

STUDY OF THE EFFECTS OF EDUCATION ON GRADUATE AND POST GRADUATE STUDENTS OF VARIOUS COURSES ON MODERNITY

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SUMMARY

OBJECTIVE

Is education leading the students of different courses towards global modernity ? Is education bringing changes in the behavior of students in the areas of empathy, scientific attitude, social change and high level technology etc.

HYPOTHESIS

It has been studied that education meaningfully influenced the modernity level of the graduate and postgraduate students of different courses of higher education.

PROCEDURE

Survey method was used for the information of modernity level and study data was collected by self-generated questionnaire.

By analysis it was found that education affects the level of modernity. Further, level of education and caste level are affecting education but gender difference was not found to be dominated.

Main words – Modernity, Empathy, Technology, Social change.

INTRODUCTION -

Modernity is based on the thinking and understanding of a behaviour, which is towards success, growth and change in behaviour according to the time. Modernity opens the gate towards social development with the help of intellectual and logical approach. Modernity is a process which overcomes blind faith; generate rationalist thinking and liberalism in ethics. According to the present perspective , modernity has given the idea of global modernity such as empathy, scientific attitude, uniqueness, secularism, universal approach, technology etc. the modern person is the one who is ready to eliminate the traditional and contemporary methods, whose mind is open to accept new ideas, and becoming secular , who believe in equality, justice and freedom. The central reference to modernity is logic and discretion, where there is no place for emotions and sentiments. Humanity is deep rooted inside modernity. It is true that modernity promotes technological system but it is not human centred, then its existence does not have any meaning. The basic elements of the modernity are universal culture in modern world, which includes democracy, equality and secularism etc. modernity does not express any position or status, but it represents a process. Modernity is not a philosophy or movement; it is a process of change in the concept of becoming modern, which is applicable more in dynamic society than stable society. Dynamic society is meant for democratic societies whose economic, social, political development is based on scientific methods. The prevalence of modernity

is inherent in globalisation, liberalisation and privatisation. Globalisation encourages liberalisation and privatisation.

The presence of modernity in India is believed to be from British era. In the British era, the modernity was based on technology, thinking and values. As it results in the development of rationality, intellectualism and humanism. Which gave birth to many new innovation, technology and educational institutes. Proposed by Macaulay, gave birth to English, English would be the new medium of education. Ultimately the new language i.e. English gave birth to many new ideas and shape the way of thinking.

Education not only enhances the person's personality, but also through light on modern ideas, practices and values. People are aware of the values of democracy and equality with the help of education. The most powerful tool in the process of modernization is education which is based on science and technology but we must learn the tapping of science that we do not become a slave of science. Education has played an important role in the process of modernisation. Due to spread of education, intellectual class was created in India, who did study of religious texts of Hindu religion, traditions and customs and gave birth to new values through the social movements, by opposing many ideas based on the principles of Hinduism. Education give birth to economic prosperity, humanism, equality, freedom, secularism, logic, rationality, mobility, democratisation etc. some technologies have been established from modernity in the form of innovative instruments, fertilisers, communication instrument, development of industrialisation, per capital and national income. Education establishes new ideas and values. In brief, education is a foundation stone of a well civilised human being with social values attached within and can be a tool to develop a better society.

RATIONAL / JUSTIFICATION OF EDUCATION –

Education is the medium to bring change in ideas of students. Through education only society can be changed. Rapid changes in today's society have come due to education only when role of education is considered so important then the question arises that –

Is higher education developing modernity in our society ?

Is it bringing changes in the attitude, values and beliefs of youths ?

Do education levels and education curriculum affect modernity ?

Are both men and women becoming equally modern by education ?

Do educational courses affect the modernity of students ?

Are they ready to accept social, economical, political changes ?

PROBLEM STATEMENT –

To find answer to above questions and do understand facts, need of research was experienced and problem statement for research was thus, stated – “Study of the effects of the education of graduates and post graduate students of various courses on modernity.”

OBJECTIVES OF STUDY –

1. To find out and compare the level of modernity of graduate and post-graduate students of different courses in higher education (teacher education, management, technology and general course).
2. To compare modernity of graduate and post graduate students of different courses of higher education.
3. To compare modernity of students of general and professional courses.
4. To obtain information of gender differences in the modernity of students of different courses of higher education.
5. To find out caste based differences in the modernity of graduate and post graduate students of different courses of higher education.

HYPOTHESIS – 1

Following are the hypotheses of proposed research –

1. Education effectively affect the level of modernity of graduate and post – graduate students of different courses of higher education.
2. Effective difference is found the level of modernity of graduate and post – graduate students of different courses of higher education.
3. Effective difference is not found in the level of modernity of students of general and professional courses.
4. Effective difference is found in the students of different courses of higher education on the basis of gender.
5. Differences were not found in the level of modernity of graduate and post graduate students of higher education.

Selection of monitor is done through standardized monitor method. In the proposed study, compilation of twenty percent students of different graduate and post graduate courses, studying in Jaipur district have been selected through standardized monitor method.

EQUIPMENT –

Equipment used in study – for information of modernity of students survey method was used in the following study.

To obtain information about level of modernity questionnaire related to modernity was created and authenticated, in which following components were taken – empathy (to see oneself in other's situation), mental dynamic, high participation, clarity of aims, unification of aims, institutional political competitions achievement motivation, logical objective, secularism, assessment of means, novel attitude, faith in possibilities, desirability of change, social, economical and political discipline, high level technology.

CONCLUSION OF RESEARCH –

1. Education effectively affects the modernity in graduate and post graduate students of different courses of higher education related conclusion are presented in following parts –
 - Conclusion regarding modernity of graduate and post graduate students.
 - Conclusion regarding modernity level in students of professional education courses.

The percentage of level remained more on the post graduation level than the graduation level, thus it can be stated that education as a result of educational growth affects education in a meaningful way.

HYPOTHESIS -2

The students who are gaining education through various graduate and post graduate courses have different level of modernity.

In modernity, there is no difference between graduation and post graduation. Climbing up the top notch of education increases skill and qualifications. Graduate and post graduate students in the faculty of knowledge and commerce affect the modernity equally. This difference is found in under graduate and post graduate students of teacher education.

In relation to the components of modernity, changes in interpersonal, political competition, high engagement, innovative approach at the graduate and post graduate level have been found, so this component affects the higher level of education.

Parability, clarity of goals, aggregation of goals, motivation for achievement, secularism, logical purpose, social, economic and political discipline, equality in graduate and post graduate students in high level technology components has been found.

HYPOTHESIS – 3

There is no significant difference in the level of modernity of students in general and vocational courses.

Conclusions of component differences in modernity of students of general and professional courses.

Conclusions of modernity related difference between students of general and vocational courses.

Modernity is not found in students of general and professional courses, general assumption is that the students of business curriculum are more modern. This difference is not found in the study presented. Regarding components, psychic dynamism, high participation, mobilization of goals, organizational political competition, achievement motivation, logic objective and assessment of resources, new approach towards lifting the socio-economic and political discipline, there is no difference, but there is difference in the likelihood and possibility of change in terms of components and the possibility of modernity. In these incidents, students of general course were found less interested. Difference in these components have been found general and vocational courses. It is necessary to reduce them by educational environment education must be made more effective in accepting changes in goals and students.

HYPOTHESIS – 4

Students of different courses of higher education have a meaningful difference on the gender basis in modernity.

It is often found in the bias regarding various issues that there is a difference in the context of modernism in students, but this bias in the study has not been certified. Girls and boys are moving equally towards modernity, education is helping them to become modern.

In modern context, the faculties and students of professional courses, in the context of the components of modernity, in terms of components of modernity, empathy, mental dynamism, high participation, clarity of goals, aggregation of goals, logical objectives, secularism, new approach change, desirability, social, economic and political discipline, logic differences were not found in high level technology, but gender gap was found in institutional, political competition and achievement motivation. The trend of women's class was not found in politics and was found to be satisfied with general work and ordinary achievements.

HYPOTHESIS – 5

Graduate and post graduate students receiving higher education, do not find caste differences in modernity level.

Various courses have found differences in modernity of general and disadvantaged sections of under graduate and post graduate students. Students of general category are ahead in the race for modernity, so it has been found that the impact of education in the general and disadvantaged sections falls in the social background. Efforts should be made to increase the level of modernity through education. But when modernity was examined by the researchers on the basis of different faculties, this difference could not be found. On this basis, education influences modernity in same form.

ACADEMIC VIABILITY/ CONCLUSION

There is a close relationship between education and modernity. In the absence of education, modernity can not be made real and universal, from this point of view, education is automatically added to modernity. Education is an effective means of achieving the goals of modernity. The new dimension of modernity is bringing about changes in the lives, values, mentality of the students, but is everything happening in the right direction, for this the curriculum and learning experiences should be strengthened. Education is playing an important role in reducing gender distances in the level of modernity.

Caste distinction are found in some components of modernity, reducing caste distinction by improving the growth of education in the context of these components. Modernity is needed in the real and critical way of education. It plays an important role in developing the right attitude towards its acceptance and non-acceptance.

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