



A Study of Development of Religious Feelings And Values in The Life of The Students, Studying in Sanskrit Medium School and Convent School of Mathura District.

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ABSTRACT

Values are acquired, inherited and inculcated. They reflect an approach to life, a view to life. Any human activity, thoughts or ideas, feelings or sentiments or emotions that could promote self development of the individual in all its dimensions could be said to constitute a value. Value Education means inculcating in the children a sense of humanism, a deep concern for the well being of others and also for the nation. This is possible only when we correlate value education with other school subjects. But in today's era values are losing their existence mainly in our education field. The present day education system has ignored character training to a great extent. It lays a great emphasis on developing memorization and reproduction of abilities only. As a consequence, there are explicit signs of erosion of desirable values and religious feelings in practically every sphere of life. Therefore the present paper discusses about the impact of values and religious feelings on the students of Sanskrit medium and English medium schools.

KEYWORDS

religious feelings, values, Sanskrit medium and English medium schools

It is very obvious to note that we see declination in moral social cultural and spiritual values all over the society in modern age due to overcrowded world, materialistic storm, communal complexity, competitive rivalry and selfish motives; all our social, spiritual and religious values are flowing away towards not knowing destination. Due to this fatal decline in values, we can see continuous downfall in education field. Moreover, we can see the conception of an ordinary person is that the labourers, hardworking and honest are being pressed in this hollow world. On the contrary to it fictitious and deceptive persons are going ahead marvelously in their business. The honest are considered as stupid and silly in the modern world. That is why this concept has introduced the feeling of indiscipline disbelief for truth, passiveness towards self obedient and irresponsibility in the educational world. Therefore having being discrepancies in the modern world, it is the moral duty of every member of the society that he should make more stress on the development of values and religious feelings among the people specially the students.

The origin of word 'Value' is considered from the latin word 'Vallere' which reveals out the utility specialty and cost of a thing. In other words, 'Value' is such a code of conduct or the incorporation of virtue following which; the man develops his personality and springs up being powerful and trustworthy in society.'

OBJECTIVES OF THE STUDY

The study is designed to meet the following objectives:-

1. To study the development of values in life of the students, studying in Sanskrit and convent schools.
2. To study the religious feelings of the students in Sanskrit and convent schools.
3. To make a co-relation between the religious feelings and value development of the students, studying in Sanskrit and convent schools.

HYPOTHESES

The research would test out the following hypotheses-

- There is positive impact of the values on the different types of schools.
- There is no significant difference between the scores of mean of values [economic, social, aesthetic, religious, theoretical] of the Sanskrit medium school and convent school.

- There is no significant difference in the scores of mean of religious feelings between the Sanskrit medium and convent schools.
- There is no significant relation between values and religious feelings of the students, studying in Sanskrit medium and English medium schools.

METHODOLOGY OF THE STUDY

Sample size:-

100 students were participated in this study. 50 students were taken from Sanskrit medium school and 50 from English medium school as a sample.

Tools used for the study:-

To find out the level of the development of values and religious feelings between the students of both mediums, stratified random sampling method was used. In this study, the researcher had used two standardized tests-

• Religion Aptitude test :-

- 1] Dr. R.K. Tandon
- 2] Dr.B.K. Tandon

• Value test :-

Smt.Kamla Dwivedi

Statistical tools used for the study:-

The datas collected from tests are always complicated and un-assembled, before studying in a detailed way, it is necessary to arrange it in a definite and assembled way, for that some statistical tools as Mean, Standard Deviation and t-test were used in this study.

Analysis and findings :-

There is a positive impact of values on the different variety of schools.

Schools	scores	Mean	S.D.	T-Test	Level of significant
Sanskrit school.	50	40.34	5.92	2.73	.05(1.98)
Convent School.	50	36.46	5.88		.01(2.63)

0.1. There is no difference the scores of Mean of Economic values on Sanskrit and English medium schools.

Table-1.1

Schools	scores	Mean	S.D.	T-Test	Level of significant
Sanskrit school.	50	36.40	6.03	0.53	.05 (1.98)
Convent School.	50	35.98	6.09		.01 (2.63)

Above Table 1.1 is related to 'Economic values' df N1+N2-2 = 50+50-2 = 98 and significant level on .05 and .01 is serially 1.98 and 2.63. T test value .053 is less than both levels. So null hypothesis is accepted.

The Mean of both group are serially 36.40 and 35.98 shows that there is no difference between both schools. So we can say that Economic values of both school's students are equal.

0.2. There is no difference the scores of Mean of Social values on Sanskrit and English medium schools.

Table-1.2

Schools	scores	Mean	S.D.	T-Test	Level of significant
Sanskrit school.	50	27.78	5.96	1.25	.05(1.98)
Convent School.	50	28.08	6.38		.01(2.63)

Above Table 1.2 is related to Social values. Counted value of T-test is 1.25 and it is less than both level of significance so null hypothesis is accepted.

0.3. There is no difference between the scores of Mean of Aesthetic values of both the schools.

Table-1.3

Schools	scores	Mean	S.D.	T-Test	Level of significant
Sanskrit school.	50	40.34	5.92	2.73	.05(1.98)
Convent School.	50	36.46	5.88		.01(2.63)

Above Table 1.3 is related to Aesthetic values. Counted value of T-test is 2.73 which is higher than both level of significant. So the null hypothesis is rejected.

It is clear that Mean of convent schools are lower than the Sanskrit schools. So the curriculum of Sanskrit medium school is fully based on aesthetic values.

0.4. There is no difference between the schools of Mean of Religious values of both the schools.

Table-1.4

Schools	scores	Mean	S.D.	T-Test	Level of significant
Sanskrit school.	50	32.66	6.00	0.40	.05(1.98)
Convent School.	50	33.14	5.15		.01(2.63)

Above Table 1.4 is related to Religious values. According to the table the counted value of T-test is 0.40 which is less than the both level of significance. So null hypothesis is accepted.

It is clear that the Mean of both groups are 32.66 and 33.14. So we can say the religious values of both the schools are equal.

0.5. There is no difference between the scores of Mean of theoretical values of both schools.

Table-1.5

Schools	scores	Mean	S.D.	T-Test	Level of significant
Sanskrit school.	50	29.02	4.41	0.97	.05(1.98)
Convent School.	50	29.04	4.56		.01(2.63)

According to the Table 1.5 T-test value is 0.97 i.e lower than significant level of both, So null hypothesis is accepted.

2.1. There is no difference the scores of mean of religious feelings of the students, studying in Sanskrit medium school.

Table-2.1

Schools	scores	Mean	S.D.	T-Test	Level of significant
Sanskrit School.	50	193.06	16.15	15.34	.05(1.98)
Convent School.	50	131.68	27.88		.01(2.63)

Above table 2.1 is related to religious feelings. Counted value of t-test is 15.34, which is higher than the significant level of both schools. so, null hypothesis is rejected.

It is cleared by this table that the Mean scores are serially 193.06 and 131.68. There are differences between both schools scores. The Sanskrit school students' scores are more than the score of convent school. So we can say that the curriculum of Sanskrit medium school is based on religious education.

SANSKRIT SCHOOL

Table-3.1 to 3.5

Group value	Economic	Social	Aesthetic	Religious	Theoretical
(1)	(2)	(3)	(4)	(5)	
E	S	A	R	T	

Level of significance - On the level of significant = 0.05 = 0.27

- **On the level of significant = 0.01 = 3.54**

3.1. There is no relation between religious feelings and economic values of Sanskrit medium schools in the dimensions of values. But above table showing that there is a correlation between Economic values and Religious feelings of Sanskrit medium schools. So both mediums are affected by Economic values and Religious feelings.

3.2. There is no relation between Social values and Religious feelings of the students, studying in Sanskrit medium schools.

Value of correlation obtain by the table (0.08) is less than the significant level of correlation. So the value of significant is less. Then the null hypothesis is accepted.

3.3. There is no relation between Aesthetic values and Religious feelings of the students, studying in Sanskrit medium schools.

In the table (3) showing that there is a relation between Aesthetic values and Religious feelings.

3.4. There is no relation between Religious values and Religious feelings of the students, studying in Sanskrit medium schools.

In the table (3) showing that there is a relation between Religious values and Religious feelings. The correlation value is (0.17) which is less than the significant level of both schools. So null hypothesis is accepted.

3.5. There is no relation between Theoretical values and Religious feelings of the students, studying in Sanskrit medium schools.

In the table (5) showing that the correlation value is (0.20) which is less than the significant level of both the schools. So null hypothesis is accepted.

CONVENT SCHOOL

Table-3.6 to 3.10

Group value	Economic	Social	Aesthetic	Religious	Theoretical
(1)	(2)	(3)	(4)	(5)	
E	S	A	R	T	

Level of significance - On the level of significant**= 0.05 = 0.273****- On the level of significant =0.01 = 0.354**

3.6.In convent school, the bracket no. 1. Is showing that there is co-relation between economic values and religious feelings.

For correlation dfs' formula is $N+1$ and for df 48, correlation values are 0.273 and 0.354. The values of correlation obtaining by this table is less than level of significant of both schools. So null hypothesis is accepted.

3.7.In convent school social values and religious feelings have no definite correlation.

In the above table (2) shows that there is a relation between Economic values and Religious feelings. The value of correlation (0.24) is less than the significant level of both. So null hypothesis is accepted.

3.8.In convent school Aesthetic values and Religious feelings have no definite correlation.

In the above table (3) shows that there is a relation between Aesthetic values and Religious feelings. The value of correlation (0.09) is less than the significant level of both. So null hypothesis is accepted.

3.9.In convent school Religious values and Religious feelings have no definite correlation.

In the above table (4) shows that there is a relation between Religious values and Religious feelings. The value of correlation (0.20) is less than the significant level of both. So null hypothesis is accepted.

3.10.In convent school Theoretical values and Religious feelings have no definite correlation.

In the above table (5) shows that there is a relation between Theoretical values and Religious feelings. The value of correlation (0.20) is less than the significant level of both. So null hypothesis is accepted.

CONCLUSION

After observing datas the researcher found that the scores of Mean of Sanskrit schools and convent schools are serially 29.02 and 29.04 which are showing Sanskrit schools and convent schools both are equal related to value development as well as both medium Mean scores are serially 193.06 and 131.68 related to religious feelings. It is cleared that there is a great difference between the scores of Mean of both schools regarding religious feelings. So it can be said that Sanskrit medium school's curriculum are based on religious concept and theories, comparatively to the convent schools.

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