To compare AESTHETIC values of C.B.S.E. & U.P. Board Higher secondary Students

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ABSTRACT: Value are individual and social both influence each other and develop or modify each other. Everybody lives in a physical, social education, cultural, economical, political and occupational environment. Their environment are not isolated ones. Though the fields of some of them may be separated somewhere. Usually the environment in which the individual live and work is a composite of several of them in verifying degree of characteristics of each of them. Value formation within the individual is a developmental phenomenon it is a constant, never ending process through the total life span. It is the intellectual as well as emotional process outside the early childhood years, it is an active process in which a person interacting with the external stimuli.

Key Words: Social education, cultural, occupational environment.

INTRODUCTION:
Values are the evaluative attitudes and the determinants of behavior. The process of valuation runs through the life of all individuals. The feeling of joy and sorrow, pleasure and pain, gain and loss happiness and melancholy being rich and poor and so on; pervade the life in some situation or other, also all individual takes decisions between right and wrong, true and false, desirable and undesirable, beautiful and ugly, useless and harmful, attractive and repulsive, possible and impossible. There are important decisions in the life which every individual venture after valuing and evaluating the various phases of life. It is crucial too, because his action based on decisions. People prosper or ruins on the basis of action guided by valued decisions. The actions are subsequent to expressive ends of decisions and find expressions in the form of likes or dislikes, live or hate, appreciation or condemnation selection or rejection, interest or avoidance with regard to persons, places, tasks, events, objects, situations and phenomena of different kind. The sense communicates, the values operate and the persons feel experience decide and act. These are all values judgment, which cover the entire categories of human activities. They all concern the view & the ways of life. Life is therefore suffused with values.

Values refer to objects that we people cherish and desire and consider them desirable and worthy of acquisition. These may include material objects like food, clothing, and shelter etc, and abstract qualities and ideas like truth, beauty, goodness, happiness, peace, Punctuality, justice etc. Thus a thing has a value if it has ‘worthiness to be chosen’. In the words of Dewey (1966) “to value means primarily to prize to esteem to appraise, to estimated.”

It means the act of cherishing something, holding it dear and also the act of passing judgment upon the nature and amount of its value as compared with something else. Perry (1950) defines value “as the relation of an object to a valuing subject.” If the art of valuing means liking, desiring, then value is any object of any interest. Lindzay (1964) define “Value” as “a person’s idea of what is desirable, what he and other want not necessarily what he actually want.”

OBJECTIVES:
1. To compare C.B.S.E Higher secondary students & U.P Board Higher secondary students with respect to aesthetic value.
2. To compare C.B.S.E Higher secondary Boys & U.P. Board Higher secondary Boys with respect to aesthetic value.
4. To compare C.B.S.E Higher secondary Boys & C.B.S.E Higher secondary Girls with respect to aesthetic value.
5. To compare U.P Higher secondary Boys & U.P. Board Higher secondary Girls with respect to aesthetic value.
HYPOTHESIS:
1. C.B.S.E Higher secondary students & U.P. Board Higher secondary students do not differ significantly with respect to their Aesthetic value.
2. C.B.S.E Higher secondary Boys & U.P. Board Higher secondary Boys do not differ significantly with respect to their Aesthetic value.
4. C.B.S.E Higher secondary Boys & C.B.S.E Higher secondary Girls do not differ significantly with respect to their Aesthetic value.
5. U.P. Board Higher secondary Boys & U.P. Board Higher secondary Girls do not differ significantly with respect to their Aesthetic value.

METHOD OF STUDY
The present study has been planned and implemented under a descriptive framework. It aims at investigating the values of higher secondary school students studying in C.B.S.E & U.P Board. The descriptive survey study concern with conditions, relationship that are exist, opinion that are held and the process that are going on, effects that evident or the trends that are developing. Therefore, the research found it justifiable to use descriptive survey method for the present study.

RESULTS:

Table-1
Significance of difference between mean Aesthetic values scores of C.B.S.E. & U.P. Board Higher secondary students.

<table>
<thead>
<tr>
<th>S.N</th>
<th>Groups</th>
<th>No.</th>
<th>Mean</th>
<th>Dm</th>
<th>S.D.</th>
<th>t-value</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C.B.S.E. (H.S.) Students</td>
<td>200</td>
<td>12.15</td>
<td>0.09</td>
<td>2.910</td>
<td>0.341</td>
<td>N.S.</td>
</tr>
<tr>
<td>2</td>
<td>U.P. Board (H.S.) Students</td>
<td>200</td>
<td>12.06</td>
<td>2.652</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is clear from the table no 1 that there is no significant difference between Aesthetic value scores of C.B.S.E. & U.P. Boards Higher secondary students with t-values 0.341. The difference of mean between C.B.S.E. & U.P. Boards higher secondary students is not significant. Hence the hypothesis No 1 is accepted.

Table-2
Significance of difference between mean Aesthetic value score of C.B.S.E. & U.P. Boards Higher secondary Boys.

<table>
<thead>
<tr>
<th>S.N</th>
<th>Groups</th>
<th>No.</th>
<th>Mean</th>
<th>Dm</th>
<th>S.D.</th>
<th>t-value</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C.B.S.E. (H.S.) Boys</td>
<td>100</td>
<td>12.16</td>
<td>0.24</td>
<td>2.932</td>
<td>0.607</td>
<td>N.S.</td>
</tr>
<tr>
<td>2</td>
<td>U.P. Board (H.S.) Boys</td>
<td>100</td>
<td>11.92</td>
<td>2.656</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

By observing Table No. 2 we can say that there is no significant difference exist between Aesthetic value scores of C.B.S.E. & U.P. Boards higher secondary boys, the t-value of above scores is 0.607. The difference of mean between C.B.S.E. & U.P. Boards higher secondary boys is not significant. Hence the hypothesis No 2 is accepted.

Table-3
Significance of difference between mean Aesthetic value score of C.B.S.E. & U.P. Boards Higher secondary Girls.

<table>
<thead>
<tr>
<th>S.N</th>
<th>Groups</th>
<th>No.</th>
<th>Mean</th>
<th>Dm</th>
<th>S.D.</th>
<th>t-value</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C.B.S.E. (H.S.) Girls</td>
<td>100</td>
<td>12.14</td>
<td>0.05</td>
<td>2.888</td>
<td>0.128</td>
<td>N.S.</td>
</tr>
<tr>
<td>2</td>
<td>U.P. Board (H.S.) Girls</td>
<td>100</td>
<td>12.19</td>
<td>2.641</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table No 3 ensures that there is no significant difference of Aesthetic value scores of C.B.S.E. & U.P. Boards Higher secondary Girls which consist t-value 0.128. The difference of mean between C.B.S.E. & U.P. Boards Higher secondary Girls is not significant. Hence the hypothesis No. 3 is accepted.
Table-4
Significance of difference between mean Aesthetic value score of C.B.S.E. Higher secondary Boys & Girls.

<table>
<thead>
<tr>
<th>S.N</th>
<th>Groups</th>
<th>No.</th>
<th>Mean</th>
<th>Dm</th>
<th>S.D.</th>
<th>t-value</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C.B.S.E. (H.S.) Boys</td>
<td>100</td>
<td>12.16</td>
<td>0.02</td>
<td>2.932</td>
<td>0.049</td>
<td>N.S.</td>
</tr>
<tr>
<td>2</td>
<td>C.B.S.E. (H.S.) Girls</td>
<td>100</td>
<td>12.14</td>
<td>0.02</td>
<td>2.888</td>
<td>0.049</td>
<td>N.S.</td>
</tr>
</tbody>
</table>

On the basis of Table No 4 we found no significant difference between Aesthetic value scores of C.B.S.E. Higher secondary Boys & Girls where t-values is 0.049. The difference of mean between C.B.S.E. Higher secondary Boys & Girls is not significant. Hence hypothesis No. 4 is accepted.

Table-5
Significance of difference between mean Aesthetic value score of U.P. Boards Higher secondary Boys & Girls.

<table>
<thead>
<tr>
<th>S.N</th>
<th>Groups</th>
<th>No.</th>
<th>Mean</th>
<th>Dm</th>
<th>S.D.</th>
<th>t-value</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>U.P. Board (H.S.) Boys</td>
<td>100</td>
<td>11.92</td>
<td>0.27</td>
<td>2.656</td>
<td>0.721</td>
<td>N.S.</td>
</tr>
<tr>
<td>2</td>
<td>U.P. Board (H.S.) Girls</td>
<td>100</td>
<td>12.19</td>
<td>0.27</td>
<td>2.641</td>
<td>0.721</td>
<td>N.S.</td>
</tr>
</tbody>
</table>

Table No. 5 indicates clearly that there is a no significant difference between Aesthetic value scores of U.P. Board Higher secondary Boys & Girls, which consist t-value 0.721. The difference of mean between U.P. Board Higher secondary Boys & Girls is not significant. Hence hypothesis No. 5 accepted.

FINDINGS:
Present interpretation of aesthetic value between groups of higher secondary students of C.B.S.E. & U.P. boards observing the interpretation of table No. 1 to 5. Investigator drawn following findings.

There is no significant difference found between higher secondary students of C.B.S.E. & U.P. boards, which include both boys, and girls towards their aesthetic values. The aesthetic value of C.B.S.E. & U.P. boards higher secondary boys also does not differ significantly. But the higher secondary girls studying in C.B.S.E. & U.P. boards differ significantly towards aesthetic value at .05 level of significance. Sex wise interpretation from this paper describes that the aesthetic value between boys and girls studying in C.B.S.E. higher secondary classes do not differ significantly. The same result found between boys and girls those are studying in higher secondary classes of U.P. board.

CONCLUSION:
The higher secondary students of C.B.S.E. and U.P. boards found no more different significantly towards their aesthetic values. The boys and girls of C.B.S.E. and U.P. board higher secondary classes also found indifferent towards aesthetic values.

Separate analysis of both boards on sex basis there is not any significant difference found between the boys and girls of C.B.S.E. higher secondary classes and between the boys and girls of U.P. board higher secondary classes towards their aesthetic values.

REFERENCES: