MODERNISATION OF MUSLIM STUDENTS IN RELATION TO SOME BACKGROUND FACTORS

Dr. Bimlesh Narain Mishra

ABSTRACT:

The present study was conducted on a sample consisting of 400 students – males and females – studying in degree classes of several colleges located in Deoria district of Uttar Pradesh. Of these 400 subjects, 200 subjects were from Muslim community and 200 subjects were from non- Muslim (The Hindu) community. The sample was incidental in nature and care was taken that both male and female students stemming from Muslim and non- Muslim communities, rural and urban residential areas and varying in family income levels might be included. The subjects fell in the age range of 18-22 years. For measuring level of modernisation the 'Comprehensive Modernisation Inventory' constructed by Ahluwalia and Kalia (1985) was used. Analysis of data revealed that the non – Muslim group was significantly higher than the Muslim group on Modernisation. Income level of subjects influenced their level of Modernisation. Urban subjects were found significantly higher than rural subjects on the level of modernisation. Sex factor was found significantly influencing level of modernisation only in non – Muslim group.

KEYWORDS*: Muslim community , modernisation , Comprehensive Modernisation Inventory'.*

INTRODUCTION:

Modernization has come to be keyword in the contemporary dialogue on the human condition. It shares three reference points. First, it refers to the states of society. Theorists of modernisation distinguish between traditional, transitional and modernised societies. Development theorists, on the other hand, speak of under – undeveloped, developing and developed societies. Second, modernization articulates a set of goals which provides an agenda for action. Third, it refers to a process – movement from tradition to modernity or from underdevelopment to development. The criteria that determine the state of societies are value loaded in the sense that they mainly take into account the volume of GNP (Gross National Product) and degree of industrialization. These criteria apply also to the set of goals.

Mental attitudes and institutional structures constitute the key elements in the process of modernization. O' Connell, James (1976) has a very apt expression to describe the essence of the modernization process. He calls it creative rationality. Combining the concepts of innovation and order, this mental attitude begins to develop once the modernization process has taken off. Huntington, S.P. (1976) has mentioned that modernization is a revolutionary process. Its technological and cultural consequences are as significant as those of the Neolithic Revolution which turned food gathering and hunting nomads into settled agriculturists. According to Toffler, Alvin (1980) modernization is the move from the first wave to the second wave.

In India, particularly in Uttar Pradesh, the Muslim community, by and large, constitute the socially and economically disadvantaged group whereas the non – Muslim (The Hindu) community is regarded as socially and economically high and privileged group in our contemporary society. On the

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eve of partition most of the privileged and socio – economically advantaged families of the Muslim community either remained or migrated to Pakistan and Bangladesh. Majority of disadvantaged and poor Muslim families remained in India constituting minority group. Although the constitution of India guarantees equal right to every citizen irrespective of caste, creed and religion, yet minority group develops a different psyche and previous backwardness and disadvantage is not easily shattered rather develops feelings of inferiority in them. When the minority groups are socially discriminated and prejudices are sustained against them by the majority group, they feel alienated and strive to make themselves a majority group. While on the one hand religious bonds are very strong in Muslims, on the other hand, they do not easily digest the changes caused by modernization. Tradition – bound culture does not permit them to devour the innovations and changes taking place in other religious groups. As such, Muslims and Non-Muslims (The Hindu) constitute distinctly two different groups in which the former constitutes the socio- culturally and economically a disadvantaged group while the latter constitutes the socio – culturally and economically an advantaged group. These differences in social, economic and cultural background are bound to be reflected in their level of modernization.

The caste and community systems of India play important and significant roles in social, political and economic life and have played a prominent role in the entire Muslim and Hindu social organization. The origin of the Islamic religious system may be traced to the hymns of Prophet Mohammad itself. But warped interpretations of Quranic laws infiltrated dogmatic religious outlook in Muslims. To quote Shahina Mulk (2002), "Dubious religious interpretations with values valid in a bygone age are being enforced today by civil courts in our secular state when those values have become mere legal superstitions."

Indian researcher are greatly interested in the problem of social change of Muslims, Since the Indian society, based on secular constitutional outlook, has now taken up the task of changing itself from a society based on caste, creed, class and community to a society which aims to be classless and casteless with quality of opportunity to every citizen guaranteed by the constitution of India adopted in 1950. The most urgent problem of contemporary social situation in India is the transformation of the individual from the member of a caste, creed, language group or religious group to a citizen of India, because differentiation on the basis of caste and religion is giving birth to differential birth rate, terrorism and riots. In this context the study of modernization of Muslim students in relation to some background factors becomes a vital problem for investigation.

So, the objectives of the study are to investigate the existing differences between Muslim and non-Muslim students in current scenario on modernization and the roles of background factors - income level, residential area and sex – in the determination of level of modernization of Muslim and non-Muslim students. For this the following hypotheses were formulated :-
1) The non – Muslim group will be significantly higher than the Muslim group on modernization.
2) LIG will be significantly lower on modernization than MIG and HIG.
3) Urban group will be significantly higher than rural group on modernization.
4) Female group will be significantly lower than male group on modernization.

METHOD
SAMPLE : - The sample consists of 400 students (200 from Muslim and 200 from non-Muslim community) both males and females studying in degree classes of several colleges located in Deoria district of Uttar Pradesh. Subjects of varying income level (HIG, MIG and LIG), sex (male and female) and residential area (rural and urban) were included in both Muslim and non-Muslim samples.
TESTS USED : - For measuring level of modernization 'The Comprehensive Modernization Inventory' constructed by S.P. Ahluwalia, and A. Kalia (1985) was used. For classification of subjects into Muslim/non-Muslim; male/female; HIG/MIG/LIG and rural/urban a self made 'Vyaktigat Suchana Awiskarika' was applied which sought informations from subjects related to their background factors.

The data obtained has been put to statistical analysis. Means, S.Ds, and 't'-ratios have been computed to test the significance of difference between mean scores of different groups.

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RESULTS AND DISCUSSION

Analysis and comparison related to modernization score of Muslim and non-Muslim students reveals that the mean score of Muslim group is 137.45 while that of non-Muslim group is 159.00 (Table-1). The obtained 't' ratio is 6.1420602 which is much higher than the required value for significance at .01 level. So, the obtained 't' ratio is highly significant. Higher score denotes higher level of modernization. Non-Muslim students have scored significantly higher than Muslim students on modernization. It appears that mass – media exposure and readiness to change in the non-Muslim group have contributed to higher modernity scores of the non- Muslim group. High religious loadings of the Muslim group might have stood in their way of modernization. Dogmatic religious outlook held by the Muslim group might have refrained them from accepting recent changing ideas and might have made them less modern than the non- Muslim group. The findings support to a great extent the findings of Sudhir and Lalrinkimi (1986) who reported that religious orientation tends to have a negative effect on the modernity attitude.

Table – 1
Showing Means, S.Ds. and 't' ratio of Modernization Score (Muslim and Non-Muslim Groups)

Groups	N	Means	S.Ds	df	't' ratios	Level of Significance
Muslim	200	137.45	35.217857	398	6.1420602	.01
Non-Muslim	200	159.00	34.95354			

The comparison of modernization scores (Table – 2) of HIG, MIG and LIG revealed that income level influences modernization differently in Muslim and non-Muslim groups. HIG has scored significantly higher than LIG in both the non-Muslim and the Muslim groups. This group has also scored significantly higher than MIG in the Muslim but in the non-Muslim group, HIG has scored insignificantly lower than MIG. MIG has scored insignificantly higher than LIG in the Muslim group. But this group has scored significantly higher than LIG in the non-Muslim group. Thus in the Muslim group highest scoring subgroup is HIG. While in the non-Muslim group the highest scoring subgroup is MIG. Middle income group is somewhat nearer to lower income group in the Muslim group, but this group is somewhat nearer to high income group in the non-Muslim group on modernization. It appears that economically efficient and sound Muslims have accepted technological advancement taking place all over the world. They are inclining towards change and have realized problems facing the nation and the world. But economically weaker sections of the Muslim society along with middle income group Muslims have not undergone substantial change in their outlook. They still adhere to their traditional outlook and refrain from embracing innovations and change either due to their higher religious loading or due to their economic insufficiencies. On the other hand, MIG has insignificantly surpassed HIG on modernization in the non-Muslim (Hindu) group. MIG appears to be more change prone and rational because they have scored significantly higher than LIG and insignificantly higher than HIG in the non-Muslim group on Modernisation. However, one thing is apparent that LIG and HIG show distinctly different levels of modernity in both Muslim and non-Muslim groups. It appears that higher level of self- concept held by HIG, as reported by Haque (2001) has made them highly self-confident, more extrovert and low-anxiety laden which in turn might have made them significantly higher than LIG on modernization. Furthermore, LIG would not be receiving sufficient exposure of mass-media, and this would be responsible for their lower level of modernization. It is also probable that they would be highly traditional and dogmatic in their outlook which might be hampering their pace of modernization. On the other hand HIG would be receiving high exposure to mass-media and would be leaning less towards dogmatic ideas which be predisposing them for higher modernization.

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Table – 2
Showing Means, S.Ds. and 't' ratios of Modernisation Scores (HIG, MIG AND LIG Subgroups)

Groups	N	Means	S.Ds	df	't' ratios	Level of Significance
MHIG	80	149.125	31.5612	161	3.2339	.01
MMIG	83	132.15061	35.400751			
MHIG	80	149.125	31.5612	115	3.7325	.01
MLIG	37	124.0946	34.687375			
MMIG	83	132.15061	35.400781	118	1.1674	NS
MLIG	37	124.0946	34.687375			
NMHIG	75	160.96	30.841243	158	.7548	NS
NMMIG	85	164.79411	33.275614			
NMHIG	75	160.96	30.841243	113	2.4534	.05
NMLIG	40	143.00	40.469124			
NMMIG	85	164.79411	33.275614	123	2.9666	.01
NMLIG	40	143.00	40.469124			

Residential area has been found a significant variable of modernization. While residence in urban areas facilitates modernization, residence in rural areas lowers modernizations. Rural subgroup has scored significantly lower than urban subgroup in both Muslim and non-Muslim groups. Higher score denotes higher level of modernization, so urban group is significantly higher than rural group on modernization whether this group stems from the Muslim group or from the non-Muslim group. Modernization means rational outlook towards life problems, not sheer imitation of western habits and behaviours. It depends upon up-to-date knowledge of recent advancements in different fields and their application to solve life problems in rational ways. Mass media serves a prominent role in acquainting people with concurrent changes taking place in the world. It also helps in developing rational outlook towards these changes. Urban people are more exposed to these concurrent changes taking place in the world through mass-media. This develops a rational outlook in them. On the other hand, rural people are not so much exposed to mass-media. As such, rural students might have displayed significantly lower score on modernization. In addition to this, urban students might have undergone better schooling up to the secondary educational level. Better schooling is also a significant factor of modernization as reported by Sinha, D. (1973). Our findings support the finding of Sudhir and Lalrinkimi (1986) who reported urban subjects scoring significantly higher than rural subjects on modernity. It appears that rural subjects are more traditional than urban subjects because modernity and traditionalism, as reported by Singh and Upamanyu (1982) are the opposite poles of the same dimension. However, it is evident that residential area is a significant variable of modernization.

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Table – 3
Showing Means, S.Ds. and 't' ratios of Modernization Scores (Rural and Urban Subgroups)

Sub-Groups	N	Means	S.Ds	df	't' ratios	Level of Significance
MRG	75	127.766	36.013823	198	3.0255253	.01
MUG	125	143.26	33.410513			
NMRG	85	149.8529	36.086401	198	3.2144255	.01
NMUG	115	165.7608	32.476369			

Female subjects have been found lower on modernization than male subjects in both the Muslim and non-Muslim groups. But female students are statistically lower than male students in the non-Muslim group only. Significant mean difference on modernization has been obtained in the non-Muslim group only. Although the obtained 't' ratio is higher in the Muslim group also, but it is slightly lower than the required value for significance at .05 level. In such a situation it appears that smaller sample of female subjects in the Muslim group has posed such a critical situation. Results could have been different if more female samples could have been taken in the Muslim group. However, at present we are bound to conclude that sex is not a significant variable of modernization for the Muslim group. But sex is an important determinant of modernity in the non-Muslim group. The mean score of modernization of female group is 149.5 while that of male group is 165.3 in the non-Muslim group. The obtained means of male and female differ significantly because the obtained 't' ratio is higher than the required value for significance at .01 level. So, male students are higher on modernization than female students in the non-Muslim group. It appears that male students are exposed to mass-media more than female students. Mass-media exposure has made male students more rational and as such probably they have displayed higher score on modernization. Our findings for the non-Muslim group does not support the findings of Sudhir and Lalrinkimi (1986) who found Mizo women possessing relatively higher levels of modernity than their male sounterparts.

Table – 4
Showing Means, S.Ds. and 't' ratios of Modernization Scores (Male and Female Subgroups)

Sub-Groups	N	Means	S.Ds	df	't' ratios	Level of Significance
MMG	150	140.3	33.236926	198	1.8406878	NS
MFG	50	128.9	39.365467			
NMMG	120	165.3	33.155777	198	3.1763126	.01
NMFG	80	149.5	35.425979			

On the basis of above results and discussion the following conclusions can be drawn :-
1) Community influences level of modernization.
2) Muslim group is significantly lower than non-Muslim group on modernization.
3) Income level shows linear relationship with modernization in Muslim group put curvilinear relationship in non-Muslim group.
4) Urban students are significantly higher than rural students on modernization irrespective of their community.
5) Sex significantly influences level of modernization in non-Muslim group but this variable shows insignificant influence in Muslim group.

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