CHAPTER - V

SUMMARY & CONCLUSION
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5.1 Summary of this Work:

In the present investigation, the researcher has tried to see the influence of different factors such as educational grades, socio-economic status and sex on the acquisition of fundamental (Honesty, Cooperation, Dutifulness, Discipline and Sacrifice) and social (Secularism, Democracy, Nationalism and Socialism) values. She has also tried to see if there is any common factor between these two different types of values, subjects being taken from two neighbouring districts of 24 Parganas (North) and Nadia and from South-East Calcutta. The study has been kept confined to the urban areas of the two districts. The subjects of the study are the students of Classes X, XI, XII and XIII both boys and girls, coming from families of different socio-economic strata.

The investigator has constructed and standardized a fundamental value-test. For this value-test, questionnaire has been used as a tool of research. She also has modified the socio-economic status scale (urban) by Kuppuswamy. The influence of some selected factors: educational grades, socio-economic status and sex, influencing the acquisition of the values taken under consideration, has been studied. A social-value test is administered by the researcher which is constructed and standardized by Dr. Nanigopal Ghosh. Finally, with the help of correlation matrix, factor analysis has been done by the researcher to assess the nature of factors.

A considerable amount of work has been done by the researcher on the value-test. The five fundamental values taken under the study have been defined under Indian conditions. The behavioural categories (Appendix - ii) for the manifestation of these values have been selected with the help of resource persons. Items have been designed for the manifestation of behavioural categories through response categories. For the value-test, the researcher has constructed a 'Likert-type scale'. Each situational question has five response categories varying from strongly positive to strongly negative. The value test has been applied on boys and girls of Classes X, XI, XII and XIII coming from socio-economic strata II, III and IV and 400 subjects have been retained at random for the pilot study. 'Normal-deviate-weighting' has been adopted to find out the scale-values of the response categories (Table 4.1). In Item Analysis, the capacity of the test to isolate the high group of the subjects from the low group has been emphasized. Here critical ratio 't' has been used as the discriminating index. An item has been retained where it has been found that its 't-value' has been significant at 0.05 and 0.01 levels or atleast at 0.05 level (Table 4.2). After item analysis, the nature of the distribution of each trait of Honesty, Cooperation, Dutifulness, Discipline and Sacrifice in the sample has been studied (Table 4.3 - 4.7). The reliability of the value-test has been estimated by the split half method as well as by the test-retest method. The
test-retest correlation coefficients of these subtests are 0.61, 0.69, 0.61, 0.74 and 0.76 respectively for the values-Honesty, Cooperation, Dutifulness, Discipline and Sacrifice. Each subtest of Honesty, Cooperation, Dutifulness, Discipline and Sacrifice has been divided into two equivalent halves on the basis of commonness or uncommonness indices of the items (Table 4.13 - 4.17). Then, the two halves of each subtest have been correlated by the product moment method. The split-half correlation coefficients of the subtests on Honesty, Cooperation, Dutifulness, Discipline and Sacrifice are 0.77, 0.71, 0.70, 0.70 and 0.74 respectively.

Several careful procedures have been adopted, so that the test has content validity.

The researcher has adopted a new procedure, which has been discovered by her guide Dr. N. G. Ghosh, for estimating criterion-related validity of psychological or a sociological tests. In finding out the criterion-related validity (Table 4.21 - 4.25) of her test, the researcher has used 'interview' as the tool of research. The interviews of 30 subjects out of 400 subjects taken for the pilot study, have been recorded with the help of a tape-recorder, by the researcher. Next, the responses of those subjects have been ranked on a five-point scale: strongly negative, negative, indifferent, positive and strongly positive by the Judges (Table - 4.20). These ranks have been transferred to scores. These scores of the 30 subjects have been correlated with their scores on the value-test. The correlation coefficients thus obtained are the indices of 'predictive validity' of the test. The validity coefficients of the tests on Honesty, Cooperation, Dutifulness, Discipline and Sacrifice are 0.47, 0.48, 0.50, 0.49 and 0.61 respectively, (Table 4.26). The 'concordance indices' among the judges on Honesty, Cooperation, Dutifulness, Discipline and Sacrifice are 0.70, 0.53, 0.75, 0.67 and 0.53 respectively (Table 4.27).

Since the researcher has adopted different objective procedures (art. 2.19) for the assessment of the values under study, the fundamental value test is said to have objectivity.

The investigator used a social value test (App. xi) in her research work which has been constructed and standardized by her guide Dr. Nanigopal Ghosh. In this social value test, Secularism, Democracy, Nationalism and Socialism are taken into consideration under Indian conditions. The reliability of the social value test has also been estimated by the split-half method as well as by the test-retest method. The split half correlation coefficients of the subtests on Secularism, Democracy, Nationalism and Socialism are 0.91, 0.86, 0.89, and 0.88 respectively. The test-retest correlation coefficients of these subtests are 0.76, 0.77, 0.68 and 0.75 respectively.

The correlation coefficient of predictive validity of the subtests on Secularism, Democracy, Nationalism and Socialism are 0.48, 0.58, 0.53 and 0.58 respectively. The 'concordance-indices' among the judges are 0.50, 0.62, 0.54 and 0.39 respectively.
The investigator has used socio-economic status scale (urban) of Kuppuswamy. In using it she had to modify the scale to a certain extent (art. 3.7) with the help of Reserve Bank of India Bulletin, October 1991.

The final test material (App. - iv) contains: (i) a rectangular block on the cover page in which some items of information are sought to find out the socio-economic status of the students, (ii) a questionnaire - A which is the fundamental value-test and (iii) a questionnaire - B which is the social value-test.

The test has been administered on 1124 students out of which 720 students have been retained at random. It is a 4 x 3 x 3 factorial design, having four educational grades - X, XI, XII and XIII, three socio-economic status levels - II, III and IV and two sex levels - boys and girls. Hence, there are 24 levels and each level contains 30 subjects, kept at random, to get (30 x 24) i.e. 720 subjects for the final study. The final test has been administered on the subjects in different urban institutions in the delimited area of the researcher.

The scores of the subjects have been analysed separately for each fundamental and social values.

On Honesty, the Mean scores of the subjects of Classes X, XI, XII and XIII are 39.69, 41.36, 40.81 and 41.22 respectively and the corresponding standard deviations are 6.12, 5.51, 5.28 and 5.70; the Mean scores of the subjects of socio-economic strata II, III and IV are 40.40, 41.40, and 40.56 respectively and the corresponding standard deviations are 5.94, 5.45 and 5.63, on the Mean score of boys and girls are 40.18 and 41.39 and the corresponding standard deviations are 6.11 and 5.12 (Table 4.39). This value reaches the peak at Class XI and the lowest at Class X of the four educational grades taken into consideration. When socio-economic strata are taken into consideration this value is the lowest for the stratum II. Girls have higher value than boys.

The students of Classes X and XI, and Boys and Girls differ significantly at 0.05 and 0.01 levels, while the other combinations of the level do not differ significantly at both 0.05 and 0.01 levels. (Table - 4.40).

On cooperation, the Mean scores of the subjects of Classes X, XI, XII and XIII are 39.17, 42.36, 40.42 and 41.28 respectively and the corresponding Standard Deviations are 6.94, 4.42, 5.15 and 5.46; the Mean scores of the subjects of socio-economic strata II, III and IV are 40.04, 41.52 and 40.85 respectively and the corresponding Standard Deviations are 6.44, 4.86 and 5.57; the Mean scores of Boys and Girls are 40.88 and 40.74 respectively and the corresponding
Standard Deviations 5.42 and 5.96 (Table 4.52). This value reaches the peak at Class XI and the lowest at Class X of the four educational grades taken into consideration. When socio-economic strata are taken into consideration, this value is the highest for the stratum III. Boys have higher value than Girls.

The students of Classes X and XI, X and XIII, XI and XII; of socio-economic strata II and III differ significantly at 0.05 and 0.01 levels; the students of Classes XI and XIII differ significantly at 0.05 level only, but not at 0.01 level, while the other combinations of the levels do not differ significantly at both 0.05 and 0.01 levels (Table 4.53).

On Dutifulness, the Mean scores of the subjects of Classes X, XI, XII and XIII are 33.83, 36.06, 34.25 and 34.81 respectively and the corresponding Standard Deviations are 5.0, 4.06, 5.10 and 4.74; the Mean scores of the subjects of socio-economic strata II, III and IV are 34.06, 35.77 and 34.33 respectively and the corresponding Standard Deviations are 4.97, 4.21 and 5.05; the Mean scores of Boys and Girls are 34.64 and 34.92 respectively and the corresponding Standard Deviations are 5.15 and 5.20 (Table 4.65). This value reaches the peak at Class XI and the lowest at Class X of the four educational grades taken into consideration. When socio-economic strata are taken into consideration, this value is lowest for the stratum II. Girls have higher value than Boys.

The students of Classes X and XI, XI and XII, XI and XIII, of socio-economic strata II and III, and III and IV differ significantly at 0.05 and at 0.01 levels, the students of Classes X and XIII differ significantly at 0.05 level but not at 0.01 level, while the other combinations of the levels do not differ significantly at both 0.05 and 0.01 levels (Table 4.66).

On Discipline, the Mean scores of the subjects of Classes X, XI, XII and XIII are 33.56, 36.81, 34.17 and 35.83 respectively and the corresponding Standard Deviations are 6.04, 4.93, 6.39 and 5.27; the Mean scores of the subjects of socio-economic strata II, III and IV are 34.48, 35.81 and 34.98 respectively and the corresponding Standard Deviations are 6.43, 5.38 and 5.57; the Mean scores of Boys and Girls are 34.51 and 35.65 respectively and the corresponding Standard Deviations are 6.22 and 5.34 (Table 4.78). This value reaches the peak at Class XI and the lowest at Class X of the four educational grades taken into consideration. When socio-economic strata are taken into consideration, this value is highest for the stratum III. Boys have higher value than Girls.

The students of Classes X and XI, X and XIII, XI and XII and XII and XIII, of socio-economic strata II and III differ significantly at both 0.05 and 0.01 levels, while the other combinations of the levels do not differ significantly at 0.05 and 0.01 levels (Table 4.79).
On Sacrifice, the Mean scores of the subjects of Classes X, XI, XII and XIII are 35.67, 36.19, 34.36 and 35.58 respectively and the corresponding Standard Deviations are 5.63, 4.97, 6.73 and 5.49; the Mean scores of the subjects of socio-economic strata II, III and IV are 35.19, 35.79 and 35.42 respectively and the corresponding standard Deviations are 5.63, 5.65 and 6.06; the Mean scores of Boys and Girls are 35.01 and 35.90 respectively and the corresponding Standard Deviations are 6.12 and 5.39 (Table 4.91). This value reaches the peak at Class XI and the lowest at Class XII of the four educational grades taken into consideration. When socio-economic strata are taken into consideration this value is highest for the stratum III. Girls have higher value than Boys.

The students of Classes XI and XII differ significantly at 0.05 and 0.01 levels, the students of Classes X and XII and XIII differ significantly at 0.05 level but not at 0.01 level, while the other combinations of the levels do not differ significantly at both 0.05 and 0.01 levels (Table 4.92).

On Secularism, the Mean scores of the subjects of Classes X, XI, XII and XIII are 35.67, 37.03, 36.72 and 37.53 respectively and the corresponding Standard Deviations are 5.52, 5.84, 5.65 and 5.62, the Mean scores of the subjects of socio-economic strata II, III and IV are 37.48, 37.33 and 35.29 respectively and the corresponding Standard Deviations are 5.69, 5.47 and 5.67; the Mean scores of Boys and Girls are 37.69 and 35.72 respectively and the corresponding Standard Deviations are 5.64 and 5.57 (Table 4.104). This value reaches the peak at Class XIII and the lowest at Class X of the four educational grades taken into consideration. When socio-economic strata are taken into consideration, this value is the lowest for the stratum IV. Boys have higher value than Girls.

The students of Classes X and XIII, of socio-economic strata II and IV and III and IV and Boys and Girls differ significantly at 0.05 and 0.01 levels, the students of Classes X and XI differ significantly at 0.05 level but not at 0.01 level, while the other combinations of the levels do not differ significantly at both 0.05 and 0.01 levels (Table 4.105).

On Democracy, the Mean scores of the subjects of Classes X, XI, XII and XIII are 26.86, 29.61, 30.83 and 30.03 respectively and the corresponding Standard Deviations are 5.12, 4.30, 5.66 and 5.28; the Mean scores of the subjects of socio-economic strata II, III and IV are 29.98, 29.38 and 28.63 respectively and the corresponding Standard Deviations are 5.06, 5.48 and 5.37; the Mean scores of Boys and Girls are 29.72 and 28.90 respectively and the corresponding Standard Deviations are 5.39 and 5.20 (Table 4.17). This value reaches the peak at Class XII and the lowest at Class X of the four educational grades taken into considerations. When socio-
economic strata are taken into consideration, this value is the lowest for the stratum IV. Boys have higher value than girls.

The students of Classes X and XI, X and XII, X and XIII, of socio-economic strata II and IV differ significantly at 0.05 and 0.01 levels, the students of Class XI and XII and Boys and Girls differ significantly at 0.05 level but not at 0.01 level, while the other combinations of the levels do not differ significantly at both 0.05 and 0.01 levels (Table 4.118).

On Nationalism, the Mean scores of the subjects of Classes X, XI, XIII and XIII are 27.56, 28.75, 27.36 and 27.92 respectively and the corresponding Standard Deviations are 5.27, 5.36, 4.66 and 4.93; the Mean scores of the subjects of socio-economic strata II, III and IV are 28.19; 27.94 and 27.56 respectively and the corresponding Standard Deviations are 5.08, 5.25 and 4.92; the Mean scores of Boys and Girls are 28.38 and 27.40 respectively and the corresponding Standard Deviations are 5.20 and 4.92. (Table 4.130). This value reaches the peak at Class XI and the lowest at Class XII of the four educational grades taken into considerations. When the socio-economic strata are taken into consideration, this value is the lowest for the stratum IV. Boys have higher value than Girls.

The students of Classes XI and XII and Boys and Girls differ significantly at 0.05 and 0.01 levels, the students of Classes X and XI differ significantly at 0.05 level but not at 0.01 level, while the other combinations of the levels do not differ significantly at both 0.05 and 0.01 levels (Table 4.131).

On Socialism, the Mean scores of the subjects of Classes X, XI, XII and XIII are 33.39, 37.11, 36.64 and 37.33 respectively and the corresponding Standard Deviations are 5.94, 6.13, 5.80 and 6.41; the Mean scores of the subjects of socio-economic strata II, III and IV are 36.44, 36.31 and 35.69 respectively and the corresponding Standard Deviations are 6.50, 6.54 and 5.71, the Mean scores of Boys and Girls are 36.38 and 35.92 respectively and the corresponding Standard Deviations are 6.58 and 5.96 (Table 4.143). This value reaches the peak at Class XIII and the lowest at Class X of the four educational grades taken into considerations. When the socio-economic strata are taken into considerations this value is the lowest for the stratum IV. Boys have higher value than Girls.

The students of Classes X and XI, X and XII and X and XIII differ significantly both at 0.05 and 0.01 levels, while the other combinations of the levels do not differ significantly at both 0.05 and 0.01 levels (Table 4.144).

After factor analysis, it has been found -
(i) that there is a general factor present in the Fundamental values (Honesty, Cooperation, Dutifulness, Discipline and Sacrifice) (Table 4.145).

(ii) that there is a general factor present in the social values (Secularism, Democracy, Nationalism and Socialism) (Table 4.148).

(iii) that there is a general factor present in the fundamental and social values taken together (Table 4.151).

But from the Table - 4.145, it is seen that one common factor is heavily loaded in the Fundamental values (Male and Female taken together).

From Table - 4.146, it is seen that one common factor is heavily loaded in the Fundamental values (only Male being taken).

From Table - 4.147, it is seen that one common factor is heavily loaded in the Fundamental values (only Female being taken).

Again from Table - 4.148, it is seen that one common factor is heavily loaded in the Social values (Male and Female taken together).

From Table - 4.149, it is seen that one common factor is heavily loaded in the social values (only male being taken).

From Table - 4.150, it is seen that one common factor is heavily loaded in the social values (only Female being taken).

From Table - 4.151, it is seen that one common factor is present in Fundamental and social values taken together (or male and female combined). But this factor is more prominently present in the Fundamental values than in the social values.

5.2 Conclusion:

By analyzing the scores, of the students obtained in relation to "Honesty" it has been found that the Mean of the scores of the students of Class XI is the highest and that of the students of Class X is the lowest (Table 4.39). It has also been found that the students of Class XI differ significantly from those of Class X both at 0.01 and 0.05 levels and also the students of Class XIII differ significantly from those of Class X only at 0.05 level; but the students of Classes XIII
and XII, XIII and XI, XII and XI and XII and X do not differ significantly (Table 4.40). All these lead to the rejection of the Hypothesis \( H_{1-1} \) (art. 1.7).

By analyzing the scores of the students obtained in relation to 'Cooperation' it has been found that the Mean of the scores of the students of Class XI is the highest and that of the students of Class X is the lowest (Table 4.53). It has also been found that the students of Class XI differ significantly from those of Class X; the students of Class XIII differ significantly from those of Class X, the students of Class XII differ significantly from those of Class XI both at 0.05 and 0.01 levels and the students of Class XIII differ significantly from those of Class XI only at 0.05 level. But the students of Class XIII and XII and XII and X do not differ significantly (Table 4.53). All these lead to the rejection of the Hypothesis \( H_{1-2} \) (art 1.7).

By analyzing the scores of the students obtained in relation to 'Dutifulness' it has been found that the Mean of the scores of the students of Class XI is the highest and that of the students of Class X is the lowest (Table 4.65). It has also been found that the students of Class XI differ significantly from those of Class X, the students of Class XIII differ significantly from those of Class X, the students of Class XII differ significantly from those of Class XI and the students of Class XIII differ significantly from those of Class XI. But the students of Class XIII and XII, XII and X do not differ significantly (Table 4.66). All these lead to the rejection of the Hypothesis \( H_{1-3} \) (art 1.7).

By analyzing the scores of the students obtained in relation to 'Discipline' it has been found that the Mean of the scores of the students of Class XI is the highest and that of the students of Class X is the lowest (Table 4.78). It has also been found that the students of Class XI differ significantly from those of Class X, the students of Class XIII differ significantly from those of Class X, the students of Class XII differ significantly from those of Class XI, the students of Class XIII differ significantly from those of Class XII, but the students of Classes XIII and XI and XII and X do not differ significantly (Table 4.79). All these lead to the rejection of the Hypothesis \( H_{1-4} \) (art 1.7).

By analyzing the scores of the students obtained in relation to 'Sacrifice' it has been found that the Mean of the scores of the students of Class XI is the highest and that of the students of Class XII is the lowest (Table 4.91). It has also been found that the students of Class XII differs significantly from those of Class X, the students of Class XIII differ significantly from those of Class XII and the students of Class XII differ significantly from those of Class XI, but the students of Class XI and X, XI and XIII and XIII and X do not differ significantly (Table 4.92). All these lead to the rejection of the Hypothesis \( H_{1-5} \) (art 1.7).
By analyzing the scores of the students obtained in relation to 'Secularism' it has been found that the Mean of the scores of the students of Class XIII is the highest and that of the students of Class X is the lowest (Table 4.104). It has also been found that the students of Class XIII differ significantly from those of Class X and the students of Class XI differ significantly from these of Class X, but the students of Class XII and X, XIII and XI, XII and XI and XIII and XII do not differ significantly (Table 4.105). All these lead to the rejection of the Hypothesis H_{1-6} (art 1.7).

By analyzing the scores of the students obtained in relation to 'Democracy' it has been found that the Mean of the scores of the students of Class XII is the highest and that of the students of Class X is the lowest (Table 4.117). It has also been found that the students of Class XI differ significantly from those of Class X, the students of Class XII differ significantly from those of Class X, the students of Class XIII differ significantly from those of Class X and the students of Class XII differ significantly from those of Class XI; but the students of Class XIII and XI and XIII and XII do not differ significantly (Table 4.118). All these lead to the rejection of the Hypothesis H_{1-7} (art 1.7).

By analyzing the scores of the students obtained in relation to 'Nationalism' it has been found that the Mean of the scores of the students of Class XI is the highest and that of the students of Class XII is the lowest (Table 4.130). It has also been found that the students of Class XI differ significantly from those of Class X, and the students of Class XII differ significantly from those of Class X but the students of Class XII and X, XIII and X, XII and XI and XIII and XII do not differ significantly (Table 4.131). All these lead to the rejection of the Hypothesis H_{1-8} (art 1.7).

By analyzing the scores of the students obtained in relation to 'Socialism', it has been found that the Mean of the scores of the students of Class XIII is the highest and that of the students of Class X is the lowest (Table 4.143). It has also been found that the students of Class XI differ significantly from those of Class X, the students of Class XII differ significantly from those of Class X, the students of Class XIII differ significantly from those of Class X, but the students of Class XII and XI, XIII and XI and XIII and XII do not differ significantly (Table 4.144). All these lead to the rejection of the Hypothesis H_{1-9} (art 1.7).

The rejections of hypotheses H_{1-1}, H_{1-2}, H_{1-3}, H_{1-4}, H_{1-5}, H_{1-6}, H_{1-7}, H_{1-8}, H_{1-9} lead to the rejection of hypothesis H_1 which states that advancement of educational grades has a direct impact on the acquisition of values, both fundamental and social - Honesty, Cooperation, Dutifulness, Discipline, Sacrifice, Secularism, Democracy, Nationalism and Socialism (art 1.7).
The rejection of the exact hypothesis $H_1$ confirms the retention of the research hypothesis, which is an automatic deduction from the hypothesis $H_1$ which may be stated in this way that advancement in the years of schooling has no direct impact on the acquisition of the values both fundamental and social—Honesty, Cooperation, Dutifulness, Discipline, Sacrifice, Secularism, Democracy, Nationalism and Socialism.

The fact stated above i.e. increase in the years of schooling has no direct impact on the acquisition of values, is due to the fact that there is little attempt to develop these values in the students through the present educational system, and in particular through curricular activities. Sm. Uma Ghosh, an M.A. student of the Department of Education, University of Kalyani, has worked with the value Secularism in her Dissertation work. By taking an experimental project for three months with the students of Class VIII, she has found that the students have significantly gained after the experimentation. This indicates that if development of values would have been accepted as one of the aims of education and deliberate efforts would have been made for the purpose, increase in the years of schooling would probably have improved the scores of values of the students.

'What should be the Kernel of educational aims' - has long been a burning question. Studies and experiences are not few which have established that every person cannot have a brilliant intellect but every person may become a good man. A good man is a social man who can shoulder his duties as a citizen of a modern society. And education is the chief means of producing good citizens. It would be wise to make some deliberate efforts to develop and to retain the values through education. If education is the chief instrument of social progress, curricular activities should be so provided as to adequately promote the culture of values. From the research findings on "transfer of training" it is also found that there is no automatic transfer from cognitive learning to attitude development, but 'transfer of learning' to a high positive degree takes place when there is a purposeful planned activity for effecting the transfer.

However, the findings of the researcher need some explanation. Taking the mean scores of the subjects in relation to the values, both fundamental and social, shown in Histogram (Fig. - 4.1) and Histogram (Fig. - 4.4), Honesty, Cooperation, Dutifulness, Discipline, Sacrifice, Secularism, Democracy, Nationalism and Socialism, it has been found that the values generally attain the peak at Class XI. In case of Secularism, the value attains the peak at Class XI (37.03) and at XIII (37.53). And in case of Socialism, the value attains the peak at XI (37.11) and at XIII (37.33). The relevant question is why there is significant improvement of these values (except Sacrifice) and why suddenly this improvement is arrested and even it declines in some cases like Cooperation, Discipline, Sacrifice, Democracy and Nationalism. It may be that adolescent idealism in Indian society reaches its peak at Class XI. It would have been better if it could be
found out to which age group the students of Class XI do belong. But the attempt has not been made, since in India, birth registration is not strictly maintained. This is the time when the students come out of Secondary schools. They are admitted in Higher Secondary schools and colleges. They gradually become exposed to the wider society with high ambitions and ideals of life, the values attain the peak at Class XI. At Class XII, they make themselves closely connected with different aspects of adult life. They enrich and renew their experiences with the senior students and friends. They see that much of the aspirations of the seniors have also been frustrated and the reality has nothing to do with the imaginations of their earlier days. This is the time when the students try to wean themselves from the familial protections. So they try to reorganise their value pattern according to the need of the day. They see that there is nobody to sacrifice a lot for them. In fact Sacrifice is sort of foolishness, so it is seen that 'Sacrifice' attains its lowest ebb at Class XII. 'Unity in diversity' is the national aim of India. But that aim is shattered by narrow provincialism. India is burning. Now people say "Kashmir is for the Kashmiries, the Punjab is for the Punjabis" and so on. So a young mind may be at its wit's end to see the fate of national integration in India. And this researcher is not astonished to see that 'Nationalism' attains the lowest at Class XII.

By analyzing the scores, obtained in relation to Honesty of the students coming from families of different socio-economic strata, it is found that the mean of the scores is the highest for the stratum III and the lowest for the stratum II (Table 4.39). It has also been found that the differences between socio-economic strata II and III, III and IV and II and IV have not been significant. (Table 4.40). All these lead to the rejection of the hypothesis H2-1 (art 1.7).

By analyzing the scores, obtained in relation to Cooperation, of the students coming from families of different socio-economic strata, it is found that the mean of the scores in the highest for the stratum III and the lowest for the stratum II (Table 4.52). It has also been found that the differences between socio-economic strata II and III is significant but the differences between the strata II and IV and that between III and IV have not been significant (Table 4.53). All these lead to the partial retention of hypothesis H2-2 (art 1.7). The word 'partial' has been used by the researcher, because the difference between socio-economic strata II and IV and that between III and IV have not been significant.

By analyzing the scores, obtained in relation to Dutifulness, of the students coming from families of different socio-economic strata, it is found that the mean of the scores is the highest for the stratum III and the lowest for the stratum II (Table 4.65). It has also been found that the difference between socio-economic strata II and IV is not significant but the differences between the strata II and III and that between III and IV have been significant (Table 4.66). All these lead to the partial retention of hypothesis H2-3 (art 1.7). The word 'partial' has been used by the
researcher because it is found that there is no significant difference between socio-economic strata II and IV.

By analyzing the scores, obtained in relation to Discipline, of the students coming from families of different socio-economic strata it is found that the mean of the scores is the highest for the stratum III and the lowest for the stratum II (Table 4.78). It is also found that the difference between socio-economic strata II and IV and that between III and IV have not been significant but the difference between socio-economic strata II and III has been significant (Table 4.79). All these lead to the partial retention of hypothesis H2-4 (art 1.7). The word 'partial' has been used by the researcher, because the difference between strata II and IV and that between III and IV have not been significant.

By analyzing the scores, obtained in relation to Sacrifice, of the students coming from families of different socio-economic strata, it is found that the mean of the scores is the highest for the stratum III and the lowest for the stratum II (Table 4.91). It is also found that the differences between socio-economic strata II and III, II and IV and III and IV have not been significant (Table 4.92). All these lead to the rejection of the hypothesis H2-5 (art 1.7).

By analyzing the scores, obtained in relation to Secularism, of the students coming from families of different socio-economic strata, it is found that the mean of the scores is the highest for the stratum II and the lowest for the stratum IV (Table 4.104). It is also found that the difference between socio-economic strata II and III is not significant, but the differences between the strata II and IV and that between III and IV have been significant (Table 4.105). All these lead to the partial retention of hypothesis H2-6 (art 1.7). The word 'partial' has been used by the researcher, because it is found that there is no significant difference between socio-economic strata II and III.

By analyzing the scores, obtained in relation to Democracy, of the students coming from families of different socio-economic strata, it is found that the mean of the scores is the highest for the stratum II and the lowest for the stratum IV (Table 4.117). It is also found that the difference between socio-economic strata II and III and that between III and IV have not been significant but the difference between socio-economic strata II and IV has been significant (Table 4.118). All these lead to the partial retention of hypothesis H2-7 (art 1.7). The word 'partial' has been used by the researcher because the difference between strata II and III and that between III and IV have not been significant.

By analyzing the scores, obtained in relation to Nationalism, of the students coming from families of different socio-economic strata it is found that the mean of the scores is the highest for the stratum II and the lowest for the stratum IV (Table 4.130). It is also found that the differences
between socio-economic strata II and III, II and IV and III and IV have not been significant (Table 4.131). All these lead to the rejection of the hypothesis H2.8 (art 1.7).

By analyzing the scores, obtained in relation to Socialism, of the students coming from families of different socio-economic strata, it is found that the mean of the scores is the highest for the stratum II and the lowest for the stratum IV (Table 4.143). It has also been found that the difference between socio-economic strata II and III, II and IV and III and IV have not been significant (Table 4.144). All these lead to the rejection of the hypothesis H2.9 (art 1.7).

The partial retentions of hypotheses H2.2, H2.3, H2.4, H2.6, and H2.7 and the rejection of the hypotheses H2.1, H2.5, H2.8 and H2.9 lead to the partial retention of the hypothesis H2 which states that the socio-economic status of the parents of the students affects the acquisition of values by children coming from them.

With regard to fundamental values - Honesty, Cooperation, Dutifulness, Discipline and Sacrifice, it is found that the values are at the peak with the people who belong to socio-economic stratum III. The exact picture is given in Histogram (Fig. - 4.2). This means that they have not yet rejected the old cultural values of India in the name of modernization. This may be due to the fact that their interactions with the so called modern-minded city bred people are few and far between. The doubt seems unreasonable if it is said that a sea-change is going to be observed in the next generation as cause of modern technology.

With regard to the social values Secularism, Democracy, Nationalism and Socialism, it is found from Histogram (Fig. - 4.5) that these values attain the peak in case of people who belong to socio-economic stratum II. This may again be argued as a gift of modernization. People who belong to stratum II, belong to that group who are just below the top most people of India. They have embraced modernity as a gift of modern technology and their environment. They have a good faith in the modern socio-constitutional values of India which have opened the golden doors of fortune before them. And for that they have probably bothered very little about the age old Indian tradition and culture, nay, to speak of ancient values of India.

The interaction and social mobility between people of strata II, III and IV are not significant. These three groups of people still live in their own separate domains their own ways of thinking, feeling and willing. This has led to the change in value pattern both fundamental and social.

Another important finding that emerges from the study of the researcher is that students belonging to the strata I and V have not been found in the institutions form which the researcher
has taken her subjects. The researcher has used socio-economic status scale (Urban) of Kuppuswamy to identify the socio-economic strata of the subjects. It has been found that none of the 1124 subjects belongs to either of the strata I and V. It is natural that families belonging to the stratum I are very rare in the delimited area of the researcher. But families belonging to the stratum V are frequent. They have their children. It is highly unfortunate that not a single student come to Classes X, XI, XII and XIII from families belonging to socio-economic stratum V. This becomes a concern when one remembers that some attempts have been made by the Government to elevate the socio-economic status of the stratum in question.

By analyzing the scores, obtained in relation to Honesty, it has been found that the mean scores of Girls is higher than the mean scores of Boys (Table 4.39). It has also been found that girls differ significantly from boys (Table 4.40). This result leads to the rejection of hypothesis $H_3.1$ (art 1.7).

By analyzing the scores obtained in relation to Cooperation, it has been found that the mean scores of boys is higher than the mean scores of girls (Table 4.52). It has also been found that in this case boys and girls do not differ significantly (Table 4.53). This result leads to the rejection of hypothesis $H_3.2$ (art 1.7).

By analyzing the scores obtained in relation to Dutifulness, it has been found that the mean scores of girls is higher than the mean scores of boys (Table 4.65). But it has also been found that in this case boys and girls do not differ significantly (Table 4.66). This result leads to the rejection of hypothesis $H_3.3$ (art 1.7).

By analyzing the scores obtained in relation to Discipline, it has been found that the mean scores of girls is higher than the mean scores of boys (Table 4.78). But it has also been found that in this case boys and girls differ significantly (Table 4.79). This result leads to the rejection of hypothesis $H_3.4$ (art 1.7).

By analyzing the scores obtained in relation to Sacrifice, it has been found that the mean scores of girls is higher than the mean scores of boys (Table 4.91). But it has also been found that boys and girls do not differ significantly (Table 4.92). This result leads to the rejection of hypothesis $H_3.5$ (art 1.7).

By analyzing the scores obtained in relation to Secularism, it has been found that the mean scores of boys is higher than the mean scores of girls (Table 4.104). It has also been found that boys differ significantly from girls (Table 4.105). This result leads to be retention of Hypothesis $H_3.6$ (art 1.7).
By analyzing the scores obtained in relation to Democracy, it has been found that the mean scores of boys is higher than the mean scores of girls (Table 4.117). It has also been found that boys differ significantly from girls (Table 4.118). This result leads to the retention of Hypothesis $H_{3.7}$ (art 1.7).

By analyzing the scores obtained in relation to Nationalism, it has been found that the mean scores of boys is higher than the mean scores of girls (Table 4.130). It has also been found that boys differ significantly from girls (Table 4.131). This result leads to the retention of Hypothesis $H_{3.8}$ (art 1.7).

By analyzing the scores obtained in relation to Socialism, it has been found that the mean scores of boys is higher than the mean scores of girls (Table 4.143). It has also been found that boys and girls do not differ significantly (Table 4.144). This result leads to the rejection of Hypothesis $H_{3.9}$ (art 1.7).

Indian society is changing very fast. Competition and success are the two words which catch the young minds most. Most of the youths of the present day are careerist. They prefer to build this career at the cost of anything. Obviously 'live and let live' is a forgotten proverb. The fashion of the day is only 'Live'. So the cultural values of India: Honesty, Cooperation, Dutifulness, Discipline and Sacrifice have lost their past significance. The girls being still conservative and sheltered, probably have not yet jettisoned 'Honesty' and 'Discipline' from their life like the boys. So in case of 'Honesty' and 'Discipline' the mean of the scores of the girls is significantly higher than that of the boys.

But in the case of Cooperation, Dutifulness and Sacrifice, boys and girls do not differ significantly. Clearly the picture is shown in Histogram (Fig. - 4.3). In case of Cooperation boys are higher than girls but not significantly. In case of Dutifulness and Sacrifice girls are higher than boys but not significantly. It may be argued that these three fundamental values: Cooperation, Dutifulness and Sacrifice are treated alike by both boys and girls. If they are on vane (which is claimed to be so by the thinkers and leaders of the country), both boys and girls follow the same track.

In Indian society most of the fundamental values develop primarily through interaction in the family situations, but the area of operation of social values extends beyond the family. Though, since independence, attempts have been made to wipe out the difference between men and women in education, social interaction, social status etc. the fact remains that there are still notable differences between the two. The girls in Indian society are much more sheltered and have much less scope of getting social experience. This is particularly true with regard to political
experience in the society. Hence it is not at all unexpected that the mean scores of the boys will be significantly higher than the girls. Histogram (Fig. - 4.6) shows the distribution of four social values between boys and girls. This is what has exactly been found in case of Secularism, Democracy and Nationalism. In case of Socialism, the mean score of the boys is higher than girls but the difference is not significant.

In the study of Dr. Ghosh, the researcher's guide, it was found that the boys had significantly higher values than the girls. But this time a change is observed in case of Socialism. This may be due to the global change of concept of Socialism. Even in India, the epithet Socialism is going to lose its significance.

From Centroid Factor Loading Matrix (Table - 4.145) for male and female combined it is found that there is a common Factor (Factor I), present in the five fundamental values - Honesty, Cooperation, Dutifulness, Discipline and Sacrifice. When the boys are taken separately, the presence of a common Factor (Table - 4.146 ) is found. When the girls are taken separately, the common Factor (Table - 4.147 ) is also found to be present.

The three findings taken together confirms the presence of a strong Common Factor in the five fundamental values mentioned above.

India inherits her culture from her saints and savants who have a long standing tradition of being vivid examples of the best elements of humanity. Not only the five fundamental values of Honesty, Cooperation, Dutifulness, Discipline and Sacrifice but so many others have been defined from the living examples of them. The mundane people of India incorporated in there life styles so many ideals they borrowed from these saints and savants. So from ancient days they have mixed their mode of living with that of their Gurus. "Live and let live" is Kernel of Indian thinking. "Tyagena Bhunjate" - Enjoy by sacrifice is the philosophy of Indian life. Our ancient culture is as deep as an ocean. If one reaches the depth of it, it will be found that it is an ocean of sacrifice in which he reaches. So the presence of a common factor is very much in agreement with the history of Indian culture and tradition.

By analyzing the Centroid Factor Loading Matrix (Male and Female combined, Table- 4.148) is seen that a common factor is present in the four social values : Secularism, Democracy, Nationalism and Socialism. By studying the Centroid Factor loading Matrix for boys (Table - 4.149), it is found that a common factor is present in the social values. By taking the Centroid Factor Loading Matrix for girls (Table - 4.150), the presence of a common factor is also seen.
The three findings taken together confirm the presence of a strong Common Factor in the four social values mentioned above.

The four social values - Secularism, Democracy, Nationalism and Socialism are virtually the modern democratic and constitutional values of India. In fact it has been a great achievement on the part of India that there has been a strong Common Factor present in the four social values.

If the $9 \times 9$ correlation matrix is looked into and the Centroid Factor Loading Matrix (Male and Female combined, Table - 4.151 ) is analysed it is found that a common factor is present in both the Fundamental and Social values but with a typical character. Factor I with high loadings is present in the five fundamental values. While Factor I is present in the social values with comparatively low loadings. It may be said that the common factor which is heavy in the Fundamental values is light in the social values. The reverse can also be logically argued.

It may be due to the tussle between our ancient mode of living and the modern way of living. The tussle has not yet reached the point of no return because still of the presence of the Common Factor, although in varying degrees. It may be a cause of great joy that our future masters have not yet rejected any of these two systems of values.

Attempts should be made to promote the fundamental system of values through the social system and the vice-versa. And the sooner is the better.

5.3 Limitations of the Study:

The researcher has completed the proposed work under certain limitations like her predecessors and those are as follows:

(i) While selecting different strata of the subjects, the researcher could not study the effect of religion and cast of the subjects on the acquisition of the values.

(ii) As the researcher could not know the ratio of boys and girls coming from different social strata, the ratio of boys and girls has been taken as 1 : 1.

(iii) The data has been collected from the urban areas of two neighbouring districts, Nadia and North 24 Parganas and South-East Calcutta.

(iv) The researcher has not had subjects coming from families belonging to socio-economic strata I and V.
(v) It has been found that the values taken into consideration for the study have been influenced (partially) by the socio-economic status of the families from which the subjects come. But the researcher could not investigate how the values of the parents have been influenced by their social status and also could not establish the relationship, of the parents with their children (in regard to the values).

(vi) The researcher also did not explore the relationship in regard to the values, of the members of political parties with the subjects.

(vii) The researcher did not explore the relationship in regard to the values, of the subjects with the different social factors like radio, television, cinema, clubs, newspapers, dramas, novels etc.

(viii) It has been found that the fundamental values reach the peak at Class XI and decline after Class XI but the difference between subjects of Classes XII and XIII have not been significant. It would have been better if the researcher could see how the values are acquired by the students of Class XIV, XV etc. and how they differ from others belonging to the lower Classes.

(ix) It has been found that the social values attain the peak at XI and XIII in Secularism, at XII in Democracy, at XI in Nationalism and at XI and XIII in Socialism. It would have been better if the students of Classes XIV, XV etc. could be taken and studied.

(x) It has not been possible to identify and nomenclate the Common Factor present in the Fundamental Values, the Common Factor present in the Social Values and the Common Factor present in both types of Values.