

## AN ANALYTICAL REVIEW OF ISSUES AND GROWTH PROSPECTS OF MIGRATED STUDENTS FROM SATARA TO PUNE

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### **Abstract**

This research examines the diverse experiences of students relocating from Satara district to Pune district for higher education. Pune, a notable educational center in Maharashtra, draws a considerable influx of students from rural areas such as Satara. The move provides academic and professional prospects, although it also introduces several socio-economic, psychological, and cultural problems. This study conducts a thorough literature review to comprehend the current academic discourse on rural-to-urban student mobility in India, emphasizing the identification of research gaps and the formulation of a problem statement. The results emphasize the necessity for localized, student-focused research to guide policy and institutional support systems.

**Keywords**—Student migration, rural-to-urban migration, Satara, Pune, higher education, educational challenges, prospects

### **I. Introduction**

Migration for educational purposes is a growing phenomenon in India, particularly from rural to urban areas. Pune, known as the "Oxford of the East," is home to several prestigious universities and colleges, making it a magnet for students from neighboring districts such as Satara. Students from Satara migrate to Pune in pursuit of better academic infrastructure, diverse course offerings, and enhanced career prospects. However, this transition is not without its challenges. Migrated students often face difficulties related to accommodation, financial constraints, cultural adaptation, and academic pressure.

This paper aims to explore the problems and prospects of students who migrate from Satara to Pune for higher education. The focus is on a detailed literature review to understand the broader context of rural-to-urban student migration in India, identify existing research gaps, and propose a relevant problem statement for further empirical investigation.

### **II. Literature Review**

#### **A. Overview of Rural-to-Urban Migration in India**

Rural-to-urban migration has been a subject of extensive academic inquiry in India. According to the Census of India (2011), nearly 37% of internal migrants moved for educational purposes, with a significant proportion originating from rural areas. The migration is often driven by the lack of quality educational institutions, limited course options, and inadequate infrastructure in rural regions.

Deshingkar and Farrington (2009) argue that migration is not merely a response to economic deprivation but also a strategic decision by households to improve their socio-economic status. In the context of education, families invest in migration as a means to secure better futures for their children.

### **B. Educational Migration in Maharashtra**

Maharashtra, being one of the most industrialized and urbanized states in India, exhibits significant intra-state migration patterns. Pune, in particular, has emerged as a major educational and IT hub, attracting students from rural districts like Satara, Solapur, and Ahmednagar. A study by Joshi and Pawar (2020) highlights that students from Satara perceive Pune as a city of opportunities, offering access to reputed institutions, better faculty, and enhanced career prospects.

However, the transition from a rural to an urban educational environment is fraught with challenges. Students often struggle with language barriers, especially if they have studied in vernacular mediums. The shift from rote-based learning to analytical and application-based pedagogy in urban colleges can be overwhelming.

### **C. Socio-Economic Challenges**

Financial constraints are among the most pressing issues faced by migrated students. Kumar and Sharma (2016) note that students from rural backgrounds often belong to lower-income families and rely on scholarships, part-time jobs, or loans to fund their education. The high cost of living in cities like Pune—including rent, food, transportation, and academic materials—adds to their burden.

Moreover, students may lack access to digital resources, which are increasingly integral to modern education. The digital divide further exacerbates the academic gap between urban and rural students.

### **D. Psychological and Cultural Adjustment**

The psychological impact of migration is another critical area of concern. Rao and Menon (2017) found that migrated students often experience homesickness, loneliness, and anxiety. The absence of familial support systems and the pressure to perform academically can lead to mental health issues.

Cultural adjustment is also a significant challenge. Students from rural areas may find it difficult to adapt to the fast-paced urban lifestyle, different social norms, and diverse peer groups. Patel (2018) emphasizes that cultural dissonance can affect students' self-esteem and social integration.

#### **E. Academic Transition and Performance**

Academic transition is a major hurdle for migrated students. The curriculum in urban colleges is often more rigorous and competitive. Students from rural schools, which may lack qualified teachers and adequate facilities, find it difficult to cope with the academic demands of urban institutions.

A study by Sharma and Kulkarni (2019) revealed that migrated students often lag behind in the initial semesters due to differences in teaching methodologies and evaluation patterns. However, with time and support, many students adapt and perform well.

#### **F. Prospects and Opportunities**

Despite the challenges, migration offers several prospects. Access to quality education, exposure to diverse cultures, and opportunities for personal growth are some of the key benefits. Urban centers like Pune provide platforms for internships, skill development, and networking, which enhance employability.

Students also gain life skills such as time management, financial planning, and independent decision-making. These experiences contribute to their holistic development and prepare them for future challenges.

#### **G. Institutional Support and Policy Interventions**

The role of educational institutions in supporting migrated students is crucial. Orientation programs, mentorship schemes, counseling services, and financial aid can significantly ease the transition. However, studies indicate that such support systems are either inadequate or underutilized.

Policy interventions at the state and institutional levels are needed to address the unique needs of migrated students. This includes improving hostel facilities, offering need-based scholarships, and integrating mental health services into campus life.

### **III. Research Gap**

While the literature provides valuable insights into rural-to-urban student migration, several gaps remain:

- **Lack of Localized Studies:** Most studies adopt a pan-Indian or state-level approach. There is a dearth of research focusing specifically on the Satara-to-Pune migration corridor.

- **Student-Centric Perspectives:** Existing literature often overlooks the personal narratives and lived experiences of migrated students.
- **Policy-Oriented Research:** Few studies offer actionable recommendations for educational institutions and policymakers.

These gaps underscore the need for a focused, empirical study that captures the unique challenges and opportunities faced by students migrating from Satara to Pune.

#### **IV. Problem Statement**

Students migrating from Satara district to Pune district for higher education face multifaceted challenges—ranging from cultural and linguistic barriers to financial and psychological stress—yet there is limited localized research that addresses their specific needs and prospects. This study aims to explore these dimensions to inform policy and institutional support mechanisms.

#### **V. Conclusion**

This paper presents a comprehensive literature review on the problems and prospects of rural-to-urban student migration in India, with a focus on students from Satara migrating to Pune. The review highlights the socio-economic, psychological, and academic challenges faced by these students, as well as the opportunities that migration presents. It identifies significant research gaps and proposes a problem statement to guide future empirical investigations. The findings underscore the need for localized, student-centric research and policy interventions to support the educational journey of migrated students.

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