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## **Modernization in day-to-day life of Bodo Women in rural areas of BTAD- Assam**

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### **Abstract**

*Modernization is a process of change taking place in the human society in the social, political, economic fields etc., it can basically be said to be a change in the outlook of the people. The key to understanding modernization lies in thinking of it as a set of change that affects the whole society. These changes are many and complex. Each is linked to the others. Moreover, the process is different in each country, depending on its history. The modernized countries cannot be imitated blindly. One country's model cannot be adopted indiscriminately by another. A country must retain its entity and should not sacrifice its originality in craze for modernity. There has been unprecedented explosion of knowledge during the last few decades in a traditional- society. The quantum of knowledge is very limited and gradually increased so that one of the main aims of education i.e., preservation and maintenance of existing culture, is achieved. But in modern society, the quantum of knowledge is too vast and rate of growth is too fast. One of the important tasks of education is to keep pace with this progress of knowledge and teach the students to acquire such knowledge- 'How' rather than 'What'. So process is found more important than product and critical as well as creative powers are encouraged.*

*Modernization has its impact among Bodo women in rural areas of Bodoland Territorial Area Districts (BTAD) in day-to-day life. Bodo women have become modernized and empowered in every aspects of life- be it style, dress, household work, education, driving, marriage, decision taking, business, job, status, health, family planning, attitude and so on. These aspects of Modernization have given different outlook to Bodo women of BTAD, Assam-India.*

**Key Words: Bodo Women, BTAD, Change, Culture, Empower, Modernization, Outlook, Process, Traditional**

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**Introduction:** The process of Modernization is viewed as a onetime historical process which was started by the Industrial Revolution in England and the political Revolutions in France. It created a gap between these new societies and the other backward societies. Modernization is a historical inescapable process of social change. Modernization first occurred in the west through the twin processes of commercialization and industrialization. The process of modernization as it has obtained, is global in character. But the response to this process has

been different in different countries of the world depending upon their historical, socio-cultural patterns and political systems.

To the common man industrialization and automation symbolises modernization. Due to science and technology the pace and progress has been amazingly accelerated during the twentieth century. Now, man has left his foot-prints on the face of the moon. He is travelling from place to place faster with meteoric speed. He has almost conquered the time and space. Industrialization has given a material culture unprecedented. Agriculture has been revolutionised and the biological, mechanical and chemical processes have increased the yield beyond imagination. In all fields production has increased spectacularly with the utilization of all modern means, materials and methods. The applied technology has also many other significant effects one and implications for social and cultural life and it involves fundamental, social and cultural changes which are broadly described as 'Modernization'.

The term Modernization 'does not denote any philosophy or movement, but it only symbolises a process of change. In fact, 'Modernization' is understood as a process which indicates the adoption of the modern ways of life and values'. The term was being used previously to refer only 'to change in economy and its related effect on social values and practices'. It was also described as a process that changed the society, from primarily agricultural to, primarily industrial economy. As a result of the change in the economy the society itself underwent changes in values, beliefs and norms. But, today, the term is given a broader meaning.

Today, the term, 'Modernization' is understood as an attempt, on the part of the people, particularly those who are custom-bound, to adopt themselves to the present time, conditions, styles, and ways in general. It indicates a change in people's food habits, dress habits, speaking styles, tastes, choices, preferences, ideas, values, recreational facilities and so on. It is also described as 'social change involving the elements of science and technology'. The scientific and technological invention have brought about remarkable changes in the whole system of social relationship and installed new ideologies in the place of traditional ones.

**Smelser**- Modernization refers to "a complete set of changes that take place almost in every part of society as it attempts to be industrialised. Modernization involves ongoing change in a society's economy, politics, education, traditions, and religion" (refer pg-317, Sociology-primary principles-C.N. Shankar Rao).

**Alatas**- "Modernization is a process by which modern scientific knowledge is introduced in the society with the ultimate purpose of achieving a better and a more satisfactory life in the broadest sense of the term as accepted by the society concerned" (refer pg-317, Sociology-primary principles-C.N. Shankar Rao).

According to the report **Education Commission of 1964-66**, "we have already stated that the most distinctive feature of a modern society, in contrast with a traditional one, is in its adoption of a science based technology. It is this which has helped such societies to increase their production so spectacularly. It may be pointed out, however, that science based technology has other important implications for social and cultural life and it involves fundamental social and cultural changes which are broadly described as 'modernization'(refer pg-99, Sociological foundations of education- Dr. Sunita Agarwalla).

In the words of **William E Moore**, "Modernization is a revolutionary change leading to transformation of a traditional or pre- modern society into the type of technology and associated social organisation that characterizes the advanced, economically prosperous and relatively politically stable nations of the world" refer pg-100, Sociological foundations of education- Dr. Sunita Agarwalla).

The ecology of modernization pre-supposes certain infrastructure like the whole some political ideology, its effective operation, viable national economy, functionally literate

population, skilled manpower, dynamic value system, high motivation etc. the explosion of knowledge, rapid social change, need for rapid advance and soon are responsible for modernization.

**Review of Literature:** Some scholars have conducted studies related to modernity in different perspective. **Kalliath, R.P. 1988** have conducted a study on individual modernity and its relation to the educational background and the home environment. The study operationalised individual modernity (IM) as a mind- set which enables an individual to function as a rational being in modern society.

**Lalrinkimi 1989** has studied on socio- cultural correlates of modernity in Mizoram. The study tries to examine the socio- cultural correlates of modernity in Mizoram. In her study she found that education was found to be effective in moulding the attitude of the subjects in a positive direction toward modernity, the level of education being significantly related to the overall modernity attitude and attitudes toward family and education. Media exposure, urban orientation, religious orientation (negative) and contact with other cultures appeared to be significant socio- cultural factors affecting the attitude toward modernity. Other findings are the personal factors such as- socio- economic status, occupation, family income, family facility, parental education and age (negative) revealed a considerable influence on individual modernity in attitudes. It was also significant that Mizo women appeared more modern as compared to their male counterparts in her studies.

**Objectives of the Study: The present study has the following objectives**

1. To focus the glimpse of Modernization among the Bodo Women of Village areas in BTAD.
2. To know about the various aspects of Modernization among Bodo women of village areas.
3. To find out the positive aspects of Modernization among Bodo Women of village areas.
4. To assess the modern outlook and attitude among Bodo women of village areas in relation to their health and standard of living.

**Definition of the Key word: BTAD-** The Bodoland Territorial Area Districts (BTAD) popularly known as Bodoland Territorial Council (BTC) has a total area of over 8970 sq. kms. The map of Bodoland overlaps with the four districts. They are Bagsha, Chirang, Kokrajhar and Udalguri in the Assam. At present Kokrajhar serves as the Headquarter of BTAD.

**Description of Bodo:** Bodoland, popularly known as the ‘Hidden Paradise of Assam’ is located on the north bank of Brahmaputra river in Assam in the North-East India by the foothills of Bhutan and Arunachal Pradesh; inhabited predominantly by Bodo language speaking distinct ethnic groups: Boros, Assamese, Rabha, Koch- Rajbongshi, Garo, and other indigenous Mongoloid tribes.

‘The Bodo’ is a generic term. It includes the Boro-Kacharis, the Mech-Kacharis, etc. living in the North eastern states of India. They have distinctive culture, tradition, language and literature of their own. Dr. Kameswar Brahma, a noted scholar rightly writes: “The Bodos are a race of the Mongolian people who are described to be inhabitants of a country north of the Himalayas and west of China. This land is known as Bod. The word ‘Bod’ is supposed to mean a homeland. It is also said that there were many parts of the country known as Hor Bod, Kur Bod, etc. the inhabitants of Bod country are known as the Bodo- Fichha or Bodocha or Bodosha. Bodo means land and Fichha or Cha means children, hence children of the Bod country. In course of time they come to be simply known as Boddo- Bodo- Boro”.

The Boro is the second largest community in the NE region of India with centuries old social, political, cultural history and rich heritages. It is the mother tongue in the vast Bodo

dominated areas and associated official state language of Assam. The demand of the Bodo Sahitya Sabha for introduction of Bodo as medium of instruction was conceded by late Bimala Prasad Chaliha, former Chief Minister of Assam, in 1963. Since then Bodo was introduced as medium of instruction at the elementary stage of education in Assam. Other important landmarks of the Bodo language are stated below:

- a) Ever since 1975, Devnagri script has been used for Bodo language in academic curriculum and writing of Bodo literature at large.
- b) Bodo has been a medium of instruction at secondary schools from 1968.
- c) Bodo has been recognized as Modern Indian Language by the Gauhati University, North Eastern Hill University (1978) and Dibrugarh University (1995).
- d) Bodo has been given a status of Associate Official Language of Bodo dominated areas of Assam vide enactment of Assam Official Language Act 1985.
- e) M.A. Degree course in Bodo was introduced in Gauhati University in 1995.
- f) Certificate Course for Non- Bodos and Diploma Course in Bodo language were introduced in Gauhati University.

That is, language is the most effective medium of exchanging views, ideas and culture worldwide. Dr. Suniti Kumar Chatterjee lauded the Bodos for its richness and historicity. B.H. Hodgson used the word 'Bodo' for the first time to denote Bodo language and its speakers. Since then missionary researchers and writers had started taking keen interest in Bodo language. They made various investigations into Bodo language, particularly, its origin, growth, development and the population of the speakers of Bodo. Missionary works on Bodo language and grammar had begun in 1797 and ended in 1959, the year of publication of Rev. H Holversrud's Boro Grammar. The following are the important works on Bodo language:

1. Rev. S. Endle: An Outline of Kachari Grammar (1884)
2. Rev. L. Skrefsrud: A short Grammar of the Mech or Boro Language (1989)
3. J.D. Anderson: Dimasa Vocabulary (1985)
4. A. Christiansen: Grammar and Dictionary of Kachari Language (1904)
5. Bestold: Dimasa Grammar (1906)
6. Rev. H. Holversrud: Boro Grammar (1959).

Bodo Sahitya Sabha, which was founded at the Basugaon conference held on November 16, 1952 tried to get Bodo language introduced as medium of instruction since day of its inception. In the long run, the government had conceded the demand and accordingly Bodo was introduced as medium of instruction from 1963. Further, the government had introduced Bodo as medium of instruction in the secondary level of education also Textbooks and other anchillary literary works were brought out in Bodo. In the sixties the following works of Bodo linguists and grammarians were published:

1. Gahin Chandra Basumatary: Bodo Bhasar Jotua Bakyangsobor.
2. Prof. Madhu Boro: Boro Bhasat Sankhya Basak shovdobar.
3. Tarun Chandra Basumatary: Boro Bhasar Keitiman Kotha.
4. Rev. H. Holversrud and Maruram Mushahary: Boro English Dictionary. Gahin Chandra Basumatary: a) Boro Benjon Bornoboror Ucharon.  
b) Bodo Aru Gosthio Bhasaboror Majot Dhanibhed.

A movement for Roman script for Bodo language was launched from September 12, 1974 to February 12, 1975. The movement was spearheaded by the Bodo Sahitya Sabha in collaboration with the Kokrajhar District Bodo Sahitya Sabha. However, after a bloody movement resulting in the loss of life of some promising Bodo youths, the Bodo Sahitya Sabha was given Devnagri script for the Bodo language. The introduction of Bodo as medium of instruction right from primary to secondary level gave much fillip to Bodo

writers. Textbooks and ancillary literature in Bodo were published. Bodo writers, with renewed vigour and enthusiasm, resumed their literary activities. Poetry, proses, short stories, novels, dramas, reviews critical analysis and life- sketches had grown and prospered in the early sixties. Adoption of Devnagari script for Bodo language did not stop the development of Bodo literature. The process of reformation and modernization which had started since 1963, is still operating today to adapt Bodo language to the present need. Bodo was recognized by Gauhati University in 1977 as a Modern Indian Language (MIL). In the same year Bodo was made subject language in Pre- University level. Bodo was made Associate Official Language by the Government of Assam in 1985. Certificate course in Bodo has been started by Gauhati University. It has also started a Diploma Course in Bodo from 1994 and post-graduate course in 1995.

**Methodology and Data Collection:** The present study is based on the secondary information as well as on Village survey of Dotma Block under Kokrajhar district of Assam. The secondary information is collected from different sources like books and journals. 15 villages were selected for the study. They are- Naigaon Batabari, Debargaon, Belguri, Thaignerguri, Nepalpara, Kolobari, Gwjwnsri, Laokhriguri, Khunguri, Khuntaibari, Ontaibari, Dolorpara, Tengaigaon, Serfanguri and Podobil.

**Analysis and Discussion:** India was considered to be one of the advanced nations of the world. Before the advent of Britishers, India was educationally and culturally more advanced than most of the western countries. The attainment of Independence created high aspirations and strong motivations for launching a revolution which would be epoch-making and spear-headed to undo the harm done by the British system through centuries, make up the deficiencies and bring about a take-off in all aspects of her national life.

The heterogeneous meanings which have been attached to the concept of Modernization have been due to a wide range of interests, level of abstraction and degrees of attentiveness to definitional problems. Careful examinations of the concept reveals that the attributes and indicators of Modernization as have been conceived are the products of diverse influence and are inter-disciplinary in nature.

Economists, psychologists, political scientists and sociologists ( C.E. Black, W.C. Smith, Mc Clelland, David After, Alex Inkles, Parsons, Lerner ) have reacted to the challenges of the contemporary times in their own way, depending on their academic persuasion and training. In spite of their heterogeneity in Conceptualisations of Modernization, the Modernization theorists have credibility in bringing similarities which are readily apparent among various conceptualisations.

Modernization involves a transformation of social, political and economic organizations. "This includes the transformation indicated by Durkheim, from 'mechanical solidarity' to 'organic solidarity' that indicated by Becker, the transformation from the 'change-resistant sacred outlook' to the 'change-ready secular-outlook'; the transformation indicated by Weber, from 'personal bonds' to impersonal relation with bureaucracy; and the transformation from 'status-based' relations to 'contract-based' relation as indicated by Maine, long ago. It applies to the individualists form of organization of the Western Model, the Communist form of organization of the Russian or Chinese model as well as to the socialistic pattern of the Indian model" ( ref; B.Kuppu Swamy in his 'social change in Modern India'- 1972 ).

That is why the Kothari Commission has suggested, "In India, as in other countries where similar conditions prevail this would require among other things, a new approach to the objectives and methods of education and changes in the training of teachers. Unless they, are trained in new ways of teaching and learning, the students in Schools and Colleges will not be able to receive the types of education needed for the new society".

It was rightly considered desirable to revamp, revise and overhaul the educational system which was in-effective and even irrelevant in the changed circumstances. The most outstanding measures taken by free India are in respect to provision of huge funds, opening of thousands of educational institutions, appointment of teachers in large numbers and so on. The symbolic of her anxiety for reforming education is the appointment of Three Education Commission i.e, i) The University Education Commission- 1948, under the Presidentship of Dr. S. Radhakrishnan. ii) The Secondary Education Commission- 1952 headed by Dr. Lakshman Swami Mudaliar and iii) National Education Commission- 1964 under the chairmanship of Dr. D.S. Kothari.

Another feature of a modern society is the dynamic process of social change. In a traditional society the process of social change is very slow and conservatism of the educational system does a little or no harm. However, in a modern society change is so rapid that the educational system has to keep itself abreast with the latest developments. Therefore, it is imperative to adopt a dynamic policy and infra-structure of education which can continually renovate itself, otherwise, it will not only hamper progress, but also tend to create a lag between national aspirations and realities so education is to be a dynamic process, not only for imparting knowledge as a finished material but also to generate interests and curiosity, inculcate attitudes and values and teach essential skills for independent study, and judgement. This is necessary for enabling students to be competent citizens of the future for initiating as well as adapting with the drastic social changes.

#### **Characteristics of Modernization**

1. Modernization means an overall transformation of attitudes, norms and values.
2. Modernization leads to the creation of an open society.
3. Modernization involves an increase in social unrest.
4. Modernization brings about changes in the social system to meet the rising expectations of the people.
5. Modernization is a process in which less developed societies acquire some characteristics of the more developed countries.
6. Modernization is not measurable.

Students of Modernization have identified many dimensions of process. The process has its economic, political, educational, technological, military, administrative, cultural and other faces. The concept has been used in a very, diffused manner. Still, some of the patterns that are common to most modern countries have been identified. Smelser makes a reference to them in the following way.

1. It involves a change from simple, traditional techniques such as hand- weaving toward the use of scientific knowledge and technology for example- powerlooms.
2. Agricultural shift from subsistence farming to commercial farming on a larger scale. This means growing cash crops, buying non- agricultural products in the markets on a large quantity and often hiring people to do farm work.
3. In industry there is a movement away from the use of human and animal power and towards the use of machinery driven by non- human power. For example- ploughs pulled by oxen are replaced by tractors driven by hired hands.
4. The society changes from the farm and the village centered one to that of the industry and city centered one ( ref: 'Sociology' by N.J. Smelser- 4<sup>th</sup> Edition, 1993 )

In addition to the four major patterns, other patterns of change have been observed in Modernizing social structure. Traditional religious systems tend to lose influence. Powerful non- religious ideologies such as patriotism, nationalism, democracy, secularism, etc. arise. The family changes in many ways, both in

terms of its structure and functions. Its economic, educational, recreational and other functions tend to diminish. Its size gets smaller and smaller. Extended families and kin-groups break up into smaller units. Personal choice becomes the basis of marriage rather than parental arrangements.

In education, the literacy rate increases greatly and formal educational institutions become widespread. Mass media also serves the purpose of educational resource and information channel. New form of administrative organization such as bureaucracies, develop in the political, economic, educational and other fields.

In addition to these changes in the social structure, some psychological changes do take place in the society's members. Studies of Alex Inkeles and David H. Smith (1974) have revealed that the modern man has become an informed participant citizen. He is highly independent and takes independent decisions relating to his personal affairs such as education, marriage, occupation, etc. he is not much carried away by the traditional influence. He is ready for new experiences and ideas. He is relatively open-minded and cognitively flexible.

Thus, the process of Modernization includes in itself the gradual development of a vast new system of social structures and psychological traits. As a society becomes more productive and prosperous, it also becomes more complex in social and cultural terms.

**Aspects of change in Modernization:** Rustow and Ward have identified the following aspects of change in the process of Modernization (refer pg-101-102, Sociological foundations of Education- Dr. Sunita Agarwalla):

1. Industrialization of economy and adopting a scientific technology in industry, agriculture, dairy farming etc. to make them highly productive.
2. Secularization of ideas- that is, a diffusion of secular- rational norms in culture.
3. A remarkable increase in geographic and social mobility which includes occupational mobility also.
4. A spread of scientific and technical education.
5. A transition from ascribed to achieved status.
6. An increase in material standard of living.
7. High proportion of working force employed in secondary and tertiary rather than primary production, that is, manufacturing and services as opposed agriculture and fishing.
8. An increment of mobility in the society, understood in terms of urbanization, spread of literacy and media participation.
9. High expectancy of life at birth.
10. Relatively greater measures of public participation in the polity or at least democratic representation in defining and choosing policy alternatives.

**Criteria of Modernization among Bodo Women's day- to-day life**

1. **Dress-** Bodo women became modern in their dressing style. Though they maintain their traditional dress attire, still they linked up it with the modern approach. The traditional handloom woven 'Dokhona' which is traditional attire for Bodo women are now modified with the powerlooms. The 'dokhona' looks more attractive and beautiful. Different designs of flowers are decorated in the 'dokhona'. Multi- colours flowers with attractive designs have changed the outlook of beautiful Bodo Women in BTAD.
2. **Marriage-** Bodo women became independent regarding marriage decision. Love-marriages are common among Bodo community. Earlier it was not so. Arranged marriages do take place but still the girl has a choice over it. Early marriages are not to be seen in ancient time.

3. **Education-** Education has played a great role in bringing the Bodo women to modern attempt. Bodo women now have an approach to higher education equivalent to boys/male. According to 2001 census the literacy rate of Kokrajhar district was 52.55 %. According to 2011 census the literacy rate of Kokrajhar district increased to 66.63% ( male- 73.44%, female- 59.54% ) whereas the literacy rate of Assam is 67.27 as per 2011 census.
4. **Cooking-** Cooking among Bodos in villages earlier were done only with firewood. Today cooking is done with cylinder gas as well as with electrical appliances. Cooking with firewood can hardly be seen now.
5. **Style/ Fashion-** Bodo women today tends to live in style and fashion. Bodo women were initially very simple in their looks and style. Today with the help of media Bodo women in villages too tends to catch up the latest style and fashion prevalent in serials and movies. Thus we can say Bodo women are now fashionable.
6. **Driving-** Driving is a task to be done by male counterparts among Bodos in olden times. But it can be seen today that Bodo women goes to work with car, scooty independently without the help of man. Bodo women today drives by their own. Mother's now comes to drop their children to school by scooty or some by cars. Fathers or man are hardly seen in the school premises dropping their children. This shows that Bodo women become more responsible and confident today.
7. **Tube well to machine and tape water-** in Bodo villages it was a fact that out of the whole villages there exist only one well where the whole villagers fetch water from the same well. But a great change has been seen that out of only one well it is seen that each and every houses have their own water tank where it becomes easy for the women in their work. Not only that, today well is not enough where the Bodo women has only to on the switch of the machine to get the water which is a great privilege of not losing energy in fetching water from far away.
8. **Employment-** Bodo women are housewives in most of the family among Bodos- a tradition. Today, the fact turns to be opposite, Bodo women are mostly employed even in villages. They are employed in different fields- Govt. jobs, private jobs, beautician, Aasha, Nurse, ICDS workers, Anganwadi workers, Block workers and private business. Bodo women are now self- sufficient.
9. **Health/ Family planning-** Bodo women were ill- health and were not aware of the family planning. The positive aspect we see today is that family is maintained by wife or the mothers at home where a great task of family planning has to be taken by both husband and wife- bodo women today have a weightage in family planning. Because of that a mother today can maintain their health to a much better one.
10. **Status-** Bodo women in villages today have a status equal to that of a husband or man. Bodo women can give their idea in decision taking at home. Earlier women were only to listen but today they can express their views and ideas to a great extent. Bodo women are now truly empowered in a right way.

**Causes of Modernization:** Modernization is not a result of single factors; rather number of factors is responsible for it. According to Sociologists the following can be said to be the causes of Modernization:

1. **Education:** Education plays an important role in the process of Modernization. In the present days various innovations have taken place in the field of education pertaining to the fields of science and technology. Education helps in the creation of skills and attitudes required for technological innovations. There are however some sociologists who are of the view that formal education alone is not sufficient for teaching skills. University education has led to an increase in the number of degree



holders, which necessarily does not mean that they are skilled and have a modern attitude. This however, does not underestimate the role of education in national development and the process of modernization.

2. **Mass- communication:** Recent development in the field of mass-communication is greatly responsible for modernization. Modes of mass communication including newspapers, magazines, television, radio, movies, telephone, internet etc. are very instrumental in spreading modern ideas at a very fast rate. Mass media opens up the society to new information, thought and attitude. The only difficulty here is that if the media is controlled by the government it may not be able to put the correct views but the views of the ruling government. For this it is very much necessary that the media be impartial in its news and views.
3. **Ideology based on Nationalism:** Nationalism and democracy are two very important factors of modernization. National awareness and political consensus play great role in bringing about a feeling of nationalism in the minds of the people. Nationalistic ideologies serve as a unifying force in bringing the people together and also the political elite in changing the behavior of the masses.
4. **Charismatic Leadership:** Leaders with charisma have a better impression on the people. He/she can influence the people to adopt modern beliefs, values, practices and behavior patterns. But, it has to be seen that these leaders do not try to take undue advantage of their position and make use of modern values and ideas for their own glorification.
5. **Coercive Governmental authority:** Sometimes it is found that if the government is strong and stable it may adopt coercive measures to compel people to accept the modern values and ways of life. This may pressurize the other governments and people to follow the same.
6. **Urbanization and Industrialisation:** Urbanisation and Industrialisation are two very important processes related to modernization. 'urbanisation' as a term means the process of growth and expansion of cities. And 'Industrialisation' as a term means the unprecedented growth and expansion of industries. These two processes have led to great economic and technological development.
7. **Universal Legal System:** The modern legal system which has taken the place of traditional customary laws universally has accelerated the process of modernization. This system is more accepted and supports the cause 'Individualism' leading to the protection of the rights and freedom of every individual.

**Role of Education in Modernization:** Education is the most important instrument of modernization from the very beginning. Following are the role of education in bringing Modernization:

1. **Change in attitudes and beliefs:** Education plays a significant role in the system of attitudes, beliefs and values. It also enhance the acceptability of modern technology.
2. **Growth of the infrastructure:** Education helps in the growth of the infrastructure essential for adaptation to technology based specific national needs.
3. **Establishing foundation of institutions and organization:** Education, establishes the foundations of institutions and organizations which could in time take the responsibility for innovation and technological growth.
4. **Creates skills and attitudes:** Education involves a sense of national loyalty and creates skills and attitudes essential for technological evolution.
5. **Importance in national development:** Importance of education in national development cannot be divided which is believed to be associated with

modernization. Education brings change in knowledge, skills and attitudes needed for national development. That is why in recent decades education including mass communication is given utmost importance.

6. **Identifies leaders:** Educational helps in identifying leaders who can impress upon the people to adopt modern beliefs, values, practices and behavior pattern.
7. **Socialization:** As an instrument of socialization education projects new images and values. It helps in removing unnecessary attitudes and behavior in modernization.
8. **Promote national consciousness:** Education promote the development of national consciousness and helps people to see their needs and problems in a national perspective.

Thus, it can be said that, with proper planning and efficient direction, education make a meaningful contribution to the attainment of modernization. It develops attitudes and ideologies required for the adoption of modern technology and its associated values to sustain the programmes of modernization.

**Problems of Modernization:** According to Prof. Ram Ahuja (refer pg-322, Sociology-primary principles- C.N. Shankar Rao) there are five main problems of modernization. They are:

1. Modernization demands that society must change in all ways at once. It is however not possible to plan and materialize such a regular and coordinated pattern of growth. Some amount of social interest, hence, is bound to be there. For example- discrepancy between mass education and employment opportunities.
2. During the period of modernization structural changes mostly remain uneven. For example- industries may be modernized but religious system, family system remain conservative only.
3. Modernization of social and economic institutions may create conflicts with the traditional ways of life. For example- trained MBBS doctors may pose threat to the traditional medical practitioners.
4. It is observed that most often roles adopted by the people are modern, but their values continue to be traditional. For example- New business firms, shops etc. are opened as per the dictates of the traditional 'Muharrat'.
5. It is also observed that there is often a lack of co-operation among agencies which modernize and those which are already modernized. This leads to the problem of 'cultural lag'.
6. Lastly, though modernization raises the aspirations of people, the social system does not provide enough chance to materialize them. This creates frustration, disappointment and social unrest.

**Conclusion and Suggestions-** Essentially, Modernization denotes a dynamic process, a powerful movement from traditional and quasi- traditional border to certain desired types of technology and the resultant changes in the social structure, value- orientation, motivation, achievements and aspirations. It implies change in the value system and involves the substitution of old images and structures with new ones. An important aspect of modernization is a new equilibrium to be reached and maintained. Any change in the society upsets various factors and thereby brings about many difficulties and problems. The old equilibrium gives way to a new one. Unless education is made relevant to the life, needs and aspirations, it cannot be effective and successful. In order to make education attractive and meaningful to them, new methods, materials and media are to be utilized. The composition of the intelligentsia must also change and now it should consist of competent persons both men and women drawn from all strata of the society. The educated people must also represent

from all vocations and disciplines like technical, scientific skilled, artistic and so on. Modernized society must develop with the contribution from all concerned, particularly scientists and technicians camp (competency) of our educated people must also be of high standard. So, for maintaining adequate standards of education, research and science, a good number of major universities and centres of advanced learning should be developed in our country. Modernization does not mean complete isolation or segregation from the past tradition. It must be built on the past reflecting the needs of the present and vision of the future social order. India's prosperity and modernization must be based on the moral and spiritual values enshrined in its culture. The Kothari Commission has aptly said, "Modernization, if it is to be a living force, must derive its strength from the strength of the spirit. Modernization aims among other things at creating an economy of plenty which will offer to every individual, a large way of life and a wider variety of choices". Freedom of choices is very advantageous, but it depends on one's value system and motivation. The social moral and spiritual values will greatly influence one's decisions for common good or for selfish end. Expansions of knowledge must be strengthened with these values. It is felt that weakening of moral and spiritual values in the modern youths is creating man serious social problems and ethical as well as psychological conflicts. Therefore social workers and thinkers have suggested that knowledge and skills contributed by science and technology should be supplemented by values and insight associated with ethics and religion at its best. Inter human relationship, quest for truth, fellow-feeling, service to the humanity and so on should influence many of our decisions and choices. In short, value judgement should orient our education system. Right values are to be inculcated in the students at all stages of education.

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