MAJOR FINDINGS OF THE STUDY

This study was carried out to see the value pattern of Hindi and English medium students in relation to their aspiration level and adjustment. A sample of 400 H.S.S. was selected by stratified random sampling technique. The responses of the subjects on selected tools were analyzed through critical ratio and t-test in the previous chapters which revealed the following generalizations:

1. The first objective of the study was to study the value pattern of higher secondary students of Hindi and English medium. The study table no. 7 revealed that 400 H.S.S. of Hindi and English medium schools have mostly average category on 10 dimensions of value pattern. As religious value has 50.94 mean and 9.27 S.D. that shows that 400 H.S.S. have Average, Aesthetic value indicates that they are average. On economic and Knowledge value students belong to average. On Hedonistic, Power, Family prestige and Health value students are also average. But only for Social values Higher Secondary Students are high and on Democratic value students are low.

2. The second objective of the study which was to compare the value pattern of Hindi and English medium higher secondary students. Keeping the above objective in mind a null hypothesis was formulated as “There is no significant difference between value pattern of Hindi
and English medium students.” After analyzing the data (table no. 31) it was found that both groups were not similar on ten dimensions of value pattern. It depicts that for the dimension Ka (Religious Value), Gha (Aesthetic Value), Cha (Economic Value), Ja (Hedonistic Value), Jha (Power Value) and Tha (Health Value) the difference is found to be insignificant, but for Kha (Social Value), Ga (Democratic Value), Chha (Knowledge Value) and Ta (Family Prestige Value) are found to be significant. On the basis of above observation it can be concluded that both groups are not similar in all ten dimensions. Concluding that medium has an impact on value pattern.

3. Further the verification of second hypothesis a micro analysis of scores have done by the researcher controlling the sex variable which compare the value pattern Hindi and English medium male students through critical ratio Table 32 revealed that for Hindi and English medium male students, the C.R. Value was found to be significantly different for value dimension Kha (Social Value), Ta (Family Prestige Value) and Tha (Health Value) while for other dimension there is insignificant difference. So above observation shows that Hindi and English medium male students are also having difference in their value pattern. So the null hypothesis 2.1 is further partially rejected.

4. The overall conclusion drawn with the help of global consideration of value pattern of Hindi and English medium students
was further analysed for female students. Table 33 depicts that Hindi and English medium female students are differing in their value pattern for Kha (Social value), Chha (Knowledge value), Jha (Power value) and Tha (Health value) dimensions. So the hypothesis 2.2 is also partially rejected, concluding that medium wise students are having difference in various dimensions of value pattern.

5. On the basis of third objective of the study which was to compare the “Value pattern of male and female higher secondary students”. Keeping the above objective in mind, a null hypothesis was formulated that there is no significant difference between value pattern of male and female Higher Secondary students. In order to test the above null hypothesis the mean value scores of male and female adolescents for ten dimensions are analysed through critical ratio. Table 34 represents that male and female students have shown a significant difference for Kha (Social value), Ga (Democratic value), Gha (Aesthetic value), Ja (Hidonistic value), Tha (Health value) value dimensions, while on Ka (Religious value), Cha (Economic value), Chha (Knowledge value), Jha (Power Value) Ta (Family Prestige Value) they have shown no significant difference. So hypothesis no. 3 may not be fully accepted. Students of both sex are differing in their value pattern for half dimensions.
6. Further a micro analysis of value pattern of male and female students was done by controlling medium. Another important finding of the study is that Hindi medium male and female have no significant difference on nine value dimensions. **Table 35** represents that only on Gha (Aesthetic value) male and female students have shown significant difference. While for other nine dimensions of value pattern their difference is insignificant. So a micro observation of value dimensions is leading to acceptance hypothesis 3.1 *i.e.* there is no significant difference between Hindi medium male and female students.

7. The overall analysis of value pattern of male and female English medium students (**table 36**) depicted that the effect of sex on value pattern of English medium students is not significant. Only on Ta (Family prestige value) they have significant difference while for other nine dimensions of value pattern have insignificant difference.

So it is evident from table no. 35 & 36, that when we analysed overall value pattern of male and female Higher Secondary students they were differing significantly for half dimensions of value pattern while controlling the medium the students of both sex are not found to be differing significantly. It depicts that sex has no impact on value pattern of students. It was medium which has shown impact on value pattern.
8. The testing of hypothesis number 4 according to which, “There is no relationship between aspiration level and value pattern of higher secondary students.” Table 37 shows the overall picture of 400 students on ten dimensions of value pattern. First researcher categorised H.S. students among three personality categories i.e., over realistic, Realistic and unrealistic. Further the value pattern of each personality category was compared with each other i.e., over realistic-realistic, over-realistic-unrealistic and realistic and unrealistic.

Firstly, over realistic-realistic groups have significant difference for Kha (Social value) and Ja (Hidonistic value) while for eight dimensions they have shown insignificant difference. Second group i.e., over realistic and unrealistic groups have significant difference for Kha (Social value), Gha (Aesthetic value), Chha (Knowledge value), Tha (Health value) but they are showing insignificant difference for Ka (Religious value), Ga (Democratic value), Cha (Economic value), Ja (Hedonistic value), Jha (Power value) and Ta (Family prestige value). It explores that this group have difference in their value pattern for about half dimensions. Third group i.e., realistic and unrealistic groups have insignificant difference for all ten dimensions of value pattern. Overall observation shows that two extreme groups over realistic and unrealistic groups have a relationship with value pattern and aspiration level. Showing that there is a significant relationship between aspiration level and value pattern.
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9. On the basis of fifth objective. To find out the relationship between Adjustment and Value pattern, a null hypothesis no. 5 is formulated. According to which, “There is no significant relationship between adjustment and value pattern of Higher Secondary Students”. Table no. 38 explores the value pattern of Higher Secondary Students at two adjustment category i.e., (Excellent and Good) in relation to their emotional adjustment. The adjustment of Higher Secondary Students on all ten dimensions of value pattern is insignificant. So, there is no significant relationship between value pattern and emotional adjustment. So hypothesis no. 5 is accepted.

Further, the micro observation of objective no. 5 and hypothesis no. 5 table no. 39 represenes a glance of value pattern of two adjustment category i.e., (Excellent and Good) in relation to their social adjustment. Table no. 39 represents the same picture like table 38. Except only one dimension of value pattern i.e., Tha (Health Value), they have insignificant difference. This observation one again dipicts that the value pattern has no impact on social adjustment of Higher Secondary Students. So the null hypothesis that there is no significant relation between value pattern and adjustment of Higher Secondary Students is accepted.
The further study of objective 5 on educational adjustment area, a null hypothesis was formulated and tested with the help of obtained scores. Table no. 40 again represents that on nine dimensions the students have insignificant difference while on one dimension, i.e., Ja (Hedonistic value), they are showing significant difference. So, hypothesis no. 5 according to which “There is no significant relationship between value pattern and adjustment is completely accepted.”. So overall concluding that in two areas of adjustment, (social and educational) the value pattern of two adjustment category, i.e., (Excellent and Good) of Higher Secondary Students was found to be insignificant only for one value dimension, they have shown significant difference in two areas which may be due to some other factors and in emotional area the value pattern of 400 students is insignificant on all ten dimensions. So hypothesis no. 5 is fully accepted.

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The present study is a small voluntary effort towards the result oriented implementation of National Policy on Education 1986, which states the growing concern over the erosion of essential values. A research work involves a lot of materialistic things as well as physical labour to be completed. To make it a success, it is always emphasized that the findings of the result must be applied in actual practice, to
make desirable changes in the process of education as far as possible. In the present scenario, it has been realized by the experts that the importance of value education has a great importance. The theme of the study is of vital concern to educators and policy makers interested in the development of values among our adolescents. According to the findings of the study following are some suggestions in this regard:

1. As the findings reveal that the value pattern of Higher Secondary Students is not as high as should be. On Religious value, Aesthetic value, Economic value, Knowledge value, Hedonistic value, Power value, Family Prestige value and Health value, they are average. Their Social value is high and their Democratic value is low. Above picture does not represent a good situation of our students. It shows that our adolescents have become more materialistic than before. Democratic value is low that is very dangerous for our new generation.

So it is suggested that for the development of democratic value children should be given opportunities to express their feelings and viewpoints. They should be provided with congenial atmosphere to facilitate free flow of ideas and exchange of opinions. Teachers and parents should be sympathetic, but analytical and objective while reacting to students’ response. There can be grievances, arguments and contradictions, but a healthy communication and objective evaluation shall lead to formulation and propagation of values.
2. Secondly value pattern of Hindi medium and English medium students are also different with each other. Medium has a great impact. Hindi medium students have much variations as they are average on Religious value. Aesthetic value, Economic value, Hedonistic value, Power value, Family Prestige value while their Demaratic value and Knowledge value are low but on Social value and Health value they are high but English medium students are average on nine value dimensions. Only their Health value is low.

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1. The first objective of the study was to study the value pattern of higher secondary students of Hindi and English medium. The study table no. 7 revealed that 400 H.S.S. of Hindi and English medium schools have mostly average category on 10 dimensions of value pattern. As religious value has 50.94 mean and 9.27 S.D. that shows that 400 H.S.S. have Average, Aesthetic value indicates that they are average. On economic and Knowledge value students belong to average. On Hedonistic, Power, Family prestige and Health value students are also average. But only for Social values Higher Secondary Students are high and on Democratic value students are low.

2. The second objective of the study which was to compare the value pattern of Hindi and English medium higher secondary students. Keeping the above objective in mind a null hypothesis was formulated as “There is no significant difference between value pattern of Hindi
and English medium students.” After analyzing the data (table no. 31) it was found that both groups were not similar on ten dimensions of value pattern. It depicts that for the dimension Ka (Religious Value), Gha (Aesthetic Value), Cha (Economic Value), Ja (Hedonistic Value), Jha (Power Value) and Tha (Health Value) the difference is found to be insignificant, but for Kha (Social Value), Ga (Democratic Value), Chha (Knowledge Value) and Ta (Family Prestige Value) are found to be significant. On the basis of above observation it can be concluded that both groups are not similar in all ten dimensions. Concluding that medium has an impact on value pattern.

3. Further the verification of second hypothesis a micro analysis of scores have done by the researcher controlling the sex variable which compare the value pattern Hindi and English medium male students through critical ratio Table 32 revealed that for Hindi and English medium male students, the C.R. Value was found to be significantly different for value dimension Kha (Social Value), Ta (Family Prestige Value) and Tha (Health Value) while for other dimension there is insignificant difference. So above observation shows that Hindi and English medium male students are also having difference in their value pattern. So the null hypothesis 2.1 is further partially rejected.

4. The overall conclusion drawn with the help of global consideration of value pattern of Hindi and English medium students
was further analysed for female students. Table 33 depicts that Hindi and English medium female students are differing in their value pattern for Kha (Social value), Chha (Knowledge value), Jha (Power value) and Tha (Health value) dimensions. So the hypothesis 2.2 is also partially rejected, concluding that medium wise students are having difference in various dimensions of value pattern.

5. On the basis of third objective of the study which was to compare the “Value pattern of male and female higher secondary students”. Keeping the above objective in mind, a null hypothesis was formulated that there is no significant difference between value pattern of male and female Higher Secondary students. In order to test the above null hypothesis the mean value scores of male and female adolescents for ten dimensions are analysed through critical ratio. Table 34 represents that male and female students have shown a significant difference for Kha (Social value), Ga (Democratic value), Gha (Aesthetic value), Ja (Hidonistic value), Tha (Health value) value dimensions, while on Ka (Religious value), Cha (Economic value), Chha (Knowledge value), Jha (Power Value) Ta (Family Prestige Value) they have shown no significant difference. So hypothesis no. 3 may not be fully accepted. Students of both sex are differing in their value pattern for half dimensions.
6. Further a micro analysis of value pattern of male and female students was done by controlling medium. Another important finding of the study is that Hindi medium male and female have no significant difference on nine value dimensions. Table 35 represents that only on Gha (Aesthetic value) male and female students have shown significant difference. While for other nine dimensions of value pattern their difference is insignificant. So a micro observation of value dimensions is leading to acceptance hypothesis 3.1 i.e. there is no significant difference between Hindi medium male and female students.

7. The overall analysis of value pattern of male and female English medium students (table 36) depicted that the effect of sex on value pattern of English medium students is not significant. Only on Ta (Family prestige value) they have significant difference while for other nine dimensions of value pattern have insignificant difference.

So it is evident from table no. 35 & 36, that when we analysed overall value pattern of male and female Higher Secondary students they were differing significantly for half dimensions of value pattern while controlling the medium the students of both sex are not found to be differing significantly. It depicts that sex has no impact on value pattern of students. It was medium which has shown impact on value pattern.
8. The testing of hypothesis number 4 according to which, “There is no relationship between aspiration level and value pattern of higher secondary students.” Table 37 shows the overall picture of 400 students on ten dimensions of value pattern. First researcher categorised H.S. students among three personality categories i.e., over realistic, Realistic and unrealistic. Further the value pattern of each personality category was compared with each other i.e., over realistic-realistic, over-realistic-unrealistic and realistic and unrealistic. Firstly, over realistic-realistic groups have significant difference for Kha (Social value) and Ja (Hidonistic value) while for eight dimensions they have shown insignificant difference. Second group i.e., over realistic and unrealistic groups have significant difference for Kha (Social value), Gha (Aesthetic value), Chha (Knowledge value), Tha (Health value) but they are showing insignificant difference for Ka (Religious value), Ga (Democratic value), Cha (Economic value), Ja (Hedonistic value), Jha (Power value) and Ta (Family prestige value). It explores that this group have difference in their value pattern for about half dimensions. Third group i.e., realistic and unrealistic groups have insignificant difference for all ten dimensions of value pattern. Overall observation shows that two extreme groups over realistic and unrealistic groups have a relationship with value pattern and aspiration level. Showing that there is a significant relationship between aspiration level and value pattern
of Higher Secondary Students. So, hypothesis number 4 is partially rejected.

9. On the basis of fifth objective. To find out the relationship between Adjustment and Value pattern, a null hypothesis no. 5 is formulated. According to which, “There is no significant relationship between adjustment and value pattern of Higher Secondary Students”. Table no. 38 explores the value pattern of Higher Secondary Students at two adjustment category i.e., (Excellent and Good) in relation to their emotional adjustment. The adjustment of Higher Secondary Students on all ten dimensions of value pattern is insignificant. So, there is no significant relationship between value pattern and emotional adjustment. So hypothesis no. 5 is accepted.

Further, the micro observation of objective no. 5 and hypothesis no. 5 table no. 39 represents a glance of value pattern of two adjustment category i.e., (Excellent and Good) in relation to their social adjustment. Table no. 39 represents the same picture like table 38. Except only one dimension of value pattern i.e., Tha (Health Value), they have insignificant difference. This observation one again depicts that the value pattern has no impact on social adjustment of Higher Secondary Students. So the null hypothesis that there is no significant relation between value pattern and adjustment of Higher Secondary Students is accepted.
The further study of objective 5 on educational adjustment area, a null hypothesis was formulated and tested with the help of obtained scores. Table no. 40 again represents that on nine dimensions the students have insignificant difference while on one dimension, i.e., Ja (Hedonistic value), they are showing significant difference. So, hypothesis no. 5 according to which “There is no significant relationship between value pattern and adjustment is completely accepted.”. So overall concluding that in two areas of adjustment, (social and educational) the value pattern of two adjustment category, i.e., (Excellent and Good) of Higher Secondary Students was found to be insignificant only for one value dimension, they have shown significant difference in two areas which may be due to some other factors and in emotional area the value pattern of 400 students is insignificant on all ten dimensions. So hypothesis no. 5 is fully accepted.

MAJOR IMPLICATIONS OF THE STUDY

The present study is a small voluntary effort towards the result oriented implementation of National Policy on Education 1986, which states the growing concern over the erosion of essential values. A research work involves a lot of materialistic things as well as physical labour to be completed. To make it a success, it is always emphasized that the findings of the result must be applied in actual practice, to
make desirable changes in the process of education as far as possible. In the present scenario, it has been realized by the experts that the importance of value education has a great importance. The theme of the study is of vital concern to educators and policy makers interested in the development of values among our adolescents. According to the findings of the study following are some suggestions in this regard:

1. As the findings reveal that the value pattern of Higher Secondary Students is not as high as should be. On Religious value, Aesthetic value, Economic value, Knowledge value, Hedonistic value, Power value, Family Prestige value and Health value, they are average. Their Social value is high and their Democratic value is low. Above picture does not represent a good situation of our students. It shows that our adolescents have become more materialistic than before. Democratic value is low that is very dangerous for our new generation.

So it is suggested that for the development of democratic value children should be given opportunities to express their feelings and view points. They should be provided with congenial atmosphere to facilitate free flow of ideas and exchange of opinions. Teachers and parents should be sympathetic, but analytical and objective while reacting to students’ response. There can be grievances, arguments and contradictions, but a healthy communication and objective evaluation shall lead to formulation and propagation of values.
2. Secondly value pattern of Hindi medium and English medium students are also different with each other. Medium has an great impact. Hindi medium students have much variations as they are average on Religious value. Aesthetic value, Economic value, Hedonistic value, Power value, Family Prestige value while their Demaratic value and Knowledge value are low but on Social value and Health value they are high but English medium students are average on nine value dimensions. Only their Health value is low.

3. Thirdly further controlling the sex Hindi medium male students have low category on Social value but English medium male students are average on ten dimensions. Lack of Democratic value among Hindi medium male students shows a gap between Hindi and English medium schools. This may not be generalized that English medium students are always low in their values than Hindi medium. We are living in an age of disillusion and confusion where values are blurred, thoughts confused and aim wavering. This aimlessness and indifferences are responsible for the decline of standards and fading the ideas. We have to remove the gap of Hindi and English medium as the students are milestone of our country. We can not climb the mountain when the very ground at our feet is crumbling.

4. As the study revealed Hindi medium female girls have too much variations on ten dimensions. They have shown average positions on
Religious value, Democratic values, Aesthetic value and Economic value while on six dimensions they are low. This is not a satisfactory image. On the other hand, English medium female students are average; only on Health value they are low. English medium female students are showing more satisfactory value pattern in comparison to Hindi medium girls. While in general it is supposed that English medium public schools are responsible for the decline of values in our society. Overall medium has a great impact on value pattern especially on female students. Why are these differences coming? Certainly there are some serious lacunae somewhere. We have to abolish this gap from our educational system. All students should have same value pattern whether he belongs to Hindi or English medium. Medium and sex should not affect our body, mind, thinking etc. Modern education accords low priority for values and has no place for the development of emotions. We should pay attention towards the environment of schools and try to uplift the values by involving moral values in existing curriculum. In such circumstances the modern powerful mass media and communication system along with traditional educators like religion and elders can contribute enormously to integral education of the whole person’s-body, mind and spirit.

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is also like English medium students. Their social adjustment is also average. So the social adjustment of the H.S.S. of English and Hindi medium students is not good. Socialization of a student should be excellent. The school education is a primary vehicle of socialization, where all aspects of schooling as the teacher-taught, the formal curriculum, the school ethos, the administrative structure, and other elements are most important. The N.C.E.R.T. has brought out 2000 “National curriculum Framework for School Education” which is an attempt to provide a fresh look to certain issues. The present day should focus on teaching and learning as a partnership activity between the teacher and the learner is very much evident in its thoughts. The ideas by N.C.E.R.T. can greatly contribute to nurturance of human values and consequently preparation of better citizens for tomorrow. So it is suggested to implement the proposals with full concentration and honesty.

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1. The first objective of the study was to study the value pattern of higher secondary students of Hindi and English medium. The study table no. 7 revealed that 400 H.S.S. of Hindi and English medium schools have mostly average category on 10 dimensions of value pattern. As religious value has 50.94 mean and 9.27 S.D. that shows that 400 H.S.S. have Average, Aesthetic value indicates that they are average. On economic and Knowledge value students belong to average. On Hedonistic, Power, Family prestige and Health value students are also average. But only for Social values Higher Secondary Students are high and on Democratic value students are low.

2. The second objective of the study which was to compare the value pattern of Hindi and English medium higher secondary students. Keeping the above objective in mind a null hypothesis was formulated as “There is no significant difference between value pattern of Hindi
and English medium students.” After analyzing the data (table no. 31) it was found that both groups were not similar on ten dimensions of value pattern. It depicts that for the dimension Ka (Religious Value), Gha (Aesthetic Value), Cha (Economic Value), Ja (Hedonistic Value), Jha (Power Value) and Tha (Health Value) the difference is found to be insignificant, but for Kha (Social Value), Ga (Democratic Value), Chha (Knowledge Value) and Ta (Family Prestige Value) are found to be significant. On the basis of above observation it can be concluded that both groups are not similar in all ten dimensions. Concluding that medium has an impact on value pattern.

3. Further the verification of second hypothesis a micro analysis of scores have done by the researcher controlling the sex variable which compare the value pattern Hindi and English medium male students through critical ratio Table 32 revealed that for Hindi and English medium male students, the C.R. Value was found to be significantly different for value dimension Kha (Social Value), Ta (Family Prestige Value) and Tha (Health Value) while for other dimension there is insignificant difference. So above observation shows that Hindi and English medium male students are also having difference in their value pattern. So the null hypothesis 2.1 is further partially rejected.

4. The overall conclusion drawn with the help of global consideration of value pattern of Hindi and English medium students
was further analysed for female students. Table 33 depicts that Hindi and English medium female students are differing in their value pattern for Kha (Social value), Chha (Knowledge value), Jha (Power value) and Tha (Health value) dimensions. So the hypothesis 2.2 is also partially rejected, concluding that medium wise students are having difference in various dimensions of value pattern.

5. On the basis of third objective of the study which was to compare the “Value pattern of male and female higher secondary students”. Keeping the above objective in mind, a null hypothesis was formulated that there is no significant difference between value pattern of male and female Higher Secondary students. In order to test the above null hypothesis the mean value scores of male and female adolescents for ten dimensions are analysed through critical ratio. Table 34 represents that male and female students have shown a significant difference for Kha (Social value), Ga (Democratic value), Gha (Aesthetic value), Ja (Hidonistic value), Tha (Health value) value dimensions, while on Ka (Religious value), Cha (Economic value), Chha (Knowledge value), Jha (Power Value) Ta (Family Prestige Value) they have shown no significant difference. So hypothesis no. 3 may not be fully accepted. Students of both sex are differing in their value pattern for half dimensions.
6. Further a micro analysis of value pattern of male and female students was done by controlling medium. Another important finding of the study is that Hindi medium male and female have no significant difference on nine value dimensions. Table 35 represents that only on Gha (Aesthetic value) male and female students have shown significant difference. While for other nine dimensions of value pattern their difference is insignificant. So a micro observation of value dimensions is leading to acceptance hypothesis 3.1 i.e. there is no significant difference between Hindi medium male and female students.

7. The overall analysis of value pattern of male and female English medium students (table 36) depicted that the effect of sex on value pattern of English medium students is not significant. Only on Ta (Family prestige value) they have significant difference while for other nine dimensions of value pattern have insignificant difference.

So it is evident from table no. 35 & 36, that when we analysed overall value pattern of male and female Higher Secondary students they were differing significantly for half dimensions of value pattern while controlling the medium the students of both sex are not found to be differing significantly. It depicts that sex has no impact on value pattern of students. It was medium which has shown impact on value pattern.
8. The testing of hypothesis number 4 according to which, “There is no relationship between aspiration level and value pattern of higher secondary students.” Table 37 shows the overall picture of 400 students on ten dimensions of value pattern. First researcher categorised H.S. students among three personality categories *i.e.*, over realistic, Realistic and unrealistic. Further the value pattern of each personality category was compared with each other *i.e.*, over realistic-realistic, over-realistic-unrealistic and realistic and unrealistic. Firstly, over realistic-realistic groups have significant difference for Kha (Social value) and Ja (Hidonic value) while for eight dimensions they have shown insignificant difference. Second group *i.e.*, over realistic and unrealistic groups have significant difference for Kha (Social value), Gha (Aesthetic value), Chha (Knowledge value), Tha (Health value) but they are showing insignificant difference for Ka (Religious value), Ga (Democratic value), Cha (Economic value), Ja (Hedonic value), Jha (Power value) and Ta (Family prestige value). It explores that this group have difference in their value pattern for about half dimensions. Third group *i.e.*, realistic and unrealistic groups have insignificant difference for all ten dimensions of value pattern. Overall observation shows that two extreme groups over realistic and unrealistic groups have a relationship with value pattern and aspiration level. Showing that there is a significant relationship between aspiration level and value pattern.
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9. On the basis of fifth objective. To find out the relationship between Adjustment and Value pattern, a null hypothesis no. 5 is formulated. According to which, “There is no significant relationship between adjustment and value pattern of Higher Secondary Students”. Table no. 38 explores the value pattern of Higher Secondary Students at two adjustment category i.e., (Excellent and Good) in relation to their emotional adjustment. The adjustment of Higher Secondary Students on all ten dimensions of value pattern is insignificant. So, there is no significant relationship between value pattern and emotional adjustment. So hypothesis no. 5 is accepted.

Further, the micro observation of objective no. 5 and hypothesis no. 5 table no. 39 represents a glance of value pattern of two adjustment category i.e., (Excellent and Good) in relation to their social adjustment. Table no. 39 represents the same picture like table 38. Except only one dimension of value pattern i.e., Tha (Health Value), they have insignificant difference. This observation one again depicts that the value pattern has no impact on social adjustment of Higher Secondary Students. So the null hypothesis that there is no significant relation between value pattern and adjustment of Higher Secondary Students is accepted.
The further study of objective 5 on educational adjustment area, a null hypothesis was formulated and tested with the help of obtained scores. Table no. 40 again represents that on nine dimensions the students have insignificant difference while on one dimension, i.e., Ja (Hedonistic value), they are showing significant difference. So, hypothesis no. 5 according to which “There is no significant relationship between value pattern and adjustment is completely accepted.”. So overall concluding that in two areas of adjustment, (social and educational) the value pattern of two adjustment category, i.e., (Excellent and Good) of Higher Secondary Students was found to be insignificant only for one value dimension, they have shown significant difference in two areas which may be due to some other factors and in emotional area the value pattern of 400 students is insignificant on all ten dimensions. So hypothesis no. 5 is fully accepted.

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The present study is a small voluntary effort towards the result oriented implementation of National Policy on Education 1986, which states the growing concern over the erosion of essential values. A research work involves a lot of materialistic things as well as physical labour to be completed. To make it a success, it is always emphasized that the findings of the result must be applied in actual practice, to
make desirable changes in the process of education as far as possible. In the present scenario, it has been realized by the experts that the importance of value education has a great importance. The theme of the study is of vital concern to educators and policy makers interested in the development of values among our adolescents. According to the findings of the study following are some suggestions in this regard:

1. As the findings reveal that the value pattern of Higher Secondary Students is not as high as should be. On Religious value, Aesthetic value, Economic value, Knowledge value, Hedonistic value, Power value, Family Prestige value and Health value, they are average. Their Social value is high and their Democratic value is low. Above picture does not represent a good situation of our students. It shows that our adolescents have become more materialistic than before. Democratic value is low that is very dangerous for our new generation.

So it is suggested that for the development of democratic value children should be given opportunities to express their feelings and view points. They should be provided with congenial atmosphere to facilitate free flow of ideas and exchange of opinions. Teachers and parents should be sympathetic, but analytical and objective while reacting to students’ response. There can be grievances, arguments and contradictions, but a healthy communication and objective evaluation shall lead to formulation and propagation of values.
2. Secondly value pattern of Hindi medium and English medium students are also different with each other. Medium has an great impact. Hindi medium students have much variations as they are average on Religious value. Aesthetic value, Economic value, Hedonistic value, Power value, Family Prestige value while their Demaratic value and Knowledge value are low but on Social value and Health value they are high but English medium students are average on nine value dimensions. Only their Health value is low.

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4. As the study revealed Hindi medium female girls have too much variations on ten dimensions. They have shown average positions on
Religious value, Democratic values, Aesthetic value and Economic value while on six dimensions they are low. This is not a satisfactory image. On the other hand, English medium female students are average; only on Health value they are low. English medium female students are showing more satisfactory value pattern in comparison to Hindi medium girls. While in general it is supposed that English medium public schools are responsible for the decline of values in our society. Overall medium has a great impact on value pattern especially on female students. Why are these differences coming? Certainly there are some serious lacunae somewhere. We have to abolish this gap from our educational system. All students should have same value pattern whether he belongs to Hindi or English medium. Medium and sex should not affect our body, mind, thinking etc. Modern education accords low priority for values and has no place for the development of emotions. We should pay attention towards the environment of schools and try to uplift the values by involving moral values in existing curriculum. In such circumstances the modern powerful mass media and communication system along with traditional educators like religion and elders can contribute enormously to integral education of the whole person’s-body, mind and spirit.

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