



UNDERSTANDING OF EDUCATIONAL MODERNIZATION OF HIGHER SECONDARY SCHOOL ORAON STUDENTS OF SURGUJA DIVISION

¹Kalyanus Minj, ²Dr. Ignatius Topno,

¹Research Scholar, ²Professor and Principal,

¹St. Xavier's College of Education (Autonomous), Digha Ghat, P.O., City-Patna State- Bihar,
India

²Professor and Principal, St. Xavier's College of Education (Autonomous), Digha Ghat, P.O.,
City-Patna State- Bihar, India

Abstract: Education is the key to better quality living. Education brings out inner and hidden talents and abilities, leads to learning and acquiring new knowledge, accelerates, enhances and sharpens progress in skills and competencies, paves way for an individual and for a society, gives directions, dimensions and possibilities for changes, transformation and growth. Educational Modernization in education is a step forward to cope up with modern changing times, a gradual process of modification of educational contents, systems, methods, models, techniques, and increasing use of technologies, gadgets and programme applications in teaching-learning to accelerate, enhance and sharpen knowledge, capabilities and skills for transformation of an individual as well as the society for better prospects and improved living standards. Keeping in mind the above aspects, the scholar envisages to study in the area of Higher Secondary School Oraon Students in their Educational Modernization on the basis of age, gender, location of residence, medium of instruction, types of schools, stream of subjects using survey method to collect the data and analyse the data using mean, median, SD. The result showed that there is a significant difference the mean scores of Educational Modernization of Higher Secondary School Oraon Students of Surguja Division on the basis of Hindi and English Medium of instructions, whereas there is no significant difference on the mean scores of Educational Modernization on the basis of age, gender, location of residence, type of schools and stream of subjects.

Index Terms: Educational Modernization, Higher Secondary School, Oraon, Surguja Division.

INTRODUCTION:

Education leads of progress. The process of becoming advanced in education can be termed as becoming modern. Education, in itself, it has a dynamism of growth. Day by day education is making progress. Education is going on acquiring and equipping itself. It invents new things and approached. The new approaches and technologies go on enriching the education making it modern; means taking approaches improved compared to the previous ones. Thus not only the individuals but the whole society has to adapt to the new means, new approaches and new methodologies of the education that is constantly going through the process of modernization.

“Education is the key to better quality living”. (Boniface, 1989, p30). The thinker continued saying, “Through Education the Oraons have made great stride to better their economic conditions. They have migrated to different towns and cities in search of jobs and employment. Large number of Oraons are found in mega-cities like Delhi, Calcutta and Bombay, besides the provincial towns and cities, where they have profited from job reservations for the Tribals”. (Boniface, 1989, p30).

Education brings out inner and hidden talents and abilities, leads to learning and acquiring new knowledge, accelerates, enhances and sharpens progress in skills and competencies, paves way for an individual and for a society directions, dimensions and possibilities for changes, transformation and growth. Education enhances the mental and intellectual ability to analyze and synthesize, to reflect and imagine, to compute and estimate, to judge and decide, and the most important of all, discern for one’s own life. Courageously discerning something good for the whole life is the highest aim of a person. The educated, integrated and enlightened persons can do so. It is education, experience and discernment that leads to the wisdom which screens good and bad, adapts values and merits, critically thinks for betterment.

Education aids a community to make great pace towards progress, provides vision and hope for better economic conditions, jobs and employments, encourages to march forward in the direction of a new horizon for a potential better lifestyle and quality living. Education by its benefactions compels a society to enter into the process of change and transformation and to become part of the new era by adapting and adopting new thinking pattern, new idea generation, behavior patterns, belief systems, social customs, traditional practices, dress code, food habits, recreation platforms and entertainments. Education exposes one society to another reality out there, connects many societies and creates new realities, new values, new practices and new life-style which we may call modern life.

Education brings closer the new realities and new knowledge. It has the power to reform, transform and create a new society. New life-style, new technologies, new occupational possibilities and professional opportunities pose challenges for replacement of the traditional ones.

Educational system, educational content, delivery mechanism and teaching-learning process is making a great leap. It is moving from face to face teaching to talk, record and post, from chalk-board and stone-slate to paper-pencil-pen, from floor mat to desk-bench, from open space to air-conditioned rooms and environment, from class rooms to mobile screens, laptops, i-pods, tablets, desktops, screen boards. Education content is no longer limited to books, book-libraries, and print media alone. The educational materials and content are shifting also to electronic-forms, electronic-media, digitalized e-books, web-space and internets. The information and content materials are available online for personal access at any time, at any place, for any age group wherever the internet facilities are available.

All the above progressive changes in education system forms Educational Modernization. Thus, Education is the medium for gradual modernization of a society where there is potentiality and possibility for happy living.

Through education one society makes all-round development. Education brings modernization and modernization brings changes and change occurs on dress patterns, traditional practices, age of marriage, mate selection, divorce in educated modernized society (Wahengbam,2005).

For Oraon society marching with the advancement of this Educational Modernization is a great challenge. The Oraons have limited resources and limited accessibility for it. They are aware that educational modernization offers tremendous prospects and possibilities for progress in life for the entire society. But due to restricted access to the benefit they are deprived of this educational modernization. Therefore, they undergo various challenges and stress.

REVIEW OF LITERATURE:

Wahengbam, Sushma Devi (2005) studied the impact of Modernisation and its socio-economic impact. The findings state that education is one of the main factors of the modernisation. As the level of education increases the life style and level of thinking and taking decisions change. There is significant impact on dress patterns, traditional practices, age of marriage, mate selection, divorce in educated modernized society. There is greater health and hygiene among the educated. Thus, it concludes that education brings modernisation and modernization brings change.

Yogendra Singh (1995), made a sociological study of the process and problems of modernization. The findings include changes in the areas of Indian social structures and traditions. The structures, political, economic, occupational or social categories (elite, professional groups, working classes are part of the change. There are undergoing adoptive changes in the caste, family, and village system with their existing concepts, contexts, and alternative schemes in India.

Chutia, Hema Kanta (2010) studied on the impact of modern education on the traditional life of the Tiwas. Through his research he has come out with the findings that modern education affects every aspect of life, such as traditional system of education, religion, cultural life, socio-cultural life. It also affects the traditional and cultural diversification, traditional occupation. The joint family system diminishes, nuclear family gets priority as it is considered practical, the resources affect the population, population affecting the availability of resources. The traditional learning system loses its significance and preliterate age, traditional practices, beliefs, food habits customs, rituals are considered the symbols of backwardness. The new generations opt for formal education and in turn the education has changed the thought pattern, life-style, social system, attitude, and traditions. New food habits, new housing, new dress patterns are adopted. New cultural contact contributes much to the society. There is tendency towards destruction of the tribal norms.

Sahana Jana and Mohan Chandra Dolai (2020) According to them, Tribal people (*Adivasi*) over the years become the most disadvantaged, exploited and neglected lot in our society. Primarily they lived in the forest and are considered as the most backward and underdeveloped. But, after the independence of India, welfare of these segments has been given very high priority. Their study is in the Jalpaiguri district. They attempted to study the various problems faced by the Oraons. They also tried to find out the impact of various governmental schemes for diminishing their vulnerability. The study reveals that the Oraons are faces severe dilemmas due to economic deprivation, educational backwardness, geographical and environmental condition and poor health. Various departments of the state basically Forest, Panchayet and Rural Development, Backward Classes Welfare Department etc. took recommendable initiatives for diminishing the above burden. It is well known that most of the tribal are victims of acute poverty, low literacy, ill health and absence of village Infrastructural facilities and many others. Mohan Chandra Dolai (2020). The present study shows that the Oraons like many other tribal populations are victims of poor socio-economic Conditions.

Ferreira, E. B. (2016), analysed the tension between democratization and modernization of secondary education. It was found that secondary education has been intensified in civil society. A significant proportion of young people and adults who have not finished this level of schooling. There is minority which believes that schooling should be humanistic and scientific. Others have the opinion that integrated education with a technical certification should be given. Yet some others promote the separation of secondary professional education.

Karpova, N. K. et. al. (2016), studied on some methodological features of modernization in modern education in the context of the knowledge economy development which is aimed at shaping new mental potential of the modern state. The socio-economic development system of the country, the knowledge economy as a social labour resource is one of the most important criteria of efficiency of organization of the socio-economic system of the country. It also includes technical characteristics of implementing the model in the innovative-educational sector of economy. The finding presents areas the development of the theory of intellectual capital development in education, subject-oriented methodology of educational system modernization in the applied aspect, as well as technologies of management of the national innovation-oriented educational system.

Magsumov, Timur A. (2019), studied formation of apprenticeship in the secondary vocational school with regard to content, methods and forms. The findings reveal positive aspects in the organization of practical training which are very relevant. The training includes active learning methods, improved reporting documentation, payment for the students, preparing them for the future profession and management. The need of rapid development is accelerated by the demand of qualified young specialist for independent production activity in the new conditions of accelerated modernization needs forced by the economy.

Ozsoy, S. (2009) studied to analyse the relationship between Turkish modernization and education from Dewey's perspective within a wider historical context of modernization problematic. In the study, it was concluded that there was an irreconcilable conflict between the values that "Turkish modernization" is based on which also constitutes the reference framework of the education system and the libertarian and democratic values Dewey advocates.

Yuan, Zhenguao (2018), worked on dual priority agenda (DPA) proposal. In dual priority agenda the two partners of education the government and educational modernization work together. The government prioritized education development, and this development focuses predominantly on promoting national development. There is positive and mutually supportive relationship between the state and educational modernization with relation to the background, characteristics, rationales, and mechanisms of the dual priority agenda.

SIGNIFICANCE OF THE STUDY:

The researcher was keen in knowing the educational modernization of Higher Secondary Oraon Students of Surguja Division. There is no research on the population and on the variable. So, the researcher decided to take up a work.

SIGNIFICANCE OF THE STUDY:

Oraons are the tribal people who inhabit larger Chotanagpur, a geographical in the state of Jharkhand and neighbouring states. They are mostly in Jharkhand, West Bengal, Assam, Odissa and central-eastern state of Chhattisgarh, Madhya Pradesh in India. Many Oraons have settled down in Surguja Division of Chhattisgarh. In the study, the researcher found a research gap that there is no research paper on Higher Secondary School Oraon Students of Surguja Division. The study deals with Higher Secondary Oraon students understanding of Educational Modernization as the population desire and aim to make progress in life. The Tribe has its own belief system, strong family bond, close knit communitarian spirit, their own *Khurukh* language, their social, spiritual, cultural heritage. So, far and so long the previous generation has brought them up to this stage and era.

STATEMENT OF THE PROBLEM:

The new generation seems to be influenced and affected by the education and are more attracted towards the modern social, cultural, educational environment. Therefore, there is an materialization of greater awareness and clearer understating among the Higher Secondary Oraon students of Surguja Division towards educational modernization.

TITLE OF THE PROBLEM:

Understanding of Educational Modernization of Higher Secondary School Oraon Students of Surguja Division.

OPERATIONAL DEFINITIONS:

Understanding, Educational Modernization, Higher Secondary School, Oraon, Surguja Division.

- a- **Understanding:** Comprehension, awareness and realization among the Oraon students.
- b- **Educational Modernization:** Educational Modernization is state of being equipped with the knowledge and demands of the time for adapting to new knowledge system, methods, contents, and using technologies, gadgets to make oneself more advanced and updated compared to traditional life style.
- c- **Higher Secondary School:** Higher secondary school is the highest stage of school education under National Education Policy 1986 which has proposed 10+2 structures in which 11th & 12th Class are the higher secondary stage.
- d- **Oraon:** Oraon is an indigenous tribe having its language, belief system, social-political structures, religion-cultural traditional practices and celebrations. They have major habitation in Jharkhand, West Bengal, Assam, Orissa and central-eastern states of Chhattisgarh, Madhya Pradesh in India, but now spread to many parts of the country.
- e- **Surguja Division:** Surguja Division is a political-geographical area of administration in the state of Chhattisgarh in which there are six civil districts. In this paper Surguja Davison is the are that covers the old larger Surguja District of Chhattisgarh State.

OBJECTIVES OF THE STUDY:

1. To find the difference of Educational Modernization of male and female Higher Secondary School Oraon Students.
2. To find the difference of Educational Modernization of rural and urban Higher Secondary School Oraon Students.
3. To find the difference of Educational Modernization of Hindi Medium and English Medium Higher Secondary School Oraon Students.
4. To find the difference of Educational Modernization of Government and Private Higher Secondary School Oraon Students.
5. To find the difference of Educational Modernization of Arts stream Science stream, and commerce stream Higher Secondary School Oraon Students.

NULL HYPOTHESIS:

1. There is no significant difference in the mean scores of male and female Higher Secondary School Oraon Students in their educational modernization.
2. There is no significant difference in the mean scores of rural and urban Higher Secondary School Oraon Students in their educational modernization.
3. There will be no significant difference in the mean scores of Hindi Medium and English Medium Higher Secondary School Oraon Students in their educational modernization.
4. There will be no significant difference in the mean scores of Government and Private Higher Secondary School Oraon Students in their educational modernization.
5. There will be no significant difference in the mean scores of Arts stream Science stream, and commerce stream Higher Secondary School Oraon Students in their educational modernization.

TOOL USED:

Research is based on the authentic data and authentic data is collected from the sample of the population through questionnaires, check lists, rating scales, socio-metric techniques, schedules, direct interviews and through recording the observation.

For the current research, a five point rating scale: ‘**Educational Modernization Scale**’ (EMS) a self constructed and validated tool was used. The Population is an indigenous tribe, therefore, the terminology, their world view and the traditional background was kept in mind while validating the tool.

METHOD USED:

Survey Method was used for data collection. A five point rating scale was employed for data collection. The tool, ‘Educational Modernization Scale’ consisted of 32 questionnaires. The male and female students studying in government and private schools were randomly selected.

POPULATION OF THE STUDY:

For the present study is on the Higher Secondary School Oraon Students of Surguja Division in which there are five civil districts of Chhattisgarh.

FINDINGS

1. Null Hypothesis: There is no significant difference in the mean scores of male and female Higher Secondary School Oraon Students in their educational modernization.

Table No.01

Mean Scores of Male and Female Higher Secondary School Oraon Students in Their Educational Modernization

Educational Modernization	Gender	No.	Mean	Std. Deviation	‘T’ Value	Significance Level
	1- Male	95	120.35	11.652		
	2- Female	105	123.39	11.821	1.830	N.S.

(At 5% level of significance , the table value of ‘t’ is 1.96)

It is inferred from **Table No. 01** that the calculated ‘t’-value at 0.01 level of significance is 1.830 where as at 0.01 level of significance the table value of ‘t’ is 1.96. The calculated ‘t’-value 1.830 is smaller than the table ‘t’ value. So, the null hypothesis is accepted.

2. Null Hypothesis: Null There is no significant difference in the mean scores of rural and urban Higher Secondary School Oraon Students in their educational modernization.

Table No.02

Mean Scores of Rural And Urban Higher Secondary School Oraon Students in their Educational Modernization.

Educational Modernization	Location	No.	Mean	Std. Deviation	't' Value	Significance Level
	1- Rural	82	120.90	11.076	1.041	N.S.
	2- Urban	118	122.67	12.289		
(At 5% level of significance , the table value of 't' is 1.96)						

It is inferred from **Table No. 02** that the calculated 't'-value at 0.01 level of significance is 1.041 where as at 0.01 level of significance the table value of 't' is 1.96. The calculated 't'-value 1.041 is smaller than the table 't' value. So, the null hypothesis is accepted.

3. Null Hypothesis: There will be no significant difference in the mean scores of Hindi Medium and English Medium Higher Secondary School Oraon Students in their educational modernization.

Table No.03

Mean Scores of Hindi Medium and English Medium Higher Secondary School Oraon Students in their Educational Modernization.

Educational Modernization	Medium	No.	Mean	Std. Deviation	't' Value	Significance Level
	1- Hindi	90	119.94	12.779	2.187	Significant
	2- English	110	123.58	10.737		
(At 5% level of significance , the table value of 't' is 1.96)						

It is inferred from **Table No. 03** that the calculated 't'-value at 0.01 level of significance is 2.187 where as at 0.01 level of significance the table value of 't' is 1.96. The calculated 't'-value 2.187 is larger than the table 't' value. So, the null hypothesis is rejected.

4. Null Hypothesis: There will be no significant difference in the mean scores of Government and Private Higher Secondary School Oraon Students in their educational modernization.

Table No.04

Mean Scores of Government and Private Higher Secondary School Oraon Students in their Educational Modernization.

Educational Modernization	Type	No.	Mean	Std. Deviation	't' Value	Significance Level
	1- Government	29	122.41	11.731	.231	N.S.
	2- Private	171	121.87	11.856		
(At 5% level of significance , the table value of 't' is 1.96)						

It is inferred from **Table No. 04** that the calculated 't'-value at 0.01 level of significance is .231 where as at 0.01 level of significance the table value of 't' is 1.96. The calculated 't'-value .231 is smaller than the table 't' value. So, the null hypothesis is accepted.

5. Null Hypothesis: There will be no significant difference in the mean scores of Arts stream, Science stream, and commerce stream Higher Secondary School Oraon Students in their educational modernization.

Table No.05
Mean Scores of Arts Stream, Science Stream, and Commerce Stream in their Educational Modernization

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Educational Modernization	Between Groups	246.678	2	123.339	.883	N.S.
	Within Groups	27509.717	197	139.643		
	Total	27756.395	199			
(At 2 Degree of Freedom (df) at 5% Critical Value of F is 18.51)						
(At 197 Degree of Freedom (df) at 5% Critical Value of F is 3.87)						

It is inferred from **Table No. 05** that the calculated F is .883 at 5% level of significance where as at 2 df at 5% level of significance the Critical Value of F is 18.51 and at 197 df at 5% level of significance the Critical Value of F is 3.87. The calculated F value .880 is smaller than the *Critical Value* F value. Therefore, the null hypothesis is accepted. There is no significance difference among the mean scores. Therefore, there was no further testing.

The result showed that there is a significant difference the mean scores of Educational Modernization of Higher Secondary School Oraon Students of Surguja Division on the basis

5- Result and Discussion

It is found that there is no significant difference in the means scores of male and female Higher Secondary School Oraon Students in their Educational Modernization. It is found that there is no significant difference in the means scores of rural and urban Higher Secondary School Oraon Students Educational Modernization. It is found that there is significant difference in the means scores of Hindi Medium and English Medium Higher Secondary School Oraon Students in their Educational Modernization. It is found that there is no significant difference in the means scores of Government and Private Higher Secondary School Oraon Students Educational Modernization. It is found that there is no significant difference in the means scores of Arts stream Science stream, and commerce stream Higher Secondary School Oraon Students in their Educational Modernization.

6- -Conclusion

The present study made it clear that among the Higher Secondary School Oraon Students there is attraction for going for English Medium. Those who are in English Medium Schools, there is more Educational Modernization. They are more aware that the more they acquire new knowledge of language and the more they are fluent in languages, there is better and wider chances of getting modern education. The more they acquire knowledge in English it makes significant contribution in their Educational Modernization.

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