentials.

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