

COMMITMENT TO SECULAR VALUES WITH RESPECT TO GENDER AND STREAM OF STUDY AMONG THE UNDERGRADUATE STUDENTS

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Abstract: The present study is an attempt to find out and analyses the commitment of the secular values of the undergraduate students in A.M.U, Aligarh. The study further explains about gender and stream wise commitment on the said theme. After realizing the contemporary cultural influence on students the theme of this study has been sketched. The study is mainly based on primary sources of data collected following standardized scale of secular values. Data is calculated and processed in an excel sheet. The null hypothesis has been tested and the result is displayed through the diagrammatic presentation. The study found the varying secular value across gender and streams. Socio-demographic variable found significant role in such variation of secular values. The study suggests about maintain and follow secular values across streams and gender in different stage of teaching learning process.

Keyword: Secular, value, commitment, democratic, stream and gender

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INTRODUCTION

Our constitution doesn't acquire its secular character merely from the words in the preamble, but from a collective reading of many of its provisions, particularly the various fundamental rights that it guarantees(TheHindu, 2018)

India is the country of heterogeneities, country of diversities of religions, lots of culture, and lots of moral and ethical values. It has a closer relationship between all that value which give a pride of India and feelings of patriotism. The History of this country has been given the proof of secular ethos in everywhere. Since time immemorial, India had been ruled out by different alien rulers. Although, most of the time our country had faced a lot of distortion of our wealth and values. But till now it has preserved our ancient values of secularism. Our past not only gives chronological information, it also gives us the knowledge of our art of living, art of tolerance and art of fraternity. The harmonious relationship among different religions and culture give the evidence of secular values among our citizen.

Unfortunately the seed of communalism planted by the British mind during of long 200 years, which cause lots of damage of property and human life. The feelings of love replace by feelings of hate, art of tolerance replaced by intolerance. The ethical scripture badly misspelled into unethical dogmas. People had been starting to diverting badly, one religion become the enemy of another religion. Our growing modern society could not remove all this problem. That's why, after the 70 years of independence, we somehow feel that real freedom could not achieve till now. Different scholar and philosophers have realized that the peaceful survival of all the societies is possible only in a secular world, which can only be developed by the education.

Need and Significance of the Study

The present study aims at finding the of secular values among the undergraduate students. If we focus on the present scenario that we will find that the bases of Indian secularism have been destroying very rapidly after independence. The religious extremism, the political gambling, lack of education and lack of understanding gives more mileage to demolish the pride of secularism. The attack of secularism is the common phenomena, but in different ways. Sometime in the name of cow protection and sometime in the name of communal riots, Dalit's attacks, the dual

role of laws. Minorities are totally depressed to give them proof of patriotism (deshvakti) in all ways. The poisons of communalism have been spreading through hatred, with regular demonstration against some other religions or other particular caste. The systems are more responsible for corruption, discrimination, and stereotype than it will be also responsible for demolishing the moral values, ethical values, fraternity. So, it is automatically leads the several and severe tension. The increasing tension of religion leads to decrease the secular attitude among the common people.

So, there is some need to focus on the cause and effect relationship of different values mainly secular values among the students.

The basic significance of this study is as.

- 1:** To know about the secular attitude among the students of undergraduate.
- 2:** To know how they feel or believe about other religions.
- 3:** To know how the students are able to remove the communal ills from society.
- 4:** To assess the awareness about the social and religious harmony among the students.

Statement of the problem

Precisely the statement of the problem is as follows:

“Commitment to Secular Values with Respect to Gender and Stream of Study among the Under Graduate Students”

Definition of the key terms

Secular:- Drives from Latin word ‘seculum’, meaning generation belonging to an age. Literally secular means the separation from religious affairs and involvement in temporal ones.

Values:- Value is anything have its unique importance to determine what action and way is best .

Gender: Gender is the range of differentiating between masculinity and feminist. Depending on the context may include biological sex; sex based social structure or gender identity.

Undergraduate Students: - A student in an institution of higher education who has not yet taken the bachelor’s or first professional degree in the field in which he is studying.

OBJECTIVES OF THE STUDY

1. To identify the significant difference in the mean scores of secular values between science and arts students at undergraduate level.
2. To identify the significant difference in the mean scores of the secular values of science male and arts male students at undergraduate level.
3. To identify the significant difference in the mean scores of the secular values of science female and arts female students at undergraduate level.
4. To identify the significant difference in the mean scores of the secular values of science male and science female students at undergraduate level.
5. To identify the significant difference in the mean scores of the secular values of arts male and arts female students at undergraduate level

HYPOTHESES

H₀₁. There is no significant difference in the mean scores of the secular values between science and arts students at undergraduate level.

H₀₂. There is no significant difference in the mean scores of the secular values of science male and arts male students at undergraduate level.

H₀₃. There is no significant difference in the mean scores of the secular values of science female and arts female students at undergraduate level.

H₀₄. There is no significant difference in the mean scores of the secular values of science male and science female students at undergraduate level.

H₀₅. There is no significant difference in the mean scores of the secular values of arts male and arts female students at undergraduate level.

REVIEW OF RELATED LITERATURE

.Murshid (1985) carried out the work on Bengal Muslim Intelligentsia 1937-77. To find out the causes of conflict between religion and secularism(Oxford Univ. Ph.D.) found out that with the emergence and development of the intelligentsia, its social origin and educational orientations. Michael H. Bond(2010) conducted the study “Does individual secularism promotes life satisfaction. The Moderating role of societal Development”. This study demonstrated the amenability of the data collected by the World Values Survey. Magalingam A

and visvanathan G. (2011) found that Attitude towards discipline among professional college students is highly favorable and secular attitude of the professional college students also highly favored. The study found that there is no significant relationship existed among the professional college students' attitude towards discipline and secular attitude. Zukerman (2015) "Living the secular life". Found that atheist adults who were raised in secular homes turn out well, even better than those raised in religious homes.

A perusal of the above given studies points out that the secular values give a shadow or a reflection of any society and its ethical values. The researcher has also pointed out that the secularism of any country is affected by its present political and social practices and its meaning and nature have been changing with different point of view. The secular values have been changing from person to person, religion to religion and caste to caste.

METHODOLOGY

The method adopted for the study was descriptive survey method and statistical in nature. Such studies are designed to obtain pertinent and precise information concerning the current status of phenomenon and whenever possible to draw valid general conclusions from the fact discovered. They are restricted not only to fact finding but may often result in the formulation of important principles of knowledge and solution of the significant problems such as local, state, national and international issues.

Sample

The study was conducted on a sample of 200 undergraduate students belonging to Aligarh Muslim University. The following table summarizes the details of the sample.

Table No.1: sample

Name of the college/faculty.	Male	Female	Total
Faculty of arts, A.M.U. Aligarh	50	50	100
Faculty of science, A.M.U, Aligarh	50	50	100
Total	100	100	200

Research tools used

Secular value scales:

To test the attitude of Undergraduate student's secular attitude, investigator used standard scale "secular attitude scale" developed by Mehra and Sinha (1992). Presented scale is a 5 point scale consisting of total 35 statements, out of which 16 are positive items and 19 are negative items

Data collection

The researcher collected the data after contacting the teachers of the concerned colleges, faculties and departments. The students also cooperated for the data collection. In the beginning the purposes of the survey were explained and necessary instructions were given to the students

Statistical techniques used

- Mean
- Standard Deviation
- t-Test

DATA ANALYSIS AND INTERPRETATION

Objective No.1

To identify the significance in the mean scores of secular values between science and arts students at undergraduate level.

Null hypothesis.

There is no significance in the mean scores of secular values between science and arts students at undergraduate level.

Table No.2: Result of test of significant difference between Mean scores of secular values among the science and arts students at undergraduate level.

Group	Size	Mean	S.D	Calculated t-value	Tabulated t-value	L.O.S	H_0 (A/R)
SECULAR SCIENCE	100	104.94	13.75	1.19	1.96	0.05	A
SECULARARTS	100	103.36	12.59		2.58	0.01	A

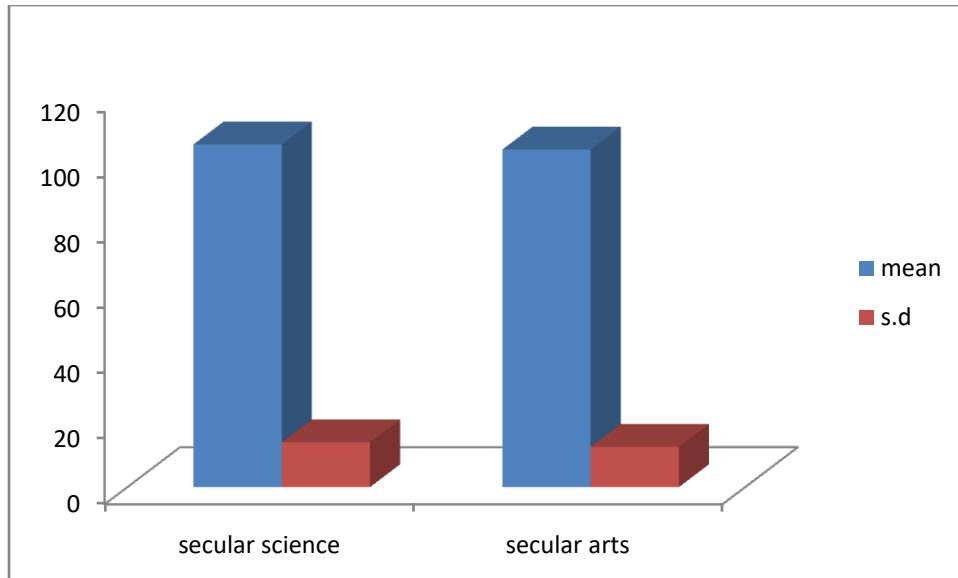


Figure No.1: Mean scores of secular values between science and arts students at undergraduate level.

Interpretation

It is depicted from the table-2 that the calculated value of 't' (1.19) is lower than the tabulated value of 't' (1.96 & 2.58) at both the level of significance (0.05 & 0.01) respectively. So the null hypothesis is accepted and it shows that there is no significant difference in the mean scores of secular values between science and arts students at undergraduate level.

Objective.2

To identify the significant difference in the mean scores of the secular values of science male and arts male students at undergraduate level.

Null hypothesis

There is no significant difference in the mean scores of the secular values of science male and arts male students at undergraduate level.

Table No.3: Result of significant difference between mean score of the secular values among the science male and arts male students at undergraduate level

Group	Size	Mean	S.D	Calculated value	t-	Tabulated value	L.O.S	H_0 (A/R)
SCIENCE MALE	50	105.94	13.85	1.03		1.96	0.05	A
ARTS MALE	50	103.14	13.14			2.58	0.01	A

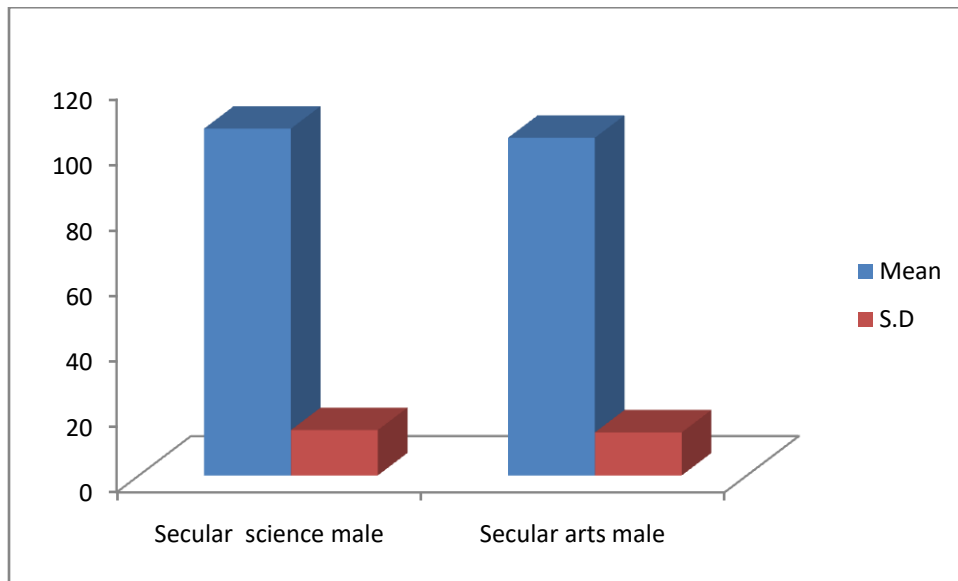


Figure No.2: Mean scores of the secular values of science male and arts male students at undergraduate level.

Interpretation

It is depicted from the table-4 that the calculated value of 't' (1.03) is lower than the tabulated value of 't' (1.96 & 2.58) at both the level of significance (0.05 & 0.01) respectively. So the null hypothesis is accepted and it shows that there is no significant difference in the mean scores of the secular values of science male and arts male students at undergraduate level.

Objective.3

To identify the significant difference in the mean scores of the secular values of science female and arts female students at undergraduate level.

Null hypothesis

There is no significant difference in the mean scores of the secular values of science female and arts female students at undergraduate level.

Table No.4 : Result of significant difference between mean scores of the secular values among the science female and arts female students at undergraduate level

Group	Size	Mean	S.D	Calculated t-value	Tabulated t-value	L.O.S	H_0 (a/r)
SECULAR SCIENCE FEMALE	50	103.80	13.87	0.93	1.96	0.05	A
SECULAR ARTS FEMALE	50	103.58	11.84		2.58	0.01	A

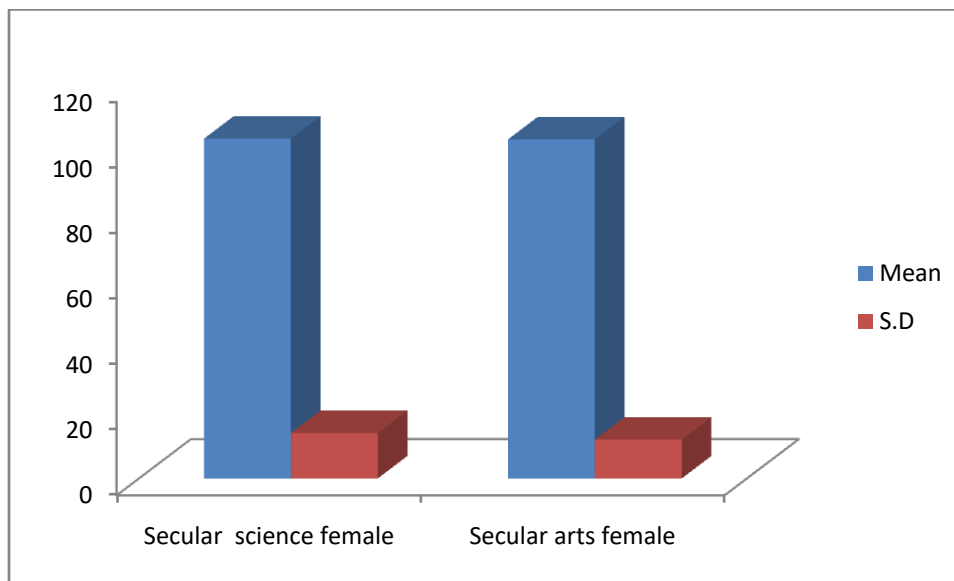


Figure No 3. Mean scores of the secular values of science female and arts female students at undergraduate level

Interpretation

It is depicted from the table-5 that the calculated value of 't' (0.93) is higher than the tabulated value of 't' (1.96 & 2.58) at both the level of significance (0.05 & 0.01) respectively. So the null hypothesis is accepted and it shows that .There is no significant difference in the mean scores of the secular values of science female and arts female students at undergraduate level.

Objective.4

To identify the significant difference in the mean scores of these secular values of science male and science female students at undergraduate level.

Null hypothesis

There is no significant difference in the mean scores of the secular values of science male and science female students at undergraduate level.

Table No.5: Result of significant difference between Mean scores of the secular values among the science male and science female students at undergraduate level.

Group	Size	Mean	S.D	Calculated t-value	Tabulated t-value	L.O.S	H_0 (A/R)
SECULAR SCIENCE MALE	100	105.94	13.85	1.09	1.96	0.05	A
SECULAR SCIENCE FEMALE	100	103.80	13.87		2.58	0.01	A

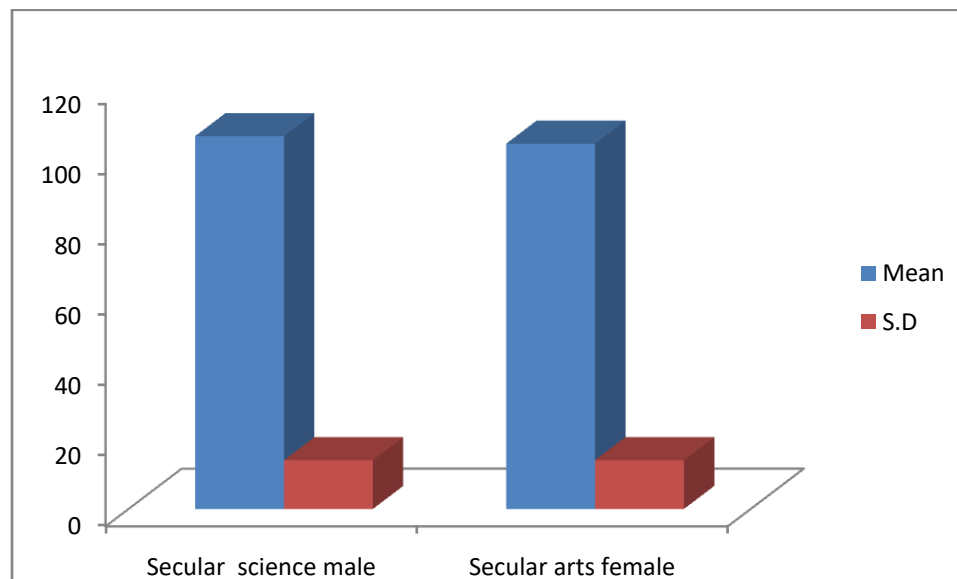


Figure No.4: Mean scores of the secular values of science male and science female students at undergraduate level.

Interpretation

It is depicted from the table-7 that the calculated value of 't' (1.09) is lower than the tabulated value of 't' (1.96 & 2.58) at both the level of significance (0.05 & 0.01) respectively. So the null hypothesis is accepted there is no significant difference in the mean scores of the secular values of science male and science female students at undergraduate level.

Objective.5

To identify the significant difference in the mean scores of the secular values of arts male and arts female students at undergraduate level.

Null hypothesis

There is no significant difference in the mean scores of the secular values of arts male and arts female students at undergraduate level.

Table No.6 :Result of significant difference between Mean scores of the secular values among the arts male and arts female students at undergraduate level.

Group	Size	Mean	S.D	Calculated t-value	Tabulated t-value	L.O.S	H_0 (A/R)
ARTS SECULAR MALE	50	103.14	13.19	0.17	1.96	0.05	A
ARTS SECULAR FEMALE	50	103.58	11.84		2.58	0.01	A

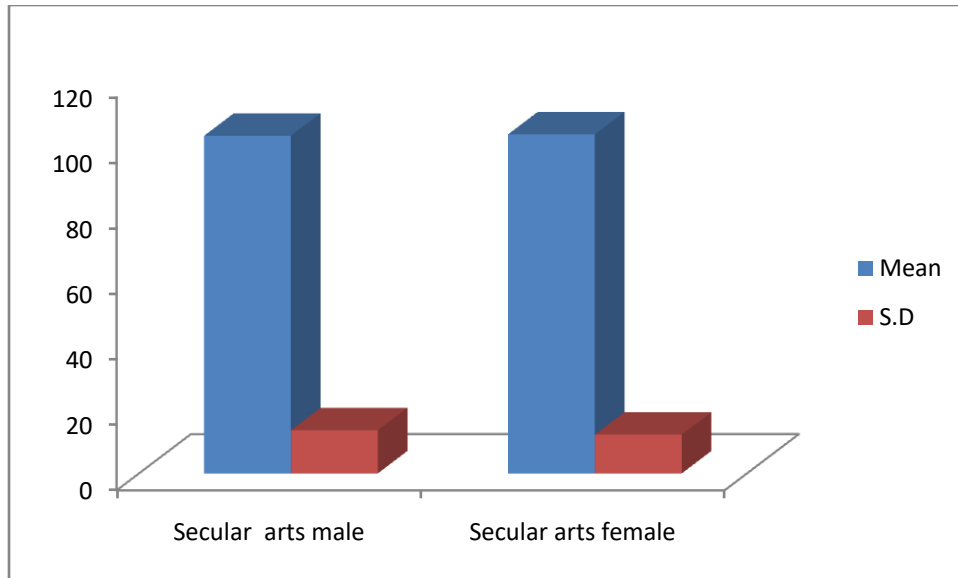


Figure No.5: Mean scores of the secular values of arts male and arts female students at undergraduate level.

Interpretation

It is depicted from the table-9 that the calculated value of 't' (0.17) is much lower than the tabulated value of 't' (1.96 & 2.58) at both the level of significance (0.05 & 0.01) respectively. So the null hypothesis is accepted and it shows that there is no significant difference in the mean scores of the secular values of arts male and arts female students at undergraduate level.

Major Findings of the study

1. There is no significant difference in the mean scores of the secular values between science and arts students at undergraduate level as the calculated t value is 1.19 which is below the value of significance at 0.05 levels.
2. There is no significant difference in the mean scores of the secular values among science male and arts male students at undergraduate level as the calculated t value is 1.03 which is below the value of significance at 0.05 levels.
3. There is no significant difference in the mean scores of the secular values of science female and arts female students at undergraduate level as the calculated t value is 0.93 which is below the value of significance at 0.05 levels.

4. There is no significant difference in the mean scores of the secular values of science male and science female students at undergraduate level as the calculated t value is 1.09 which is below the value of significance at 0.05 levels.

5. There is no significant difference in the mean scores of the secular values of arts male and arts female students at undergraduate level as the calculated t value is 0.17 which is below the value of significance at 0.05 levels.

Discussion Based on Findings

1) Statistically, there is no significant difference of secular values between science and arts. The mean score of science secular and arts secular students are 104.94 and 103.36. Here the secular value of science students is slightly more than the secular arts students. But, it cannot provide any significant difference.

2) The secular values among the science and arts male students are approximately same. They all are following the same kind of secular feelings. The mean values of secular science and arts male is 105.94 and 103.14.

3) The secular values among the science and arts male students are statistically not significant. They all are following the same kind of secular feelings. The mean values of secular science and arts male is 103.80 and 103.58.

4) The significant difference in the mean scores of the secular values of science male and science female students at undergraduate level is not statistically found. The mean scores of secular science male and female are as 105.94 and 103.80, which provide a normal gap of secular values.

5) Statistically, there is no significant difference in the mean scores of the secular values of arts male and arts female students at undergraduate level as the calculated t value is 0.17 which is below the value of significance at 0.05 levels. Very less statistical difference is found between these groups. The mean scores of secular arts male and female.

6) The difference in the mean score is highest between secular science and secular arts undergraduate students among the all statistical calculation of secular value. The calculated t value is 1.19. The mean scores are as 104.94 and 103.36.

7) The difference in the mean score is lowest between secular arts male and secular arts female undergraduate students among the all statistical calculation of secular value. The calculated t value is 0.17. The mean scores are as 103.14 and 103.58.

Educational implications of the study

- 1) The Secular attitude becomes more important in the present scenario of India because a number of clashes took place in our past. These clashes are deep rooted in our attitude, orthodox and extremist sentiments hampered the sentiment of brotherhood and manhood. We can minimize to develop the secular attitude in our offspring and learners. Hence, developing the secular attitude among our learners, who are the future of the society, then we can achieve the need of the society, to make a noble society and peaceful society. In that case we will be able to achieve our aims.
- 2) The students should be given secular knowledge through the school curriculum.
- 3) The school environment should be very positive and secular in nature. It will increase the positive attitude toward students.
- 4) There should not be any partiality among the students on religious and caste point of view.
- 5) A common moral faith should teach to the students at school, no particular religious faith should not be taught.
- 6) Some activity should be there to increase the secular values among the students.
- 7) That undergraduate youths are aware, understand and have internalized/imbibed democratic values while indulging in civic activities.
- 8) That undergraduate student's place high priority on the democratic values of honesty, patriotism, respect, and tolerance
- 9) That undergraduate students' awareness, understanding, internalization and adherence to democratic values during civic practices is selective of institution types (whether public or private) but not selective of programs (whether full-time or part-time).
- 10) The child should give opportunity to discuss about family matter to develop their democratic value.
- 11) The students should teach common secular values for all the religion, caste and developed us feeling by heart.

- 12) The parents and teacher also should have a healthy knowledge about the secular and democratic attitude to implement its values to their child and students.
- 13) The secular and democratic values are one of the important strengths of any country. So ,it should be included in the curriculum at every level of education.

Suggestions for further study

The Present study is conducted using a small sample even then the findings are interesting enough to motivate the investigator to suggest some ideas for the further research in the field towards secular and democratic values:

1. The study is conducted only on Undergraduates' attitudes-, there is need to replicate the study by taking children's, teachers', post graduates', researchscholars and religious as well as political leaders' 'attitudes, so that one caneasily find out the general trend in attitude toward secularism as a whole.
2. The study is conducted only on 200 samples, so, if the sample size will increase more important result may be found.
3. The study mainly covers two streams (science and arts),there are lots of opportunities to conduct further research include more streams.
4. The result will be more significant if the research conduct of other religions Undergraduate students also be taken into account.
5. The literature review of this research work revealed that our core democratic value is constantly changing. More value recently has been added to our core democratic values as a result of changing social experiences and visions of our visionary leaders/presidents. Values such as transparency, due process, your vote must count, one-man-one vote, etc. are currently gaining access into India's core values.

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