CHAPTER - 1

INTRODUCTION
Education is regarded as a concept that drew the maximum attention of a good number of sociologists. Sociologists have established that education is one of the most important principles governing the characteristics of individuals in traditional as well as modern large scale complex societies. Education is the action exercised by the other generations upon those who are not yet ready for a social life. Its object is to awaken and develop in the child those physical, intellectual and moral status which are required of him both by his society as a whole and by the milieu for which he is specially destined (Durkheim, 1956).

Smith (1947) viewed education "as a process whereby the socially approved part of the cultural heritage is transmitted from one generation to the following one and whereby newly acquired knowledge is diffused among the members of society." In the primitive societies the institution of family performed a variety of functions including the transmission of heritage and training of children in different skills, trades and occupations. On the other hand, in the present day societies, the educational institutions are entrusted with the task of imparting formal education to the younger members of the society. Therefore, the term education refers to formal schooling. The schools and colleges are responsible for the physical, mental and intellectual development of children. Education can be regarded as influencing the
social structural elements of a society and mode of living of the individuals. Broadly speaking, education has two important functions viz., the conservative and creative. In its conservative function, education helps in the transmission of cultural values to the younger members of the society. Education has an important function in the modernization of developing societies by inculcating new ideas and thought patterns to provide for change is the creative function of education. These changes in the social structure and the changes in outlook and attitude of individuals facilitate the process of modernization.

Most approaches to modernization could be grouped under two broad categories: Structural and Evolutionary. The structural approach is rather preponderant in social sciences. It seeks to analyse modernization with the help of selected social or normative variables. Such variables as social mobilization, growth of communication, media exposure, democratic political institutions and values, moral and norms conducive to modernization, technological and economic resources of society, and initial conditions of cultural and structural autonomy of parts within the social system, have been taken into consideration. Modernization is supposed to follow as a result of the presence of above variables in the social system, their intensity and proportion would determine the nature and extent of modernization in specific situations.
Evolutionary approach to modernization, on the other hand, is based on more systematic theoretical assumptions. It treats modernization as an evolutionary stage in the life of human society. There are, however, differences in formation of the process of evolution and its direction. Its methodological formulation may either be structural, functional or dialectical. Similarly direction of evolution may also be either unilinear or multilinear (Singh, 1973: 205). According to Singh a major difference between dialectical (Marxist) and structural functional evolutionary approaches to modernization is that the former treats 'breakdown' in the established political, economic and structural framework of a society as a necessary and inevitable condition for development towards modernization. Class-struggle and its international form of struggle between the rich and poorer nations are here assumed as necessary processes for such evolutionary achievements.

Modernization as a concept is understood differently, its focus is upon changes in stratification system, system of property ownership and ownership of productive resources in a nation, and not on psychological - normative variables like 'achievement orientation', 'psychic mobility' and rational hedonism, etc., common among the treatments of many social scientists. Structural breakdown in modernization, emerges when, due to historical or other cultural factors, the sequence
of evolution is reversed or made uneven or when some of the
universals become far too rigid and offer more than normal
resistance to further evolution. Such conditions according
to a later study by Buck and Jacobson (1968) prevail in the
Asian nations. These nations, being ex-colonies, have many
evolutionary structures like bureaucracy, democratic
associations, and generalized universalistic norms introduced
into their social structure without adequate development of
other basic founding universals like communication, technology,
stratification and principles of legitimation. This is
particularly true for countries like Indonesia, India and
Pakistan (Singh, 1973: 206).

The role of education in modernization provides two
contrasting themes. One emphasizing the positive function
of education, contends that education promotes modernization.
The other emphasizing its negative consequences, asserts that
education retards development. Apparently, the former theme
signifies functionalist stance while the latter represents
radical perspective (Sharma, 1979). There are again two
different approaches among the functionalist group. One is
economic, the other is sociological. Emphasizing the role
of education in skill formation, the economic approach views
education as an input for development. The sociological
functional approach to the role of education in development
focuses on the psycho-social potential of education for
modernization. Such a view implies a re-interpretation of
the role of education from a conservative agency of cultural transmission to a liberal agency of social transformation.

In recent years, many scholars (Clark 1962; Moore 1963; Coleman 1965) have recognized the value of school as an engine of social psychological change in developing countries. More recently, Dreeben (1968), in his book "On What is Learned in School" has offered the sharpest theoretical formulation of the latest functions of education for modernization. Dreeben (1968) in his theoretical formulations emphasized on the function of education as promoter of modernization through learning experiences in school. According to him, the school is a specialized agency of socialization in modern societies functioning to facilitate the transition of the child from the particularistic world of family to the universalistic world of work and citizenship. Inkeles (1973), the present leading spokesman of the "School as Modernizer" has advanced a "Theory of Educational Effects" conceiving education as a mechanism of cultural diffusion. He further contends that "The school in developing countries, for all its presumed defects, is surely one of the most powerful means for inculcating modern attitudes, values and behaviour."

The role of education in legitimizing existing social inequalities and power relations has been observed recently in the writing of Bourdieu (1972) and Bourdon (1973). Bourdon has attempted to show that the development of the educational system in western industrial societies has not had a positive
Some fundamental re-thinking of the school's function in relation to development has been done in radical circles. Many writers have questioned the functionality of school in relation to development goal (Freire 1970; Illich 1977; Reimer 1971; Goodman 1971). Freire provided a sharp critique of existing education as "banking" system. He, therefore, pleaded for a basic change in the philosophy of education from education as the practice of domination to education as the practice of freedom. Illich has given a call for a "deschooling society". As such, he viewed schools as unnecessary; even more so as they were awfully bad. Hook (1972), among others, has quite incisively dismissed Illich's thesis of scrapping schools, but Illich's basic argument against the school that it denied the authenticity of individual experience in favour of "typified" experience and thereby negated personal creativity, blocked basic human nature and impeded social development, has remained unanswered. Besides family, school is an agency of socialization (new trends in socialization analysis emerging from modernity research) and education (under circumstances) contains social change and development.

The two dominant theoretical perspectives - functional and radical - clearly represent two contradictory viewpoints regarding the role of formal education in development. The functionalist perspective commends the role of education,
while the radical perspective condemns it for containing development and pleads for its abolition. To the functionalists, development implies a process of structural differentiation and functional specialization while to the radical thinkers development connotes a march towards the goal of socio-economic justice.

Review of studies:

'Effect of education on modernity' has been a favourite area of research for sociologists in the recent past. During the past few years there has arisen a vast body of literature dealing with the effects of formal education on individual modernity. With the solitary exception of Saunders' study (1969), all the studies have sought to demonstrate that education is a prime determinant of attitudinal modernity. Contrary to the widespread impression that schooling promotes modernity, Saunders in his study 'Education and Modernization in Brazil' has found that it undermines modernity.

There are two types (those dealing with adult samples and those focusing school-going children) of studies on the relationship between education and modernity. Research on the relationship between education and modernity began with the studies of the first type. On the basis of his study dealing with adult sample of six developing countries, all in the Middle East, Lerner (1963) is the first to assert that
Literacy is the basic personal skill underlying the whole modernization process. Kahl (1968) in measurement of modernism in Brazil and Mexico, has mentioned that education, occupation and other opportunities lead to yielded correlations over 50 with his index of modernism. He found that the lower status person living in town or city "feel less sure of themselves in the modern world as they hold fast and old fashioned forms of personal relations for protection and have a more fatalistic and apathetic attitude toward their own chances of successful careers." Reporting the results of Economic Development, which covers another six developing countries - Argentina, Chile, India, Pakistan, Israel and Nigeria - Inkeles (1969) contends that "Education is the most powerful factor in making men modern."

Assuming that man learns to be modern, and education as a social experience facilitates the learning process, Waisanen and Kumata (1972: 25, 30 and 35), in their study based on five national probability samples of adult age, twenty and older, drawn from the U.S.A., Finland, Japan, Mexico, and Costa Rica advanced the thesis of curvilinearity in the relationship between education and various indicators of modernity. Rogers (1969), utilizing Lerner's Key concepts, made a study of individual modernization in six developing countries. Recent studies, these concerned with "School effect" thesis, have revealed positive relationship between level of education and modernity.
Examining the effect of formal western education on pupil modernity, the study of Armer and Youts (1971) represents a significant advance. Drawing their data from 591 seventeen-year-old males in Kano City, Nigeria, covering both students and non-educated youth, Armer and Youts conclude that "Western education does, indeed, have a definite effect on value orientations of youth that is largely independent of the test factor...." Similarly, Inkeles (1973) has found in his Harvard project that modernity increases fairly regularly all along the educational continuum, from the lowest grades up to the end of Secondary School. Holsinger (1973) in his study has observed that children with schooling exposure have displayed significantly greater modernity than similar children without education.

A series of investigations assessing the impact of schooling on pupil modernity have appeared in a special number of the International Journal of Comparative Sociology (1974, XIV) devoted to the theme "Education and Individual Modernity in Developing Countries."

It is important to note at this stage that most of the existing studies dealing with education and modernity have been preoccupied with "School effects" only. Relatively little work has been done on "College effects". In one of the few studies pertaining to higher education and modernity, Williamson (1970) has focused on the comparisons among university students in four
nations (United States, Germany, Japan, and Colombia) with respect to their modernism and related attitudes. Using Kahl's rationalism - traditionalism scale, Williamson has found that Americans and Colombians are at the conservative end of the scale compared with the Germans and contrasted to the Japanese who are at the other end of the scale (1970: 144). Thus, students in national cultures (Japan and Germany) which have undergone a social revolution are found more rationalistic and critical towards their social institutions than in those countries with less violent social change.

It is true that literacy and elementary education remain the approach roads to modernity, but it is equally true that higher education with its stress on scientific culture, creative innovation, and critical reasoning constitutes the highway to modernity. As such, if school acts as a modernizer, college should do so even more. But the preoccupation of the existing studies with "school effects" remains rather an interesting matter. Classic work of this category include The Crisis in the Classroom (Silberman 1970) and The Great School Legend (Green 1972). Such works as these have necessitated an empirical evaluation of the role of school in modern as well as in modernizing societies.

Indian studies (except a few i.e. Desai 1952; Bhattachar 1972) have been mainly concerned with "College effects" not "School effects". These studies can be characterized as
descriptive survey of College Students' attitudes towards traditional social institutions such as caste, joint family, marriage, untouchability and the like. Indian studies on education and modernity do not show any consistency in their results. Some report that college students are still influenced mainly by traditional values (Carmack 1961, Shah 1964). Others found that modernity does increase with education (Banale 1966, Gore et al. 1970, Malik and Marquette 1974). Sullivan (1968) found that college reinforce rather than change beliefs of the students. Gore, Desai and Chitnis (1970) in their major work, Field studies in the Sociology of Education, have found some encouraging evidence of positive effects of education on student modernity. They conclude that "the state, sex and educational level of respondents were all important variables in determining the modernity of student sample..." They tried to identify some broad indicators of modernity such as secularism, activist orientation, optimism, achievement orientation and civic sense. Even this study suffers from poor operationalization. Bhatnagar (1972) in his book "Education and Social Change" has attempted to highlight the role of education in the process of social change in some rural communities. Singh (1978) deals both with conceptual and substantive issues in the process of modernization in India. His essay on "Academic Role-Structure and Modernization: A Study of University Teachers", is an exercise in operationalization of modernization of a professional group. Sethi (1968) in her thesis "Attitudes of Educated Working
Women about the position of women in Modernizing Societies of India and Turkey - A Case Study of Chandigarh and Ankara*, shows the impact of modernization on the attitudes of women in two developing countries - India and Turkey.

Jindal (1981) in his thesis "Schooling and Modernity" describes that the school in the Indian Rural context promotes modernity. None of the Indian studies seek to examine systematically the relationship between education modernity. These studies lack application of any standardized measure of modernity. Only the studies of Gore and Sharma are the exceptions in this regard. Sharma's study (1979) concludes that the basic hypothesis of a positive association between level of higher education and student modernity not only failed to receive support from the data (1979: 104), but that the two were inversely related. However, the relationship was too weak to have any predictive power. Although carried out on a mixed sample the study showed higher modernity for boys than for girls and higher modernity for high-status students than for low-status students. On methodological front, Sharma deserves irrefuted appreciation for divising a standard scale to measure psycho-social modernity. So far there have not been many studies on Bangladesh village which would provide a solid foundation for the growth of sociology in Bangladesh. There is no existence of the study dealing with education and modernization in Bangladesh.
Bangladesh achieved its independence and appeared on the world map as an independent state in the year 1971. After independence, all educationists, politicians, administrators, and planners in Bangladesh laid great stress on education and considered it a necessary condition for social development. "...Education has been one of the most influential instruments of modernization in India. It has led to the mobilization of people's aspirations for nationalism, liberalism, and freedom. It alone has been responsible for the growth of an enlightened intelligentsia who carried forward not only a movement for independence but also a relentless struggle for social and cultural reforms" (Singh 1973). The above statement holds true for Bangladesh also.

Education contributes to change in rural social structure as well as change in ideas and attitudes of people. During the liberation movement of Bangladesh in 1971, the educated section of the people, especially the students and teachers, played a significant role in the struggle for independence. After independence in Bangladesh, the need was to evolve a system of education which would cater to the changing factors in the society and their growing economic and political institutions. The initial years were difficult as recovery from the devastation of the liberation war was slow, but the vision and persistence of many people found expression in these educational activities.
The following observations made by Sharma (1979) about India are true in the case of Bangladesh also. The problems of a new born country are many. On the one hand there are the increasing aspirations of policy makers, to provide compulsory education for all at the primary level while on the other hand there is scarcity of resources.

The problem of political interference is also of great magnitude. Students and staff express their resentment for such interferences and become very much critical of the politicians who are aware of this disapproval and occasionally they indulge in reprisals which restricts the freedom of these institutions of higher learning. This situation is not congenial for healthy growth of education in a country. The present study is an attempt to examine the effect of education on the modernization process of Bangladesh villages. This study is intended also to investigate the relationship between school education and modernity. Among the social scientists, the prevailing established opinion is that education is an agency of modernization. In fact, education is a powerful instrument of social transformation.

Bangladesh is a developing country marching towards the road of modernization. In other words the traditional social structure of the village is being affected by the process of modernization. Modernization refers to a process denoting a movement from a traditional or quasi-traditional
order to certain desired types of technology and associated forms of social structure, value orientation, motivations and norms. But the process of modernization will be determined by the extent the traditional social system of the community is affected or being modified by forces within (or extraneous to) the system. Education is the main force or instrument affecting traditional social system of Bangladesh. According to Sharma (1979), "Education promotes modernity by sharpening the critical awareness of the people about the social structure they are placed." Education helps in building up a rational attitude, scientific outlook and confidence in individuals so that they could have better control over their environments.

Bangladesh is one of the developing countries in the world with a population of 90 million (Census 1981) people. It is the stronghold of traditionalism that has preserved inherited ancient and developed culture and, at the same time fairly exposed to the challenge of modernization. Bangladesh is a country of villages. These villages serve as the basic units of social organization. The total number of villages according to the census of 1974 is 68385. Literacy rate is 24.3 per cent (1979-80). Only 13 per cent of the population live in the urban areas, while the overwhelming majority (87 per cent) live in the villages (Census of 1981). So village is the pivot of the economic order, the unit of the economy and it is to the village that one must go and study.
the conditions and problems in which the vast majority of Bengalis live and work. Bangladesh's problems stem from one important factor: illiteracy. Literacy is the only device through which the problems can be minimized.

In traditional rural society of Bangladesh there was less chance of vertical mobility, because status was ascribed at birth. Education is the only route to vertical mobility. It is through education one can replace the ascribed status by achieved status. Therefore, it is education which has led the people of lower status to achieve higher social status in the society. The government is trying to accelerate the process of modernization through the expansion of educational institutions at village level. Bangladesh as an independent state is at present in transitional and developmental stages, the national government is putting all out efforts and spending most of her resources (self accumulated or borrowed) to reach the goal of modernization through education. After attaining her independence, Bangladesh has continuously been trying to bring about a silent social revolution in the village. The government has adopted as its basic policy to develop the villages and to change the social attitude through the spread of education and expansion of schools in rural area.

Significance of the Study

In our developing country, where very little research in sociology has been conducted over the years and such less
integrated with social processes and goals, it could be exciting, be ever engaged in research in social development or modernization particularly relevant to our country. The research was undertaken in new field in Bangladesh. This study will provide the sociological analysis of the transformation of the villages under the impact of education. Bangladesh is appropriate for this type of study. This is because Bangladesh has achieved an awareness of educational needs and changes have begun to take place. Moreover, no study has evaluated the effect of education on the modernization of the country. The significance of the study of modernization in the context of rural Bangladesh is of two fold. From the theoretical point of view as well as for policy implications the utility of this type of study is widely acclaimed. The research on modernity will make some contribution to the theory of socialization. It is a common knowledge that the traditional theory of socialization assigned a prominent place to the family as an agency of socialization, whereas the new trends emerging from modernization research indicate the importance of education as a modernizer. Thus the formal schooling emerges as a more powerful predictor of modernity.

As stated earlier in present research study an effort was made to discover the effects of education in the transformation of society towards modernization. It also aims at examining the role of education towards the promotion of the various
dimensions of modernity. It appeals to know whether or not all the dimensions of modernity are equally promoted by education. The researcher examined the effects of school education by administering the modernity scales on one hundred school students as well as on a "comparison-group" of fifty non-school-going adolescents.

The significance of the research lies in its exploring the impact of education on social structure in a developing country like Bangladesh. The researcher investigated the attitude and behaviour pattern of educated and uneducated people in Bangladesh villages and found significant difference among the two groups.

The practical utility of this study lies in its implications for educational policy and planning in Bangladesh. If the findings further reveal a significant effect of schooling on modernity, it will have a relevance to social policy considerations, to the allocation of resources, and to the maximization impact in the programmes planned social change.

On the other hand, if the findings indicate the lack of positive association between education and student modernity, it will mean, that the restructuring of our educational system is required in order to make it a potent instrument of modernization.
The present study attempts to analyse the various changes in rural Bangladesh which education has brought about in its wake. Out of the various factors such as industrialization, urbanization, etc. which affect the social structure and attitudes, outlook of people and youth of village, attention was focussed on one of them, that is, education in the present study. Considering the objectives of study the title was given as follows: EDUCATION AND MODERNIZATION (A Comparative Study of Two Villages of Bangladesh).

An attempt was made to assess the effect of education (a) on the village social structure by comparing two villages, one having a school and another without it; (b) on the mode of living, outlook and behaviour of people by comparing the educated with the uneducated people; (c) on the attitudinal modernity of students by comparing school-going students and the uneducated respondents of the same age group.

Objectives of the Study:

The objectives of this study are stated as follows:

1. To present the data on the spread and expansion of education in Bangladesh.

2. To examine the role of education as an agent of modernization.
3. To explore the influence of education on the rural social structure, that is, on the institutions, groups, forms of organizations, social stratification, social relationship and behaviour patterns.

4. To see the effect of education on psycho-social modernity.

Hypotheses:

The hypotheses are categorized under three headings:

1. Effects of education on village social structure (based on comparison of two villages one with school and another without it).

2. Effects of education on people (based on comparison of educated and uneducated people).

3. Effects of education on the value-orientations of students (based on comparison of school-going with non-school-going respondents).

The following hypotheses have been formulated which will guide this study:

Effects of Education on Village Social Structure:

Education brings about changes in the rural social structure vis-

1. The percentage of joint families is greater in the village without education and the percentage of nuclear families is greater in the village with educational facilities.
2. Non-agricultural occupations are found in greater number in the village with education and agriculture is the main occupation in the village without educational facilities.

3. Fertility rate is lesser among people of the village with school than that of the village without school.

Effects of Education on People:

1. Educated people adopt nuclear family system while the uneducated follow the joint family system.

2. Uneducated people are engaged in agricultural occupation in greater number while educated people are found in occupations other than agriculture.

3. Polygyny is practised mostly by the uneducated people while monogamy is normally practised by the educated people.

4. The age at marriage is higher among the educated people than among the uneducated while the system of child marriage still prevails among the uneducated people.

5. Educated people have a favourable attitude towards inter-status marriage than that of the uneducated people.

Effects of Education on the Value-orientations of Students:

1. Formal education leads to modernity independent of other factors (e.g. age, urban experience and mass media exposure).
2. School-going students are more modern than non-school-going adolescents.

3. Level of education increases the level of modernity (The more the student is exposed to formal schooling the higher is his modernity score).

**Method and Procedure**

The study is both descriptive and comparative. It is a descriptive study in the sense that it deals with education (independent variable) and its effect on modernity (dependent variable). It may be recalled that the principal research question of the study was whether or not education promoted structural and attitudinal modernity. Any design of enquiry is an insurance against failure in research and a descriptive research necessitates a proper conceptualization of the problem, location of the phenomenon and, the presentation of the procedures (Hyman, 1960: 92-172). The problem of conceptualization has been dealt with in the previous pages. The remaining aspects of the descriptive research design have been discussed in the following pages.

It is a comparative study in the sense that it emphasizes on the comparison in two groups of respondents, that is, educated with uneducated people and school-going with non-school-going respondents. As the title of the study indicates it is a comparative study of a village with educational institution
and a village without having it. The study was aimed at to assess the impact of education on the social structure and, on the attitude, value and behaviour pattern of rural people of Bangladesh.

(a) Research Sites:

As the present study was designed to bring out a comparison between two villages (one with school and another without a school) to assess the role and education on the process of modernization, Quepara and Madhyam Muradpur villages from Chittagong district were chosen as site for field work. Figure I clearly shows that Chittagong is the Southerneast district of Bangladesh and the two villages are within the range of 50 Kilometers. Quepara (the village with school) is located at a distance of 25 Kilometres from port city Chittagong and Madhyam Muradpur (the village without a school) 50 Kilometres.

Selection of the villages from district Chittagong was made on the basis of literacy figures. Chittagong district occupies an important position in the educational field of Bangladesh. Literacy rate for this district was found to be 23.4 per cent against national average of 19.7 per cent (Census 1981). This level of literacy indicates fast development

Note: The concept of literacy used in various censuses conducted in Bangladesh has not been uniform. The 1961 census defined person as literate if he/she could read any language with understanding, the 1974 census defined literacy as the ability of both read and write in any language, while in 1981 census a person was treated as literate if he could write a letter in any language.

Source: B.B.S.
FIG. 1. VILLAGES COVERED UNDER THE STUDY
of the district in the sphere of education. The criteria in selection of village Qoepara was existence of J.C. Sen Institution. This famous institution happens to enjoy rare reputation right from the British rule days. Since it provides schooling upto Matric (X class) possibility of getting sufficient student sample was there. This village had enough educated household heads too. The other village was chosen for comparison sample as there was no formal school and has only one Madrasah which imparts only religious education.

(b) Sample:

The present study was conducted in two villages in the district of Chittagong in Bangladesh. The distinguishing criteria was the presence of school in one village and the other village without having school. There were three important phases in this study. For assessing the impact of modernisation on social structure, the comparison of two villages was made, one having a school and another without having it. The comparison was made on the basis of household census survey, informal interview and observations and secondary sources of dates. 300 household heads from village Qoepara and 127 household heads from village Madhyam Maradpur were drawn for the first phase sample.

In the second phase sample of 150 educated people and 150 uneducated was drawn randomly from the village Qoepara for the purpose of comparing their attitudes, value, outlook and behaviour pattern and assessing impact of education.
A sample of school-going students (100) and non-school-going adolescents (50) was drawn from village Quepara to be compared to see the effect of education on value orientation of student youth. A sample of 100 students of Quepara J.C.Sen Institution on the rolls of VIII, IX and X classes during the academic year 1982-83 comprised the student sampling frame. Non-school-going adolescents of the same age group of the village provided the comparison group for the study. It was decided to have a stratified random sample - the stratifying variable being education.

(c) Scale and Tools:

As the study aimed at investigating the differences among the people of Quepara (with school) and Madhyam Muradpur (without a school), educated and uneducated and school-going and non-school-going with a purpose to assess impact of education on different aspects of modernity, the researcher developed following tools to collect the required information.

(i) 'Household Census Schedule' included the following twelve categories: Name of the head of the household, Name of the ecological area, Number of the members of the household, Types of family, Education, Types of Education, Religion, Caste, Occupation, Types of household, Size of landed property, and Income. These categories covered all major aspects of social structural elements.
(ii) 'Interview Schedule (Educated/Uneducated People)' included Background characteristics, Family characteristics, Marriage patterns, Educational qualifications, Religion, Relational patterns, Rituals & beliefs, Social evils, Media participation, Mechanised agriculture and Perception of changing Bangladesh for purpose of collecting information regarding attitudes, outlook, behaviour pattern and mode of living.

(iii) 'Interview Schedule (Students/Non-school-going adolescents)' included the following eight broad categories: Personal identification, Family particulars, Religious socialisation, Schooling, Academic performance, Participation in extra-curricular activities, Media exposure and Urban exposure.

All the three schedules developed for this study were pre-tested, necessary changes, omissions and modifications were made accordingly.

The data from student and non-student adolescents was collected through a schedule and a modernity scale. An authentic scale of psycho-social modernity developed by Sharma (1979) was used in this study. The scale was applied to measure attitude, values, perceptions and behaviour of the students and non-educated adolescents. Sharma designed the scale for evaluating the effects of education on the value orientations of students. Jindal (1981) has modified the scale in order to make it comprehensive at the school and the non-school level. A view of the original as well as of the replaced items can be had from scales placed in Appendix.
This scale has six dimensions, and every dimension has five items. Sharma (1979) has defined 'modernity' and dimensions (orientations) as such:

**Modernity:**

Modernity has been defined in terms of a set of attitudes, reflecting secular, scientific, universalistic, achievement, independence and civic orientations.

(a) **Secular Orientation:** Secular Orientation is an attitude of withdrawal of authority of religion from various institutional spheres, such as matrimonial, educational, economic, etc., with the result that religion ceases to exert any influence on interpersonal relations and corporate action.

(b) **Scientific Orientation:** Scientific Orientation is a tendency to understand the world on the basis of the rule of evidence and verification rather than in terms of the wisdom of the past.

(c) **Universalistic Orientation:** Universalistic Orientation is an attitude of preference to universal impersonal norms in playing one's public role over tempting particularistic loyalties of kin, caste, friendship and the like.

(d) **Achievement Orientation:** Achievement orientation is a positive attitude of mastery over one's fate, a desire to get ahead and a belief in the utility of planning.
(e) **Independence Orientation:** Independence Orientation is an attitude of emancipation from the structural constraints of traditional authority resulting in non-conformity to such norms as may have suspect rationality.

(f) **Civil Orientation:** A willingness to keep up with the national and international news, an awareness of the problems facing the national and the international community, and an attempt to form and hold opinion on the crucial issues of one's time.

This scale was administered to the school-going respondents and non-school-going respondents. Each modern statement (item) was assigned the weightage of 3, 2 and 1 in that order to the expressions, 'agree, undecided, disagree' respectively. The direction of weightage was reversed in the case of non-modern statements. In order to avoid the risk of wrong weightage, the modern statements were asterisked. The total modernity score and dimension-wise modernity score were calculated by summing up the scores of all the items, and by adding up the scores of items in the respective dimensions. Besides above mentioned tools various secondary sources were used for collecting necessary information.

(d) **Variables and Indexes:**

The independent variable for the present study was the education, whereas the dependent variable was modernization. The school education was identified in terms of the level
of education and extra-curricular programmes. The level of education or exposure to schooling was determined by taking into consideration the three classes, i.e., VIII, IX and X. The information about the participation in extra-curricular programme was obtained by using an index of extra-curricular participation.

The index covered three broad categories of extra-curricular activities - academic (declamation contests and debates), cultural (music and dramatics) and athletics (games and sports). The students were dichotomized into two categories - participants (including passive participants). (Passive participants were those who acted as audience or witnesses).

The participants were given weightage of 1 for each activity, whereas the non-participants were awarded the weightage of 0. Those participating seldom or occasionally, no additional weightage was given, whereas for those participating often or regularly, an additional weightage of 1 for each activity, was given. To those who participated at the inter-school level, they were further given the weightage of one for each activity, whereas to the participants at the inter-school level, no additional credit was given. Thus the individual score varied between 2 and 9. Taking into consideration the mid-point, the students scoring up to 5 were kept under the 'low participation category', whereas those who obtained a score higher than 5 were placed under the 'high-participation category'.
Three sets of intervening variables were taken into consideration (for school-going and non-school-going sample) in this study; demographic, familial and developmental. The demographic variables included age, whereas the familial variables comprised one's father's socio-economic status. The socio-economic status was determined through the index of socio-economic status, which provided information on the education, occupation and income of the heads of the family. Each of the indicators of S.E.S. was sub-divided into different parts: Low education (upto class VIII), medium education (upto intermediate) and higher education (upto post-graduation). Occupation is categorized into different groups. Income of father (TK per month) varies from three hundred to two thousand one hundred and above. So income is divided into many categories.

The developmental variables described urban exposure and media exposure and those were measured with the help of indexes. The urban exposure index provided information about the frequency of visits to the cities and the period of stay in the city by the respondents. The respondents were primarily divided into two groups, viz., city-visitors, and non-city visitors. They were given the weightage of 1 and 0 respectively. The frequency of visits was categorized into four:

- Once in a month,
- twice in a month,
- thrice in a month,
- more than that.
These categories were assigned the additional weightage of 1, 2, 3, and 4 respectively. The stay in the city also given weightage of 1 and 0 and divided into two categories of 'Yes' and 'No'. Thus the individual score varied between 1 to 7. So a person who scored upto 3 was considered to be belonging to the 'low-urban-exposure' category, whereas the respondents scoring 4 or more was placed under the 'high-urban-exposure' category.

(e) Procedure of Data Collection

A presentation of the procedure of data collection is significant for the researcher to make sure that the data has been collected by a scientific method and using a standard technique. The interview schedule for collecting information from the educated and uneducated people of the village was administered only to the household heads. In the absence of head the eldest male member was interviewed. Similar procedure was adopted in the case of village Madhyam Muradpur.

Before interviewing a respondent, the purpose of the study was explained clearly to him, so that correct and reliable information be obtained without any suspicion. They were fully assured of the confidentiality of the information. Each interview took more than one hour.

The modernity scale was administered to the students and the non-school-going youth of the village. Each item
was explained to them and read out slowly and clearly to obtain correct responses on the three point continuum.

To facilitate a correct interpretation of each item it was translated into Bengali. All the respondents were interviewed in the school or in their houses with a prior appointment.

(f) **Statistical Analysis:**

After data collection is over, the data was subjected to statistical operation starting from the coding, scoring, tabulating to the writing of the report. All the information was first compressed into meaningful and manageable categories and these categories were then assigned codes systematically. For each respondent, a separate code card was prepared. All the relevant information from the interview schedule was coded and transferred to a code card. After coding, the next step was to arrange data into rows and columns, i.e., tabulation. In order to make scattered data intelligible the necessary tables were prepared.

Important statistical tests were used in this study, according to the nature and requirement of data. The arithmetic mean, standard deviation, and the variance were calculated. For noting down the significance of difference between the groups Chi-square, Kolmogorov Smirnov and "t" tests were used. To find out the difference among the groups
(more than two) and within the group the 'F' test was used. The association between variables was measured through 'Gamma'. The figures in the parentheses indicates the percentages or the number of respondents as mentioned.

Related literature, theories and documents were consulted to improve the quality and authenticity of the study. On the basis of findings conclusions were drawn and policy implications were discussed.