

Aesthetic Value Divergence: A Comparative Study of Hindi and English Medium Students in India

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Abstract

Values are the pivot of a changing society upon which the society exists. Because only the feeling of usefulness or welfare keeps society stable. Value is a code of conduct or virtue by which a person determines their way of life to achieve their specific goals. It includes man's concepts, thoughts, beliefs, attitudes, faith, etc. On the one hand, these human values are controlled by a person's conscience, and on the other hand, they are derived and nurtured by their culture and tradition. It can also be said that value is the power awakening in the innermost being of man, which inspires him to act in a specific way and governs his conduct. In this study, we have tried to understand the difference between the values paid by the students of Hindi Medium and English Medium schools of Kanpur district in the form of 100 students (50 Hindi Medium and 50 English Medium). A study of Aesthetic value was done, based on which the conclusion obtained from the study shows that the students of the English medium get more of the economic values, while the students of the Hindi medium get less of it.

Keywords- Human Values, Aesthetic Value, Education, Hindi Medium, English Medium

Introduction

Education plays an important role in human life. Education is a lifelong process. A human being keeps learning something or the other from birth till death (Peter Jarvis, Mark Tennant). It is only as a result of this process of knowing that he gains experience. Through these experiences, education works to bring beauty to one's behaviour (John Dewey, 1938; D. Kolb, 1984). It is only through education that society protects its civilisation and culture, and education helps in the progress of this world in the form of civilisation. Generosity, nobility, beauty and excellence of human life and society are possible only through education.

Education is to bring change in the behaviour of the child, the proper development of which is the main objective of education. Only through education are the inherent powers of the child revealed (Bhardwaj, A.,

2022). Education is a continuous medium for the all-round development of the child. The field of education is not limited to providing information and training skills. Through this, the educated person also gets the idea of values. Therefore, they also have a social responsibility towards the community in which they live (Rao, M., 2023).

Today's education system has become so corrupted that there is no place for values in it. Pointing towards this defect of Indian education, in her presidential speech at the 40th session of the All India Congress held in Kanpur in 1952, India's [Nightingale Sarojini Naidu](#) said, "Our education has deprived us of the appropriate mental values and background and has also deprived us of the true dedication and originality required in finding an authoritative style of self-revelation."

The famous philosopher Highhead has also said that Sarojini Naidu said that style should be created through education. What is this style? The answer to this question is found in the following thought of Highhead- "Style in its best sense is the ultimate achievement of an educated mind. This is most useful. This is an aesthetic feeling based on the appreciation of simple, meaningful and direct attainment of a predetermined goal. Style in art, style in literature, style in science and style in logic abhors waste (Gupta, S., 2023). That is, it saves us from the waste of power. Style is the ultimate morality of the mind. With style, you achieve your goal and only your goal."

An Important step towards education reform is that all the people working in the field of education should understand the nature of education properly and provide them opportunities to develop in the right direction (Nair, S., 2022; Gupta, S., et. al., 2024). Education is a process of educational development, but this development should happen only in the appropriate direction. The values of life control the speed and direction of educational development (Gupta, S., & Singh, V., 2024). What is the value of life? What is the way to make life sublime? Which values of life affect education in what way? For people working in the field of education, it becomes difficult to move even a step forward without getting answers to these questions (Gupta, S., & Mishra, U., 2024). These questions can be answered from different perspectives (Kumar, R., 2023).

Education is becoming a means of scoring marks in examinations, and the evaluation of a person is unknowingly limited only to the marks obtained in examinations. This is a sad situation, and one should be determined to think of a solution to it (Sharma, L., 2022). Today, our country expresses sorrow and concern in every field, as there seems to be a falling level of values in people's lives, especially in the lives of the new generation. Valueless people are directionless (Gupta, S., Singh, V., & Shukla, P., 2025). Education of proper values gives indications and determines the path to move forward, making life priorities clear. There has always been a need for value education; there is a need for it even today, and there will be a need for it tomorrow, too. Today, there is a great need for it.

Meaning of Values

Value means usefulness, merit, desirability, and importance. Generally, the ideals that are given importance in a society and which guide and control the behaviour of the individuals of that society (Mehta, P., 2023).

Values are the pivot of a changing society upon which the society exists (Rastogi, S., et al, 2025). Because only the feeling of usefulness or welfare keeps society stable. Value is a code of conduct or virtue by which a person determines their way of life to achieve their specific goals. It includes man's concepts, thoughts, beliefs, attitudes, faith, etc (Singh, R., 2022).

In philosophy, man's attitude towards life is called value. According to Veda-based philosophies, the ultimate goal of human life is salvation and according to Charvak and Ajivika philosophies, material happiness and enjoyment. From the point of view of Indian philosophers, salvation and enjoyment are two different values (Joshi, A., 2023). That is why the behaviour of those who believe in salvation is altruistically centred, and the behaviour of those who believe in enjoyment is selfish.

In theology, moral rules are considered values, and man has to follow them in every area of life. When these rules start controlling and directing the behaviour of a human being, then they become values for him, for example, Jainism can be taken. In Jainism, non-violence is considered to be the most important moral rule. Followers of Jainism are expected to follow this rule in all areas of work (Agarwal, S., 2023). For them, non-violence is the most important value.

Anthropologists accept values as cultural characteristics. From their point of view, culture and values are inseparable. A culture is identified only by its values. Take Hindu culture, for example. It is a culture of four Purusharthas (Dharma meaning lust and salvation) and five Mahavratas (Truth, Non-Violence, Astance, Aparigraha and Celibacy). Generally, the behaviour of the people of Hindu society is guided based on these, hence these are the values of Hindu society.

The golden age of mankind is coming to an end, and we are continuously moving towards destruction. Social life is getting disturbed, and family life is becoming sad (Kapoor, M., 2022). The exploitation of the poor and helpless is increasing; people are becoming selfish, opportunistic, indulgent, sycophantic and averse to duty. Who knows where the power of life is running away? If all these things are not a loss of value, then what is? In the present times, values have fallen so much that the very meaning of living has changed (Gupta, S., et al., 2025). Every work is filled with selfishness. Different values are accepted in different disciplines.

Indian thinkers regarding value:

Indian philosophers have divided values into only two parts.

1. Spiritual values,
2. Material Value

By spiritual values, he means those values that provide direction to our spiritual thinking and behaviour, Dharma, meaning Kama and Moksha.

By material values, they mean such values which are related to our worldly life and which provide direction to our social behaviour, such as love, sympathy, cooperation and patriotism.

Most of our spiritual values are also related to our material life, like Love, Service, Truth, Non-Violence, Asteya, Non-Possession, Celibacy, Honesty and Devotion to duty. Besides, there are many material rules (values) without following which we cannot move towards spirituality, like Love, sympathy and cooperation. Then this type of classification is not complete in itself.

Western thinkers regarding the value

In this era, psychologists and sociologists have thought the most about values. Psychologists have taken values in the form of interests, attitudes and preferences of humans. According to [Mr Flink](#), the criteria we like and give importance to and based on which we decide our behaviour, are our values.

In the words of [Mr. Flick](#): 64 Values are the standards based on which man chooses the action options before him.

A very accurate example is presented in support of [Mr. Flink's](#) idea. Once, a Japanese schoolboy was asked a question: The enemy is attacking both your national flag and your religious ensign simultaneously, which will you protect first? His answer was – first, the national flag.

According to [Jones and Gerard](#): “Value refers to the broad component, anything which a person wishes, desires or tries achieve is a positive value and those things which he avoids, dislikes or expresses disinterest are negative values.”.

Prof. Urban has written in his book ‘Fundamental Ethics’ that: - “Value is that which satisfies human desires and which helps in the protection of the individual and his species.” In the end, he says, “Only that which leads to the development of souls or self-realisation is ultimately and tangibly valuable.

The classification made by Spranger is more valid among psychologists. The value tests prepared by Allport and Vernan, etc., for value measurement have been based on Spranger’s classification. Spranger has divided values into six categories, which are shown in Figure 1.

Objectives of the Problem

- To study the Aesthetic values inculcated by the students in Hindi Medium Schools.
- To study the Aesthetic values inculcated by the students in English Medium Schools.
- To compare the Aesthetic values of students of Hindi medium and English medium Schools.



Fig. 1 Classification of Western Value

Hypothesis

H0- There is no significant difference in the Aesthetic values of students of Hindi medium and English Medium Schools.

H1- There is a significant difference in the Aesthetic values of students of Hindi medium and English Medium Schools.

Delimitation

Limitations are those conditions beyond the researcher's control that may restrict the study's conclusions and their application to other situations. A few limitations were faced at various stages of the study. However, the limitations did not create any significant problems for the validity and reliability of the research findings. Notably, most of the limitations were related to data collection methods.

The researcher did an in-depth comparative study of the values provided by Hindi and English Medium Schools. Still, only one school of Hindi medium and one School of English medium is taken as a sample for this study. So, this study is limited only to Kanpur city.

Methodology

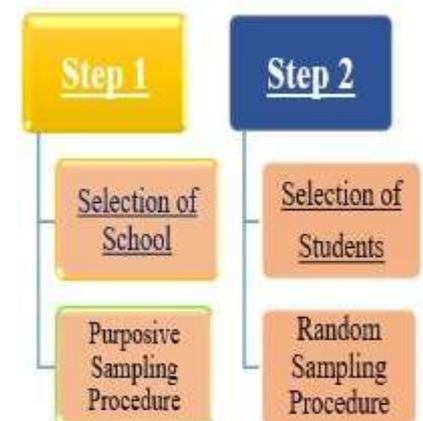
Approach of Research

In this study, the researcher collects and analyses both qualitative and Quantitative data; therefore Mixed Approach is used by the researchers. Under a Mixed Approach, a Descriptive type of research is conducted in which the Survey Method is used by the researchers to gather data from the selected sample. The primary data related to the various objectives of the study have been collected from the sample drawn from students of higher secondary schools (Hindi Medium and English Medium) of Kanpur.

Sample and Sampling procedure

S. No.	Name of School	Medium	Male Students	Female Students	Total No.
1.	Oxford Modal Inter College, Kanpur	Hindi	35	15	50
2.	Subhas Public S.S. School Kanpur	English	30	20	50

Sampling Procedure



(Table 1: Distribution of sample and Sampling Procedure)

Tools and Statistical Techniques

In the present study, a questionnaire was created and standardised by [Q.G. Alam and Dr Ramji Srivastav](#) was selected to study the values of students. There are a total of 60 items in the test, which are related to 6 values: these values are ideological, Social, Political, Economic, Aesthetic, and Religious. The Likert scale assessment method was used to answer each item. The five options for the answer are Strongly Agree, Agree, Neutral, Strongly Disagree, and Disagree. One option out of these five can be selected for each statement.

In this research paper researcher uses the following statistical techniques ____

1. Frequency Distribution
2. Mean
3. Standard Deviation
4. Critical Ratio

Hypothesis Testing: Objective Analysis

Objective: 1 To examine the study of the Aesthetic values inculcated by the students in English Medium Schools.

Table 1: The Distribution, Mean and Standard Deviation of Aesthetic values of English Medium schools

C.I.	Frequency	Mean	S.D.
51-55	2	39.1	6.50
46-50	3		
41-45	19		
36-40	13		
31-35	8		
26-30	3		
26.30	2		
N=50			

Objective 2- To examine the study of the Aesthetic values inculcated by the students in Hindi Medium Schools.

Table 2: The Distribution, Mean and Standard Deviation of Aesthetic values of Hindi Medium school

C.I.	Frequency	Mean	S.D.
52-55	1	32.34	7.02
48-51	1		
44-47	2		
40-43	3		
36-39	14		
32-35	5		
31-28	14		
24-27	7		
20-23	3		
N=50			

Objective: 3 To conduct a comparative study of the Aesthetic values of students of Hindi medium and English medium Schools.

Group	N	M	S.D.	M_1-M_2	OD	CR	Sign. Level
1	2	3	4	5	6	7	8
Students of Hindi Medium School	50	32.34	7.02	6.76	1.34	5.044	Not Sign. at .05 Level
Students of the English Medium School	50	39.1	6.50				

To check the Significance of the difference in the mean values of Aesthetic values of the students of Hindi Medium and English Medium School, The Critical Ratio has been calculated. The value of the obtained critical ratio is given in Table No. 3

(Table No. 3)

From the above table, it is clear that the mean number of students in Hindi medium school and the mean number of students in English medium school are 32.34 and 39.1, respectively. Their standard deviation graph are 7.02 and 6.50, respectively, and the value of the critical ratio is 5.04, which is not a significant difference at the 0.05 level. This shows that there is no significant difference between Hindi medium students and English medium students. It can be interpreted in many ways, which are as follows:

1. Students of both these media have similar interests.
2. Children of both media have equal interest in art, literature and music.
3. All of them have equal interest in artistic works also.

Educational Implementation:

Education is very important for the welfare of human life. The main goal of educational research is to know the various problems prevalent in the education world through research and present solutions to solve them. This diagnostic measure has educational intentions (Cohen, L., Manion, L., & Morrison, K., 2017). The presented short study is based on the findings obtained after a comparative study of the values of students studying in English and Hindi medium secondary schools (Gupta, S., & Singh, V., 2024). The academic usefulness of the research method can be described as follows.

1. Values determine the conduct of children, create standards in life, and enhance our abilities. The study of values and their educational utility is meaningful.
2. If a person works according to his life values, he has the hope of achieving greater success.
3. Sometimes students themselves know what they want to do. What do they want for their life? What is the goal? In such a situation, they can be given proper guidance according to their abilities, and this work is possible only by measuring their values.
4. It is possible only by doing. A sense of well-being can be generated in the students through the study and development of some values, such as Aesthetic values.
5. Kindness in students by developing social values. By developing feelings of sympathy and cooperation, it is also possible to develop the ability to fulfil social responsibilities.
6. The development of practicality among students and the development of their ability to properly organise their knowledge and use it in practical life are also possible only as a result of the study of values.
7. Through aesthetic education, the deepest feeling and expression of aesthetic pleasure can be developed.

Conclusion

In this study, we have tried to understand the difference between the values paid by the students of Hindi Medium and English Medium schools of Kanpur district, in the form of 100 students, in which 50 students are from Hindi Medium and 50 are from English Medium (Gupta, S. et al., 2025). A study of 6 values was done, based on which the conclusion was obtained from the study that there is no significant difference between Hindi medium students and English medium students. In the modern perspective, due to the influence of Western culture on Indian culture, our values are deteriorating (Nanda, S.K., 2012). Due to the degradation of these values, looting, fighting, bribery, and terrorism are being promoted today. Human nature differs from one another, and there is individual variation in it (Agarwal, S., 2016). These differences are also visible in the field of education. In the modern era, where individual differences are becoming visible in a person's daily life, with the help of all psychological tests, especially in the educational field, it is possible to find out the personal thoughts of students, their attitudes and their values and use them in the right direction in educational life will be very useful. Along with personal development of man, the work of building society can also be done through education (Singh, D., 2010). In educational institutions, education is becoming a means of scoring marks in examinations, and the evaluation of a person is unknowingly

limited only to the marks obtained in examinations. This is a sad situation, and one should be determined to think of a solution to it (Agarwal, S., 2016). Today, our country expresses sorrow and concern in every field, as there seems to be a falling level of values in the lives of people and especially in the lives of the new generation. Valueless people are directionless (Gupta, S., 2023). Education of proper values gives indications and determines the path to move forward, and makes life priorities clear.

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