CHAPTER VI
CONCLUSION
The study was mainly concerned with examining the relationship between professional education and student modernity. Much of the earlier research and speculation on modernization concludes that school education is one of the most important determinants of individual modernity. No doubt many researches have been conducted in this field, but the role of professional education as a factor in modernizing the perspectives of students or youths have received little attention. A review of theoretical perspectives revealed that their main failings lies in their inability to go beyond the very common assumption whether education promotes or retards modernity. The point less is not whether education promotes or retards modernization but under what conditions it does so. Similarly, a review of empirical studies brought out that the previous studies have been concerned with just relating student modernity to the rather vague and undifferentiated category of "formal schooling experiences" without really bothering about the question as to what is it about education which promotes attitudinal modernity. The present study sought to fill in these gaps in the existing stream of researches.
Accordingly, it focused on the following research questions:

1. Whether or not professional education promotes attitudinal modernity?

2. Whether the students of postgraduate classes are more modern than the student of undergraduate classes and whether professional education promotes higher level of modernity or not amongst undergraduates?

3. Whether the medical students are more modern than the engineering students and the engineering students are more modern than the law students?

This study was conducted in Rohtak and Bhiwani cities in Haryana. In this study we have taken respondents from three faculties viz. Medical, engineering and law. All the three faculties are affiliated to Maharshi Dayanand University, Rohtak. The main consideration in choosing Rohtak city is that it is well known for its educational institutions, polytechnic institution, industrial training institution, university as well as medical college and hospital, while the Bhiwani city is quite famous for its Technological Institute of Textiles and Sciences. A universe of 1208 students on the rolls of three faculties viz. Medical, engineering and law of Maharshi Dayanand University during the
academic year of 1995-96 comprised the sampling frame. A stratified random sample was drawn based on the faculty types (viz. Medical, engineering and law) and level of education (1st year, IIInd year and IIIrd year of undergraduate and postgraduate) as stratificational variables. These three faculties comprises the professional degree courses. Finally, sample was drawn through random procedure from the list of names of students arranged in alphabetic order for each faculty and class. The total number of completed usable interviews were 300, which corresponds to 24.8% of the total population. In our sample, there are 248 (82.7%) undergraduate and 52 (17.3%) postgraduate students.

As regarding social characteristic of the student sample, the age range varied from 17 to 29. In it, 145 students (48.3%) were in the age group of 19-20 years. 53 (17.7%) students comprised the age group of 17-18 years. 49 (16.3%) were in the age range of 21-22 years. 24 (8.0%) students were in the age group of 25-26 years. 5 (1.7%) were in the age group of 27-28 years and 8 (2.7%) students were 29 years of age and above. Concerning gender composition of the sample, almost three fourth i.e. 224 (74.7%) respondents were males and one fourth i.e. 76 (25.3%) respondents were females. In our study, only 18% respondents reported rural origin or upbringing while 82% respondents hailed from urban areas. Regarding religious affiliation of the respondents, 275 (91.7%)
respondents were Hindus, 15 (5%) were Sikhs, 3 (1%) Christians and 7 (2.3%) were from other religions like Jainism, Budhism etc. Regarding caste composition of the sample, 145 (48.3%) respondents hailed from upper castes like Brahmir, Khatri, Arora, Rajput etc., 126 (42.0%) respondents were from intermediate castes like Aggarwal, Jat, Kayastha, Bania etc., 16 (5.3%) respondents were from lower castes like Goldsmith, artisan etc. and only 13 (4.4%) respondents were schedule caste.

So far as family status of respondents are concerned, we have three indicators i.e. father's education, father's occupation and family's monthly income. In our study, 141 (47.0%) respondents described their father's educational status as postgraduate or professional degree holder, 111 (37.0%) respondents upto graduate, 22 (7.3%) upto matric and only 2 (0.7%) respondents described their father's educational status as illiterate. In the case of 24 (8%) respondents, father was not alive. Regarding father's occupation 137 (45.7%) respondents reported high prestige occupations for their fathers, 88 (29.3%) reported middle occupation of their fathers, 42 (14%) reported low prestige occupation of their fathers and in the case of 33 (11%) respondents, either father is not alive or is not doing any job due to old age. Regarding monthly income of the family, most of the respondents i.e. 209 (69.7%) hailed from families of high income bracket with a monthly income of Rs. 7501 and above.
74 (24.6%) respondents hailed from families of middle or average income bracket with a monthly income of Rs.4501 to Rs.7501 and only 17 (5.7%) respondents hailed from families of low income bracket with a monthly income upto Rs. 4500/-. 

**MAIN FINDINGS:**

The general hypothesis of a positive association between level of education and level of modernity gets fully substantiated from our study. In our study, postgraduates are found to be more modern than undergraduates. Our analysis shows that most of the postgraduates i.e. 57.7% fell in the high modernity column, while among undergraduates only 41.1% are in the high modernity column. The results (table 3.1, $\chi^2 = 4.77$, df = 1, p > .01) also shows positive association between educational degree and student modernity. There is also a very clear indication that higher the level of education, higher the level of modernity. Table 3.2 clearly shows that percentages of high modernity cases are increasing fairly with the increase in level of education. Statistically speaking there exists a positive association ($\chi^2 = 7.51$, df=3, p >.01) between level of education and level of modernity. Cross tabulation of level of education with detailed modernity score also shows positive association between level of education and modernity scores. Though
there is slight distortion in two categories of modernity score i.e. 36-40 and 51-55, but it might be due to sample fluctuation and statistically speaking (table 3.3, $\chi^2 = 25.75$, df = 21, $p > .01$), it does not make any difference and shows positive association between level of education and modernity scores. Level of education also holds positive association with most of the orientations i.e. secular orientation, universalistic orientation, independent orientation and civic orientations of respondents thus leading to levels of modernity. Table 3.4 shows that in two orientations i.e. scientific orientation and achievement orientation, there is some distortion. But the difference is too small to affect the trend of senior class getting higher score than the junior class. In order to be more precise, the degree wise mean modernity score on the dimension of modernity was also found out. With the exception of scientific orientation where the mean modernity score of both undergraduates and postgraduates are equal in all the other dimensions of modernity, postgraduates have high mean modernity score than the undergraduates. In terms of faculties (table 3.9), level of education held positive association with level of modernity in law faculty only ($\chi^2 = 4.80$, df = 3, $p > .01$). In medical and engineering faculties, the trend is not statistically significant. Assuming that mass media exerts positive influence on students modernity, we tried to ascertain whether students of senior
classes are more exposed to mass media, than students of junior classes. Our study reveals that it would be wrong to assume that higher the class, higher the exposure to mass media. So on the basis of above discussion, we can say that level of education holds positive association with level of modernity and the results fully support our one of the main hypothesis.

Another important assumption of this study was concerned with faculty variations in student modernity. Regarding this, it was hypothesized that students of medical faculty will be more modern than students of engineering and law faculties and students of engineering faculty will be more modern than students of law faculty. Our results indicate significant faculty differences with respect to modernity. The percentage of high modern was highest in medical faculty i.e. 67.3%, it decreased in engineering faculty i.e. 35.8% and was lowest i.e. 28.9% in law faculty. The results (Table 4.1 $\chi^2 = 34.57, df = 2, p < .01$) also reveal significant faculty differences with respect to modernity. It shows positive association between given faculty order viz. Medical, engineering and law and level of modernity. Table 4.2 clearly shows that mean modernity score of medical students is highest i.e. 49.97, it decreased in the case of engineering students i.e. 45.82 and was lowest in law students, i.e. 45.62. So far as faculty and dimensions wise mean modernity score of the respondents are concerned, in all the dimensions of modernity, the
mean score of students of medical faculty is highest. With the exception of only two dimensions i.e. secular and independent where the mean modernity score of law faculty students is higher than that of students of engineering faculty, in other four dimensions viz. scientific, universalistic, achievement and civic, the mean modernity score of engineering students is higher than that of law students. So it shows that students of medical faculty are more modern than students of engineering and law faculties and students of engineering faculty are more modern than students of law faculty. On examining faculty differences by level of education, at the undergraduate level the results (table 4.4, $\chi^2 = 25.01$, df = 2, $p < .01$) shows significant faculty differences with respect to modernity. The percentage of high modernity was highest i.e. 64.0% in medical faculty, coming down to 36.71% in students of engineering faculty and was lowest i.e. 26.60% in law faculty. In post graduate stratum, statistically there is no significant difference with respect to modernity later on, we examined the mass media exposure of different faculties. One thing that stands out quite prominent in this regard is the overrepresentation of high mass media exposure of students in all the three faculties. Table 4.6 clearly shows that students of medical faculty are more exposed to mass media than students of engineering faculty and students of engineering faculty are more exposed to mass
media than students of law faculty. Overall the results of our study totally substantiates and support the hypothesis that students of medical faculty are more modern than students of engineering and law faculties and students of engineering faculty are more modern than students of law faculty.

In this some additional variables were also examined to find out their relations with modernity. All the additional variables were divided into two sets i.e. social structural and developmental. In social structural variables, we have age, sex, caste, socio economic status, parents education, parents' occupation etc. which are apparently background determinants of modernity. In developmental variables, we have rural urban background, exposure to mass media and participation in extracurricular activities etc., which are believed to hold directly exerting the modernizing influences. In social structural variables, our study has revealed that age has no impact on modernity as there is a lot of distortion between age and level of modernity. Regarding gender composition, our results (table 5.2) shows that females are more modern than males as 50% of the females of our sample fell in high modernity category, while among males only 42% are in high modernity category.
In gender composition, our results are contrary to the general assumption of males to be more modern than females and are familiar with the results of Holsinger (1973). From our perspective, we can say that females are more modern because as our study has revealed that females are comparatively more exposed to mass media and more actively participates in extra curricular activities than males. Concerning caste composition, table 5.3 clearly shows that percentage in high modernity category is decreasing as we move down the castes hierarchy i.e. upper, intermediate, lower and schedule caste. Our results ($\chi^2 = 5.37$, $df = 3$, $p >.05$) also reveal significant differences between low and high modernity scorers with respect to caste. We can say caste has positive influence on modernity. Our results (table 5.4, $\chi^2 = 8.61$, $df=1$, $p <.01$) have revealed significant marital differences in modernity with married respondents getting higher modernity score than unmarried. This lend support to the widespread belief that married are more modern than unmarried. Regarding the family context, the results (table 5.5, $\chi^2 = 1.01$, $df = 1$, $p >.05$) of our study have revealed that there is no significant difference between low and high modernity scorers with respect to type of family they hailed from. So, we can say that neither joint family seems to stifle the modernity nor nuclear family seems to promote modernity. In the context of family size, a significantly larger percentage of high modernity
cases hailed from medium size families with 4 to 6 members. In our study result (table 5.6, $\chi^2 = 1.5, df = 2, p > .05$) shows that family size held no association with modernity. It comes out that large family size not only ill suits modernity, even small size family seems not so conducive for modernity either. Regarding family’s socio economic status, a glance at the table 5.7 shows trend of negative association between family’s socio economic status and students’ modernity, as the percentage of high modernity column shows a downward trend as we move up the scale of family’s socio economic status. Statistically speaking, ($\chi^2 = .20, df = 2, p > .05$) there is no association between family’s socio economic status and student’s modernity.

Regarding father’s education, (table 5.8) shows that there is positive association between level of father’s education and students modernity, as the percentages in high modernity category shows an upward trend and we move up along the father’s education level. Our results ($\chi^2 = 2.52, df = 3, p > .05$) also reveal positive but weak association between father’s education and students modernity. In the context of father’s occupation, the percentages in high modernity column is showing downward trend as we move up along the father’s occupational level. But our results (table 5.9, $\chi^2 = 1.15, df = 2, p > .05$) does not even suggests inverse relationship between father’s occupation and student’s
modernity. Our results shows that there is no relationship between father's occupation and student's modernity. Regarding monthly income of the family, most of respondents who reported high income of the family fell in the category of low modernity, while most of those who reported low income of family figured in high modernity category. The results ($\chi^2 = 1.13$, df=2, $p > .05$) does not shows statistically significant differences even to suggest an inverse relationship between family's monthly income and students modernity. So our study reveals that there is no association between family's monthly income and student's modernity.

Now turning to mother's education, a glance at table 5.11 shows positive relationship between mother's education and level of modernity. The higher the level of mother's education, the greater the percentages of high modernity respondents. The results ($\chi^2 = 3.10$, df = 3, $p > .05$) shows that statistically there is not much significant differences between "low" and "high" modernity scorers with respect to level of mother's education. So we can say that there is positive but weak association between level of mother's education and level of modernity. Regarding mother's occupation, a remarkable feature which is quite significant is that a vast percentage of high modernity cases hailed from those families where mother's are involved in middle occupational status. It is also true that most of the respondents of those families where mothers are
persuing low occupations fell in low modernity category. Statistically, our results (table 5.12, $\chi^2 = 8.13, df = 2, p < .05$) shows that there is no association between mother's occupation and level of modernity.

So among the family socio economic status it is only parents (father's and mother's education) education that have been found to be positively associated with students modernity. Parent's occupation and family's monthly income have shown no association with student's modernity.

Turning to developmental variables, the results (table 5.13, $\chi^2 = .70, df=1, p > .05$) revealed that students with early urban back ground were not significantly more modern than those with rural background. We can say that early residential background is of no consequence to attitudinal modernity. Regarding mass media exposure table 5.14 shows that the respondents with "low" and "high" mass media exposure does not differ significantly with respect to level of modernity. Majority of the respondents of both low and high media exposure fell in low modernity column. However, the differences were not statistically significant ($\chi^2 = .29, df=1, p > .05$) to suggest even an inverse relationship between mass media exposure and level of modernity. Thus our results indicate no relationship between media exposure and modernity.
In our study, very few respondents reported participation in extracurricular activities. The table 5.15 shows that 22% respondents have reported participation in games and sports, followed by 17.3% in cultural programmes and only 7% participated in debates and declamation at university level. At department level, games and sports attracted a larger percentage of respondents i.e. 48.0%, followed by cultural programmes 46.0% and only 32.0% participated in debates and declamation at department level. This shows that non academic type of extracurricular activities like games and sports and cultural programmes were comparatively more popular than academic activities like debates and declamation contests. Our study have shown positive relationship between extent of extracurricular participation and level of modernity. The results (table 5.16, $\chi^2=5.01$, df=2, p>.05) also shows significant difference regarding positive association between extent of extracurricular participation and level of modernity.

In the conclusion we can say that amongst the socio cultural variables, caste, marital status and parent's education have been found to be positively associated with student's modernity, while among developmental variables, only participation in extracurricular activities have shown positive association with level of modernity. In this study, we have got two remarkable information from the students regarding
their professional education: (i) 276 (92.0%) respondents have perceived their professional education as modernizer; (ii) 279 (93.0%) respondents were of the opinion that their professional education will help them in getting satisfactory job or future settlement both from monetary as well as status point of view.

The important finding of this study is that level of higher education is positively related to level of modernity. Our result shows that higher education acts as a modernizer. Since education enables the person to think critically and act rationally, it enables them to utilize the opportunities for moving ahead in life. The value content of education too is changing rapidly and the thrust is toward making Indian society a secular, democratic and socialist society.

We observed in general, science students tend to be more modern than students of social science and humanities courses, if only because insistence on the rule of evidence and verification is the characteristic mark of science courses which, in turn, conditions the mind and is a main spring of attitudinal modernity. As regarding professional courses, their modernizing orientation is symptomatic of their inbuilt status orientation.
Though it can be argued that the students of humanities and the legal profession ought to be more conversant with the socio-cultural milieu of the society but we not only suppose and have obtained enough proof contrary to the contention that the above could be true depending upon the geographical and other locational considerations. Besides being famous for its educational institutions, Rohtak University tends to admit invariably those students who have sort of missed the opportunities in the competitive streams ranking medical profession at the top, engineering in the middle rung and the humanities and legal professional streams at the last. This being the trend and the pointer, it goes without saying that the best talent amongst the student fraternity opts for the above mentioned hierarchy of professions. Naturally, we were quite inquisitive to find out the extent and level of modernity, intra-university and the inter professional streams and our results have unmistakably point out to the hypothetic assumption that the students of medical faculty are more modern than the students of engineering and law faculties.

The study also proves one of the important contention pertaining to the role of education of as the primary agent through which changes in the socio economic and political milieu is being ushered into. That it acts as a catalyst and a vehicle of rapid social transformation gets enough
substantive support from our study which shows that the modernity level of the student gets moulded and enhanced by the various faculty programmes of education and the extent and level of modernity commensurately varies with the level of hierarchical gradation of professional courses in the scheme of our study.

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