CHAPTER - V

FINDINGS, SUGGESTIONS AND CONCLUSION
CHAPTER – V

FINDINGS, SUGGESTIONS AND CONCLUSION

The present chapter depicts the summary of major findings of the study followed by educational implications and suggestions, suggestions for further research in the related area and conclusion. The chapter ends with a brief summary of the report to enable a bird eye view of it.

5.1 Major Findings of the Study

1) The ranking order of the dimensions of modernization of women teachers in Sonitpur district is Position of Women, followed by Education, Marriage and Socio-religious with mean scores of 39.32, 35.24, 35.12 and 32.05 respectively.

2) The ranking order of the dimensions of modernization of women in teaching profession having both graduate and post-graduate level of education is same, which is Position of Women, followed by Education, Marriage and Socio-religious with mean scores of 38.66, 34.83, 34.76 and 31.41 respectively for graduate group and 40.53, 36.01, 35.79 and 33.24 respectively for the post-graduate group. Thus, there is no divergence in the pattern of modernization between women in teaching profession having graduate and post-graduate level of education in Sonitpur district.

3) The ranking order of the dimensions of modernization of women in teaching profession in rural area of Sonitpur district having both graduate and post-
graduate level of education is same, which is Position of Women, followed by Education, Marriage and Socio-religious with mean scores of 38.71, 34.63, 34.47 and 31.22 respectively for rural graduate group and 40.32, 35.74, 35.38 and 32.49 respectively for rural post-graduate group. Thus, no divergence is observed in the ranking order of dimensions of modernization between women in teaching profession having graduate and post-graduate level of education in rural area of Sonitpur district.

4) The ranking order of the dimensions of modernization of women teachers having graduate level of education in urban area is Position of Women, followed by Marriage, Education and Socio-religious; whereas this order is Position of Women, followed by Education, Marriage and Socio-religious for women teachers having postgraduate level of education in urban area. Thus, variance is observed between women teachers having graduate and post-graduate level of education in urban area regarding the dimensions of modernization which are ranked as 2nd and 3rd. These are Marriage followed by Education for the former group and Education followed by Marriage for the later group.

5) The ranking order of the dimensions of modernization of women teachers belonging to rural area is Position of Women, followed by Education, Marriage and Socio-religious; whereas this order is Position of Women, followed by Marriage, Education and Socio-religious for urban group. Thus, variance is observed between women teachers of rural and urban area with regard to the dimensions of modernization which are ranked as 2nd and 3rd. These are
Education and Marriage respectively for the rural group, whereas Marriage and Education respectively for the urban group.

6) The ranking order of different dimensions of modernization of women teachers belonging to rural area with graduate level of education is Position of Women, followed by Education, Marriage and Socio-religious; whereas this order is Position of Women, followed by Marriage, Education and Socio-religious for graduate group of urban area. Thus, variance is observed between rural and urban graduate group with regard to dimensions of modernization which ranked as 2nd and 3rd. These are Education and Marriage respectively for the former group and Marriage and Education respectively for the later group.

7) The ranking order of dimensions of modernisation of postgraduate women teachers in both rural and urban area is same, which is Position of women followed by Education, Marriage and Socio-religious with mean scores of 40.32, 35.74, 35.38 and 32.49 respectively for rural postgraduate group and 40.79, 36.33, 36.28 and 34.15 respectively for urban postgraduate group. Thus, no divergence is observed in the pattern of modernization between women teachers in rural and urban area having postgraduate level of education.

8) Irrespective of educational level and locality, the 1st ranked dimension of modernization of all the target groups i.e. Graduate group, Post-graduate group, Rural group, Urban group, Rural graduate group, Rural postgraduate group, Urban graduate group and Urban postgraduate group is Position of Women, and their least ranked dimension is Socio-religious.
9) Variance is observed in 2nd and 3rd ranked dimensions of modernisation between women teachers having graduate and postgraduate level of education only in case of urban area. These are *Marriage* followed by *Education* for the former group and *Education* followed by *Marriage* for the later group. On the other hand, no such variation is observed between women teachers having graduate and postgraduate level of education in case of rural area.

10) Similarly, variance is observed in 2nd and 3rd ranked dimensions of modernisation between women teachers of rural and urban only in case of graduate level of education. These are *Education* followed by *Marriage* for the former group and *Marriage* followed by *Education* for the later group. On the other hand, no such variation is observed between women teachers of rural and urban area in case postgraduate level of education.

11) The women teachers having postgraduate level of education are significantly higher than the women teachers having graduate level of education with respect to three dimensions of modernization viz. Socio-religious (*t*=3.337), Position of women (*t*=3.096) and Education (*t*=1.987). On the other hand, there is no significant difference between the two groups with regard to the Marriage dimension.

12) There is significant difference in the two dimensions of modernisation viz. Socio-Religious (*t*=2.057) and Position of Women (*t*=2.163) between the women teachers having graduate and post graduate level of education in rural area, in both the dimensions the postgraduate group significantly outscored the graduate
group. On the other hand, there is no significant difference between the two groups with regard to the dimensions Marriage and Education.

13) Similarly, there is significant difference in the two dimensions of modernisation viz. Socio-Religious (t=2.090) and Position of Women (t=2.072) between the women teachers having graduate and post graduate level of education in urban area, in both of which the postgraduate group significantly outscored the graduate group. On the other hand, there is no significant difference between the two groups with regard to the dimensions Marriage and Education.

14) Women teachers having postgraduate level of education are significantly higher than the graduate group with respect to the mean scores of dimensions Socio-religious and Position of women in case of both in rural and urban area. Thus, irrespective of locality, the postgraduate group is significantly higher than the graduate group with respect to these two dimensions of modernisation.

15) The women teachers in urban area is significantly higher than the women teachers in rural area with respect to Socio-religious dimension of modernization (t=2.416), whereas there is no significant difference between the two groups with respect to Marriage, Position of women and Education dimensions.

16) There is no significant difference in any of the dimensions of modernisation between women teachers having graduate level of education in rural and urban area.
17) Similarly, there is no significant difference in any of the dimensions of modernisation between women teachers having postgraduate level of education in rural and urban area.

18) 18.78 \%, 68.98 \% and 12.24 \% women teachers falls into low, average and high aware group respectively in the dimension Education of social awareness. With regard to the dimension Environment 19.59 \%, 61.63 \% and 18.78 \% women teachers are low, average and high aware respectively. In case of Health & Hygiene dimension, 18.37 \%, 58.78 \% and 22.86 \% respondents are low, average and high aware respectively. Similarly, in case of Human Right dimension, 13.47 \%, 65.71 \% and 20.82 \% respondents are low, average and high aware respectively. With regard to the dimension Political Issues, 20 \%, 61.22 \% and 18.78\% respondents fall into low, average and high aware group respectively. Thus, the percentage of high aware women teachers is highest in the dimension Health and Hygiene (22.86 \%), whereas the percentage of low aware respondents is highest in the Political issues (20 \%).

19) 15.72 \%, 72.33 \% and 11.95 \% women teachers having graduate level of education are low, average and high aware respectively, whereas, 17.44 \%, 65.12 \% and 17.44 \% women teachers having postgraduate level of education are low, average and high aware respectively towards the dimension Education. With regard to the dimension Environment, 19.50 \%, 62.89 \% and 17.61 \% respondents are low, average and high aware among graduate group, whereas these values are 19.77 \%, 59.30 \% and 20.93 \% respectively for the postgraduate group. Similarly with regard to the dimension Health & Hygiene 17.61 \%, 62.89 \%
% and 19.50 % women teachers having graduate level of education are low, average and high aware respectively, on the other hand, these values are 15.12 %, 61.63 % and 23.26% respectively for the postgraduate group. Regarding the dimension Human Right, 16.35 %, 68.55 % and 15.09 % cases are low, average and high aware respectively for the graduate group, whereas with regard to the postgraduate group 18.60 %, 61.63 % and 19.77 % of respondents are low, average and high aware respectively. With regard to the dimension Political issues 12.58 %, 71.70 % and 15.72 % respondents are low, average and high aware respectively for the graduate group, whereas these values are 20.93 %, 59.30 % and 19.77 % respectively for the post-graduate group. Thus, the percentage of high aware respondents is higher among women teachers having postgraduate level of education than the graduate level of education in case of all the dimensions of social awareness.

20) The percentage of high aware respondents is higher among women teachers having postgraduate level of education than women teachers having graduate level of education in rural area with respect to all the dimensions of social awareness viz. Education, Environment, Health & Hygiene, Human Right and Political Issues with values 21.28 %, 23.40 %, 21.28 %, 19.15 % and 19.15 % respectively for the former group and 14.91 %, 18.42 %, 19.30 %, 14.91 % and 12.28 % respectively for the later group.

21) Similarly, the percentage of high aware respondents is higher among women teachers having postgraduate level of education than women teachers having graduate level of education in urban area with respect to all the dimensions of social awareness.
social awareness viz. Education, Environment, Health & Hygiene, Human Right and Political Issues with values 23.08 %, 17.95 %, 25.64 %, 20.51 % and 20.51 % respectively for the former group and 15.56 %, 15.56 %, 24.44 %, 15.56 % and 13.33 % respectively for the later group.

22) Irrespective of locality, the percentage of high aware respondents is higher among women teachers having postgraduate level of education in comparison to the women teachers having graduate level of education with respect to all the dimensions of social awareness viz. Education, Environment, Health & Hygiene, Human Right and Political Issues.

23) The percentage of high aware respondents is higher among women teachers in urban area than women teachers in rural area with respect to the dimensions of social awareness i.e. Education, Health & Hygiene, Human Right and Political Issues with values 19.05 %, 20.24 %, 20.24 %, and 16.67 % respectively for the former group and 9.94 %, 19.88 %, 14.29 % and 14.91 % respectively for the later group. On the other hand, the percentage of high aware respondents is higher among women teachers in rural area than women teachers in urban area with respect to dimension Environment with values 19.88 % for the rural group and 16.67 % for the urban group.

24) Again, the percentage of high aware respondent is higher among women teachers in urban area than women teachers in rural area having graduate level of education with respect to dimensions of social awareness i.e. Education, Health & Hygiene, Human Right and Political Issues with values 15.56 %, 24.44 %, 15.56 %, and 13.33 % respectively for the former group and 14.91 %, 19.30 %,
14.91 % and 12.28 % respectively for the later group. On the other hand, the percentage of high aware respondents is higher among women teachers of rural area than women teachers of urban area having graduate level of education with respect to Environment dimension with values 18.42 % for the rural graduate group and 15.56% for the urban graduate group.

25) Similarly, the percentage of high aware respondents is higher among women teachers of urban area than women teachers of rural area having postgraduate level of education with respect to the dimensions of social awareness Education, Health & Hygiene, Human Right and Political Issues with values 23.08 %, 25.64 %, 20.51 %, and 20.51 % respectively for the former group and 21.28 %, 21.28 %, 19.15 % and 19.15 % respectively for the later group. On the other hand, the percentage of high aware respondents is higher among women teachers of rural area than women teachers of urban area having postgraduate level of education with respect to Environment dimension with values 23.40 % for the rural postgraduate group and 17.95% for the urban postgraduate group.

26) Irrespective of educational level, percentage of high aware respondents is higher among women teachers of urban area than women teachers of rural area with respect to the dimensions of social awareness i.e. Education, Health & Hygiene, Human Right and Political Issues, whereas with respect to the dimension Environment the percentage of high aware respondents is higher among women teachers of rural area than women teachers of urban irrespective of their educational level.
27) Irrespective of educational level as well as locality, all the target groups viz. Graduate group, Post-graduate group, Rural group, Urban group, Rural graduate group, Rural postgraduate group, Urban graduate group and Urban postgraduate group are least aware towards the Political Issues dimension of social awareness.

28) The women teachers having postgraduate level of education are significantly higher than the women teachers having graduate level of education with respect to two dimensions of social awareness viz. Education \((t=3.88)\), and Human Right \((t=3.66)\). On the other hand, there is no significant difference between the two groups with regard to the dimensions Environment, Health & Hygiene and Political Issues.

29) Similarly, there is significant difference in the two dimensions of social awareness viz. Education \((t=2.89)\), and Human Right \((t=2.38)\) between the women teachers having graduate and post graduate level of education in rural area, in both of which the postgraduate group significantly outscored the graduate group. On the other hand, there is no significant difference between the two groups with regard to the dimensions Environment, Health & Hygiene and Political Issues.

30) There is significant difference between women teachers having graduate and post graduate level of education in urban area with regard to the Human Right dimension of social awareness \((t=2.60)\), where the postgraduate group significantly outscored the graduate group. On the other hand, there is no significant difference between the two groups with regard to Education, Environment, Health & Hygiene and Political Issues dimensions.
31) Women teachers having postgraduate level of education are significantly higher than the graduate group with respect to the mean scores of Education dimension of social awareness only in case of rural area. On the other hand the two groups did not differ significantly in the Education dimension in case of urban area.

32) There is significant difference between women teachers of rural and urban area with respect to two dimensions of social awareness. These are Education ($t=4.31$) and Environment ($t=2.22$). In case of Education dimension the urban group is significantly higher, whereas with respect to Environment dimension the rural group is significantly higher than their counterparts. On the other hand, there is no significant difference between the two groups with respect to Health & Hygiene, Human Right and Political Issues dimensions of social awareness.

33) Similarly, there is significant difference between women teachers of rural and urban area having graduate level of education with respect to two dimensions of social awareness. These are Education ($t=3.23$) and Environment ($t=2.00$). In case of Education dimension the urban graduate group is significantly higher, whereas with respect to Environment dimension the rural graduate group is significantly higher than their counterparts. On the other hand, there is no significant difference between the rural graduate and urban graduate groups with respect to dimensions of social awareness i.e. Health & Hygiene, Human Right and Political Issues.

34) There is significant difference between women teachers of rural and urban area having postgraduate level of education with respect to Education dimension ($t=2.02$) of social awareness, where the urban postgraduate group significantly
outscored the rural postgraduate group. On the other hand, there is no significant difference between two groups with respect to dimensions of social awareness i.e. Environment, Health & Hygiene, Human Right and Political Issues.

35) Women teachers of rural area are significantly higher than the women teachers of urban area regarding the dimension Environment in case of graduate level of education only. On the other hand, the rural and urban group did not differ significantly in the Environment dimension in case of postgraduate level of education.

5.2 Educational Implications and Suggestions

The findings of the present study have hoisted some of the issues which need to be addressed to develop modern attitude and social awareness among individuals. Based on the findings, the following recommendations are made to revitalize, develop and foster modernism and consciousness about society among people.

1. The present study has shown that women teachers irrespective of their educational level and place of residence are most modern towards position of women and least modern in socio-religious issues. Societal norms and religion has always been given the supreme place of our society. Our ways of thinking, living and behaviour is regulated by these two aspects. But, it is a matter of fact that all the socio-religious aspects are not based on rationality and scientific ground, therefore manifesting least modern attitude towards socio-religious aspects by educated women as evident is a matter of great concern. People tend
to do many illogical and harmful activities in the name of their religious and societal beliefs. In India, there is evidence of lots of crimes, communal conflicts that took place as a result of socio-religious conservativeness and orthodox beliefs. Therefore, conscious and deliberate efforts need to be undertaken by the teachers, educational administrators, and policy makers so as to integrate the curricular and co-curricular activities with sound scientific teachings and aesthetic virtues so that conservative socio-religious beliefs can be replaced with secularism. Cares need to be taken to keep religion and social norms away from fundamentalism, conservatism and everything else which can make individuals communal and religious bigots.

2. Similarly, the dimension Marriage and Education have been given second and third ranks by the respondents. It is also found that the rural group is less modern towards both the dimensions Marriage and Education than the urban group. Though with the changing time, the institution of marriage has undergone a drastic change, the rural folk still staunchly believe that marriage should be arranged after matching the ‘Kundali’s, most of them do not find it suitable if a boy and a girl meets before marriage The same is true for the dimension Education. ‘Spare the rod and Spoil the Child’ now is an old age saying, but, the present study has shown that women teachers in rural areas could not adapt to these modern ideas in comparison to the urban areas. Thus, we are still unable to accept many of the modern and necessary attributes. Therefore, workshops, seminars, awareness camps etc. should be organised more particularly for the rural folk to enable them to develop modern and realistic attitude.
3. Findings related to Social Awareness shows that most of the respondents are least aware towards political issues. This finding corroborates with the percentage of voting in elections. People generally tend to be away from politics specially the women folk. So, steps should be taken to make them politically aware from the very school days. Curriculum should include topics like our parliamentary system- its constituents and mechanisms, necessity of voting in a democracy, necessity of participating in political affairs by all segments of society, place of women in politics and governance, consequences of low voting etc.

4. The findings also proved an alarming fact that the urban population is low aware in environmental issues than the rural people. The environment of urban areas is degrading speedily. Therefore, environmental education should be an integral part of curriculum from the elementary stage to the higher level. People should be made aware about the consequences of degraded environment. Street plays, Awareness campaigns should be organised along with the curricular aspects.

5. However, the teachers are to play the most prominent role in creating social awareness as they are the sender of the curriculum to students. They are to develop themselves into inspiring personalities and cherish values in their own life. They are to be dedicated, responsible and accountable towards the profession. Necessary training should also be given to teachers so that they can directly take up the responsibility to inculcate scientific attitude and make the students conscious about their surrounding. Moreover, the management of institutions should be made very firm, clear and student friendly. Thus, all the
aspects of education—students, teachers, curriculum, and administration should work in a collaborative effort to develop modern values and make them socially aware.

6. Counselling service should be regularly conducted to enable the students develop the right thoughts, speech and action.

7. Besides the concerns of formal education, parents should also be conscious of developing good moral habits among their offspring’s right from the early stages. They should exhibit desirable qualities in their own behaviour and try to become role model of their children. Freedom may be allowed but to be accompanied with some sort of restraints. A congenial rearing up practice and home environment can go a long way in fostering scientific attitude, rationally, responsibility and accountability among individuals.

5.3 Suggestions for Further Research

1. A similar study may be undertaken in other states and results may be compared with the present one.

2. The present study is undertaken only on graduate and post graduate teachers. A comparative study with the same variables may by conducted between the illiterate and literate persons, among students and persons of various disciplines, which will provide an depth understanding of the influence of education on modernization and social awareness.

[167]
3. The present study may be replicated among male teachers of secondary schools, college teachers, teachers of elementary level in order to understand the influence of educational level on modernization and social awareness of teachers related to various levels of teaching.

4. As there is no significant difference is found among the graduate and post graduate women teachers regarding various dimensions of modernization and social awareness so studies can be undertaken on the reasons why education has very less influence on these two variables.

5. As the present study reveals level of education as not so significant of Modernization and Social Awareness, therefore, studies may be conducted to find out the other socio-psychological factors that might influence modernization and social awareness women teachers like intelligence, self-concept, personality traits, past experiences, racial background, religion, rearing up practice, parental attitude and values, home environment, socio-economic status, social expectations, peer influence, institutional climate, culture, media etc.

6. Comparative studies on modernization as well as on social awareness may be undertaken among students, teachers or individuals of different fields who belongs to different social classes and castes like ST, SC, OBC, General, Minority, Rich and Poor class etc.

7. Comparative studies with same variables between teachers of public and private institutions at elementary, secondary as well as degree level will be a fruitful area of further research.
5.4 Conclusion

'Modernization' refers to a process of transformation which moulds the mental perspectives of individuals in a modern society. It is a universal phenomenon which constantly re-defines peoples’ personalities, cultures and societal systems and brings about a series of complex and inter-dependent changes involving various important aspects such as family, economy, policy and education among others. Damle emphasizes on how “it is important to realise that the concept of modernization is multi-dimensional, incorporating economic development, technological and industrial revolutions, rationality and industrial revolutions, rationality and scientific temper, emphasis on achieved status, equality, social justice, individualism and so on.” (Damle, 1974:34)

'Social awareness' on the other hand, is a conscious process of seeking information about what is happening around us. It is a model whereby one gains fundamental knowledge and information on social issues which encompasses the political, economical, technological, scientific and environmental issues etc. Social awareness is a process of learning and understanding the dynamics of social relationships between individuals, groups and communities. A socially aware individual gives due importance to the rights of citizens and acknowledges the necessity of harmonious social interaction for the developmental progress of the society at large.

The findings referred to in the present study clearly indicate that the influence of modernization and the formation of social awareness is a complex and multidimensional process. The study aims to examine the influence of educational level on modernization
and social awareness that are two such key areas in which inadequate findings have been documented so far. It is observed that although some dimensions are significantly influenced by the level of education, yet it may not suffice as evidence enough to understand the process of modernization and social awareness. Certain significant aspects such as home-environment, area of residence, socio-economic status, psycho-physical traits, parents' aspiration and expectations, raising/bringing up practice, self-conceptualization, risk-taking behaviour, achievement motivation, academic traits, peer-influences etc. might draw the attention of researchers in the near future to come.

The result of the present study confirms that all individuals irrespective of their educational levels, experience modernization and social awareness to a certain extent. But, in all the dimensions of modernization and social awareness, it is found that the 'post graduate group' has a high mean score than the 'graduate group'. Further findings indicate that irrespective of the level of education and locality, most of the respondents reflect a modern approach towards the position of women in society and a least unconventional approach towards socio-religious issues. This indicates a positive development as women are now more conscious about their significant place and role in society and are increasingly stepping forward to enhance their social status. Several studies reveal that education has both enlightened and empowered women, enabling them to be self reliant and boosting their self-esteem and confidence as well. But, it is also clearly evident that the aspect of socio-religious issues has received the least preference from women respondents.

Modernization has two different aspects viz. material and non-material. With regard to the material aspect of modernization, it is seen that most people have imbibed
a high level of modernization, for an instance even a student of an elementary level can handle a sophisticated mobile phone or the youth of a remote village has access to social networking sites such as Facebook. Most people notwithstanding their educational levels are tech-savvy and can handle various high-tech gadgets in their day-to-day lives. Yet much remains to be achieved with regard to the non-materialistic aspect of modernization, for an instance, in spite of her materialistic progress, India in being a caste ridden society even today, cannot be called a 'modern' nation in the true sense of the word. Many age-old social taboos and stigmas are still prevalent in India, where discrimination and biases are still associated with caste and community, where so many incidents of honour killings and countless inhuman acts of condemning and witch-hunting are still an existent reality. Thus, even in the 21st century there are people who are blinded by superstitious beliefs and practices whether they are educated or not. It is known that India is one of the fast-growing developing nations, yet the social mirror reflects a different picture altogether. While people increasingly tend to adopt a materialistic way of life, they also tend to over-look and ignore the best-practices of the West such as dignity of labour, work-culture, accountability, scientific approach and above all upholding a fair society.

On the other hand, if we take a look at the findings on social awareness, we find that the 'post graduate' group has a high mean score in all the dimensions in comparison to the 'graduate group'. And the percentage of 'high-aware' category is higher for the 'post graduate group' in all dimensions in comparison to the 'graduate group'. Further findings show that irrespective of their educational level and place of residence, women teachers are less aware of 'political issues' in comparison to other dimensions. Although since 1951, women have been actively participating in the field of politics whether as
voters, party workers, contesting candidates or as a legislators and ministers, yet it is equally true that most women tend to be influenced by the choice of the male members of the family in casting their votes. In general, Indian women for various reasons tend to keep away from stepping into politics, an example of which is the reservation of seats for women in the legislature bill which was first tabled on September 12, 1996. This bill had evoked a fierce opposition from the male members of Parliament thereby also reflecting the traditional gender biases in the male dominated society. Although, the bill was placed several times in the parliament, it had failed due to a strong opposition on various grounds and still has to be passed by Lok Sabha.

Another finding indicates that women teachers of rural areas are more aware on the issues of environment than their urban counterparts. Thus, it is also seen that the environment in rural areas is more clean and healthy in comparison to the urban areas where building constructions are taking shape at the cost of the natural environment. Taking a closer look at home the reoccurring phenomenon of ‘artificial’ or ‘urban’ floods in the city of Guwahati has caused several deaths in 2014. That the urban citizens have long been acting irresponsibly by littering public places and discarding waste materials that results in the clogging and choking of the drainage systems can be by the rise in the occurrences of such flash-floods itself. It is seen that urban citizens who blame the government authorities, holding them responsible in all such matters are themselves the root-cause of such problems. This can further be exemplified by issues such as illegal practices of hill-cutting for construction work, irresponsible management of household wastes, mindless littering or even the dependency on legally banned polythene-bags. The findings of the study also reveal that although the ‘post graduate group’ fall in the category of the ‘high aware group’ in all the dimensions, yet, the
percentage is very small. And the concern lies in the fact that, this small percentage of respondents that fall in the ‘high aware group’ may not play a role in bringing upon any revolutionary change in our social system.

Though, modernization and social awareness are interrelated, it does not necessarily mean that a modern individual is socially aware, for an instance, although the buying of a new gizmo i.e., laptop, smart phone, high-net connection etc. can be considered as a sign of modernization, it does not mean that the person is socially aware. Only being equipped with modern materialistic means cannot for an instance prevent the inherent gender biases or say, develop one’s responsible thinking in terms of organ or blood donation. Awareness comes through educational systems and long term social reform. Also, one does not necessarily require materialistic or life style improvement that modernization introduces, in order for him/her to be socially awakened. Often the march towards progressive thinking is seen to originate from the foot soldiers of social reforms or dynamic leaders hailing from remote or comparatively backward regions. To exemplify and highlight this fact, Jadav Payeng, one such visionary residing in the Kokilamukh, Jorhat in Assam has earned laurels in having made a difference to the fragile ecosystems through his keen awareness and perseverance, by both planting and protecting in what could be described as a forest rather than a grove on the land. This forest which has also been a home to endangered species is the extraordinary testimony of an individual’s vision with an acute awareness of both the value of trees which are the wealth an ecosystem and the dangers of deforestation as well. But, his awareness was not triggered by modernization; rather it was his social awareness, indigenous knowledge, understanding of its inherent problems and the gift of foresight on the treasures of the environs and ecosystems. Thus, while
one finds forwarded mails and posts on networking sites against various issues such as the felling of trees, there are also some gifted minds that make their share of difference count.

Again, child labour is not only a sensitive issue but also a punishable legal offence, yet there is rampant child labour across various sectors and even in the very homes of ‘educated’ persons. Though, people are aware that child labour is a serious crime, they tend to ignore or openly violate such laws, which also indicates that even educated people are aware but not ‘modern’ in their attitudes in the true sense of the term.

Here in this study, extensive examination was being made on the influence of educational level on modernization and social awareness of women teachers. It is alarming to find that women are least conventional in their approach towards socio-religious issues and that only very small percentages belong to the ‘high aware group’. As women play a significant role in the building of our future generations, it is much necessary that they should themselves be progressive in their attitude, behaviour and be socially aware about their immediate surroundings. Although, it is true that ‘educational level’ is not the sole factor in the influence of modernization and development of social awareness, it is certainly a significant one. Although, both modernization and social awareness are relative terms, there is a need to achieve a certain level of these two variables in order to usher in progressive change in the modern individual and the society at large. Therefore in conclusion, there is a scope of re-visiting and re-visioning our educational patterns and systems, as we are still more to achieve in this regards and

[174]
also the need of the hour to awaken the consciousness of the modern individuals to progress ahead instead of remaining stuck in the quagmire of time.