

**VALUE CRISIS AND EDUCATION- A CASE STUDY ON THE RELATIONSHIP WITH
ACADEMIC ACHIEVEMENT OF ELEMENTARY STUDENTS OF ASSAM .**

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Abstract- Values are the beliefs about what is right, what is wrong and what is important in life. There is a big gap between preaching and practicing of what one's believes or what one says. We are living in a world of dilemma where all the societies are facing that their present generation has fallen in the clasp of eroding values such as alcoholic, drug abuse, corruption, mental illness, stress, crime, arrogance, procrastination, lustful, dishonesty, insincerity, lack of punctuality, disrespect for teachers, parents and elders, disregard for work culture and entrepreneurial activities, more dependent on others, resulting indiscipline at everywhere, gun-culture, greed for earning money and wealth by without efforts, everything want by easy trading and foul means. Value crisis is omnipresent in everywhere of modern-day-world in the form of acceptance of corrupt practices and unethical activates. Only value oriented education can minimize these kinds of problems by change in attitude, nature, vision, thought, character and conduct of the students. Therefore it is very important to introduce value education from the very beginning of our education system from primary to higher. Today's students are the citizens of tomorrow. Education without values is waste of money, energy and time. True education trains the head for the knowledge, the heart for the feelings and the hands for the action. Education of elementary students is very crucial and lasting forever. It is the most important period of human life. This stage is the foundation pillar of life. It is the best time to shape the child in desired way. Now a day human belief in religion has come down. Religion is no longer to contribute to the inculcation of moral values. As such to instill certain values in children collective efforts should be made through education. Academic achievement of the students depends upon the various factors. Value is one of such factor that a set of rules and goals guide the conduct and judgments of the students. In this juncture the present study tries to study the value crisis and education and its relation with academic achievement of

the elementary stage students. For this proposed study the researcher had done case study at six elementary school three from Lakhimpur and three from Dhemaji district of Assam. As sample data are collected from 60 students. Sample is selected on the basis of purposive sampling technique. For data collection “Value measuring Questionnaire” developed by Pr. Paramananda Singh and Lal Dhari Yadav is used. Data analysis is done by the statistical technique Mean, Standard Deviation, T-score and ANOVAs.

Keywords- Value crisis, education, elementary stage, academic achievement, citizen

Introduction : Values are the deep seated psychological construct that direct the preferences to achieve what is good in life, avoid the wrong and tolerate other. Values are what we consider valuable. According to Radhakamal Mukherjee, “Values may be defined as socially approved desires and goals that are internalized through the process of conditioning, learning of socialization.” According to Allport, “Value is a belief upon which a man acts by preferences”. Lehner and Kube (1967) define values as the integral part of personal philosophy of life which we live. To them the philosophy of life includes our aims, ideas and manner of thinking and the principles by which we guide our behaviors and conduct our affairs. The famous sociologist Parson (1960) defined value is an element of standard for selection among the alternatives of orientation which are intrinsically open to a situation. Hence values means mentality or standards ideas which most people have about the worth of good qualities such as kindness, freedom, mercy, respect and love. Every individual is born with a unique constitutional makeup and his/her individuality is reflected by his/her inner thoughts, beliefs and attitudes shaped by his/her surroundings and so their behavior is identified by their own values as Goldsmith (2000) said, “values are principle that guides human behavior in certain ways. Human beings have the unique ability to define their identity, choose their values and establish their beliefs. All these three directly influence a person’s behaviors. Thus, values are principles before us that guide and direct our behaviors.

Features of values

1. Value is an emotional attitude in a sense that it motivates a person directly or indirectly to act in the most desirable way preferred by him.
2. Values are the core of personality and are powerful forces affecting behaviors.
3. Values give direction and firmness to life and bring joy, satisfaction and peace to life.
4. Values regulate and guide human behavior and action in our day to daily life.
5. Values involve the processes of thinking, knowing and understanding the feelings and action.
6. Values are essential constituents of civilization. Our values give an indication of our moral and ethical choices.
7. Acquisition of values begins at birth. Primarily values are learned at home but in due course they will change according to their experiences.
8. Values changes over time within the same society which are influenced by the changing needs and present situations of the society.

9. Many values are relatively stable and enduring and one's behavior can be predicted by his upheld values

Types of Values

Values are of several types. But they can be broadly classified into Instrumental Values and Intrinsic Values.

Instrumental Values- The values are which are instrumental in getting desired ends are instrumental values. They are useful only in that they are acceptable ways of behaving. These are values that can be used to get something else. In other words the value is an instrument which allows us to get some other thing in socially accepted ways. The instrumental values include personal values, social values, family values, cultural values and democratic values.

Personal Values- Personal Values are cherished and practiced by an individual with in oneself without any explicit interaction with any other person. Examples- cleanliness, integrity, punctuality etc.

Social values- Social values are cherished and practiced because of our association with others. Social values necessarily bring in interaction of two or more persons. It related to neighbors, community, society, nation and the world. Example of social values is cooperativeness, tolerance, service to other, helpfulness.

Family Values- family value usually refers to how we frame our personal life in our relationship with our family members to maintain harmony.

Cultural value – cultural values are commonly held standards of what is acceptable or unacceptable, important or unimportant, right or wrong.

Democratic values- democratic values are fundamental beliefs and constitutional principle of our society. Examples of democratic values are common good, justice, liberty, equality, diversity, etc.

Institutional values- institutional value are beliefs that endure over time about conduct or activities like leadership, regularity, curiosity, team spirit, loyalty, etc.

Religious values- religious values are nothing but virtues insisted by religious of the world which are always focused on peace and goodness. Self-reliance, devotion, forgiveness are example of religious values.

B) Intrinsic Values- the truth, beauty, goodness, peace bliss and happiness or satyam, shivam and sundaram which are the attributes of the absolute constitute the triumvirate of the highest ideals that man should seek according to Indian thought.

Value crises and Education

Education without values, as useful as it is, seems rather to make man a more clever devil (*C.S.Lewis*). *National Policy of Education (1986)* has taken note of erosion of the essential values and accordingly has stressed on the need for readjustment in the curriculum in order to make education a forceful tool for developing social and moral value in our youth. Crises in character and loss of values are reflected now in every sphere of human life and they have become global scenario. Standard of moral and social life of our people are gradually declining. Wide spread disturbances, chaos, confusions and dislocations in living have become the order of the day. We realize the deteriorating condition of the system of values and ethics in our daily life. All most all people are at one with the statement that the standard of values in modern society has deteriorated to a great extent. The optimists believe and emphasize that all such odds, evils and maladies can be extirpated through regeneration of high ideals and values in men. The values present a true perspective of the development of any society or nation. They tell us to what extent a society or nation has developed itself. The main causes of value degeneration are lack of respect for the sanctity of human life, breakdown of parental control of children in families, lack of respects for authority, seen through the brazen breaking of the law and total disregard for rules and regulations, crime and corruption, abuse of alcohol and drugs, abuse of women and children, and other vulnerable members of society and lack of respect for other people and property.

Explosion of knowledge in science and technology has changed the life style of people, peace and tranquility in mind is no more found. Further invention of deadly weapons endangers the very survival of mankind on this earth. The world today faces a catastrophe threatened with global nuclear holocaust. All are on the threshold of total annihilation. In the circumstance awakening of moral consciousness is the need of the hour. It would enable the youth or adolescent to learn to use science and technology for peace and prosperity of mankind. So value pattern education should be finding a place in the curriculum for the development of human consciousness. Now a day human belief in religion has come down. Religion is no longer to contribute to the inculcation of moral values. As such to instill certain values in children collective efforts should be made through education. Life is day by day, becoming complex and complicated. The norm of family, society, politics, professional ethics, secularism democracy etc. is going down and coming under increasing strain. The child of present time will reap its grave consequences in future. Deculturation, dehumanization and alienation should by all means be avoided. If not he has to face a lot of problems in future. In that situation, he has to take his own decision. So to enable him to meet the future contingencies of value crises, the students should be trained to think for him and to take moral decisions independently. To solve all these type problems we need to get our priorities right if we are to influence the next generation positively. We know today children are tomorrow's citizens. If we give good education to the present day children, the future of the next generation will be well. We should realize that education with values is the solution for all types of the problems. Now we are living in the modern century. If we use science and technology in the proper way it is not difficult for us to solve all the problems of the non-moral and value thing. Today, the education imparted to our children is almost solely limited to what Sri Ramakrishna characterized as "Education for bread and butter". We must give children a life building, man-

making and character-making education. Mere academic knowledge without deep rooting in human values will only fashion lopsided personalities who may become rich in material possession, but will remain poor in self-understanding, peace and social concern. Swami Vivekananda said, “Excess of knowledge and power, without holiness, human being devils”. As Mahatma Gandhi rightly said that “wealth without work, pleasure without conscience, knowledge without character, commerce without morality, science without humanity, worship without sacrifice, politics without principle is sin.” Hence, value is the important of human life.

For this education can serve the purpose best. If the future is to be saved from colossal havoc, value oriented education to children is the best way. “Our country of tomorrow is going to be what the young pupils at such school, college and university today will make it. The edifice of future of the nation depends entirely for its beauty, dignity, utility and stability on the foundation we lay today in the form of education and training that our own receive. The 21st century promises to be a time of scientific and technological growth at a level never before experience in human history. This growth will either trigger chaos, disruption, war, starvation and disease or will introduce a period of humanistic cooperation, development, progress and peace. What emerges will depend on values that are embraced, taught, encouraged, and legislated. The value choices, which must be deliberately chosen and left to chance, must be secular, global, democratic and pluralistic. The Indian education system has changed from Gurukulum education to cyberspace education. The last two decades have witnessed a paradigm shift in the process of imparting and learning education. We are more and more drifting towards westernized education leaving aside our rich traditional values and ethics. The values and ethics, which promoted qualities that make an individual socially effective and happy, inculcate friendliness, co-cooperativeness, compassionate, self-disciplined, tolerant, fearless, honest, truthful, dependable, and courteous and having love for social justice. Religious epic and religious institutions are often being misinterpreted and presented before today’s youth for serving self-interest of certain individuals. This is leading to erosion of spiritual and moral values. The growing concern over the erosion of essential values and pervasive cynicism has brought to focus the need for readjustments in the curriculum in order to make education a forceful tool for the cultivation of social and moral values. We need the education of the whole man-physical, vital, mental, intellectual and spiritual aspects, which would be liberating and life giving true-education. In our culturally plural society, education should be able to foster universal eternal values oriented towards the unity and integration of our people.

The overall crisis of values in the society at large has left a negative impact upon the mindset of the student’s community as well. The youngsters have fallen in the clasp of eroding values such as dishonesty, insincerity, lack of punctuality, and disrespect for elders and disregard for work culture and entrepreneurial activities resulting in gun-culture, greed for earning money and wealth by easy and foul means, lack of patience resulting in student unrest, absence of the value of true leadership, loss of compassion, lack of concern for the rural background from which they come, absence of sensitivity towards children as reflected in a plethora of kidnapping, raping,

and murdering them and so on. Today's students are the citizens and nation-builders of tomorrow and the values they cherish or their positively or negatively. It is only value oriented education that can minimize such problems by bringing about a change in the nature, vision, thought, character and conduct of students, individuals, politicians, administrators and ultimately the nation, society and the world. Values are desirable and important, they are held in high esteem by any society in which a person lives. These values give meaning and strength to a person's characters by occupying a central place in life. Values are like the rails that keep in the train on the track and help it more smoothly, quickly and with direction. They bring quality to life.

The ultimate aim in life is to bring peace, happiness and satisfaction in our life. To bring this satisfaction and happiness in our life, we have to be quite adjustable with ourselves and awareness about own ability, values and attitude. Education has been pursuing peace and harmony for the mankind through ages. It is not a modern phenomenon or unique only to the modern age of science and technology. As far back as about five thousand years ago, the Rig Veda has ushered in a new era of enlighten and one-worldliness. Education without value is waste of money, energy and time; true education should train head and heart of the man for all round development. As Theodore Roosevelt said that A man who has never gone to school may steal freight car, but if he has a university education, he may steal the whole railroad. So, educating the mind without values creates a maniac in society. There should be education along with moral values. Students must not only be taught academic subjects in school, but also moral values and ethics as well. There must be change from religion to spirituality. Value accumulation has generated lots of interest in all of us in one field or the other whether it is market services product design, advertisement, portfolio investment, human relations or a simple dinner, value is being talked about and education is no exception. Therefore, education should make a difference to the learner, it should make a perceptible change in his life, it should matter to him in one way or the other, should add value to his dreams. It may be knowledge, skill, attitude, behavior, wealth, health, character or learning; it could be anything and in any degree but it should be imparted to a person through education. The values cannot be taught but are inculcated by teacher and parents. The values are not learnt but are imbibed by students. An educational system, if it really aims at making human life peaceful and happy, ought to pay undeviated attention, special care and constant focus on thoughts, motives, attitudes, actions and finally values in the life of human beings.

Rationale of the study

Education at present, with its emphasis on “consumerism” and competition for “achievement”, has sidelined its central concern for the full development of social, moral, aesthetic and spiritual side of human personality. Value education, which should be looked upon as an essential aspect for the overall qualitative improvement of education is not even accepted in many school curriculum. In other words, value education spans the entire learning, cultivation of imagination, strengthening of will and training of character. Studies by different educationists give direction to the present researcher. Byrne (1987) in his study found that low achievement students have adherence to material values of life while high achievers have inclination towards social

values. Anshu (2007) found that values vary in respect to government-private and male female perspectives. Gardia (2007) finds creative and stimulating environment as pre- conditional for development of democratic values. Goswami (1983) finds difference in value perceptions as far as “type of institutions” and gender is concerned. Malti (2006) finds difference in value pattern among students of different school board and between males and females. Mahmood (1998) found that academic achievement is highly related with economic and knowledge values. Sinha (1998) found value difference between rural and urban students. Patel (1981) found gender difference in a wide spectrum of values. Many other studies also show similar findings. But in order to come to a solid conclusion studies must be conducted on wide geographical samples. The present researcher tries to better solidify the findings and hence value as one of the importance variables.

Objectives of the study

The objectives of the present study are

1. To study Value and academic achievement with respect to Gender.
2. To study Value and academic achievement in respect to Locality
3. To find out value and academic achievement of elementary students with respect to their caste.
4. To study values and academic achievement of elementary students with respect to nature of schools.
5. To compare values
 - i. Among elementary Boys and Girls
 - ii. Among Rural and Urban elementary students
 - iii. Among students of schools pertaining to different Boards
6. To find out relationship Value and Academic achievement of elementary students

Hypotheses of the study

1. H₀ There is no significant correlation between values and academic achievement of elementary students.
2. H₀ There is no significant difference between boys and girls in their values.
3. H₀ there is no significance difference between rural and urban elementary students in their values.
4. H₀ there is no significance difference among General, OBC, SC, and ST elementary students in their values.
5. H₀ there is no significance difference between SEBA, SBCE schools elementary students
6. H₁ there is a significance correlation between value and academic achievement.

Delimitations of the study

The study is delimited to the following areas-

1. The study is delimited to class six students of (SEBA and SBCE) schools.
2. The study is delimited to three government elementary schools of two district of Assam.
3. The study is delimited to three Private elementary schools of two district of Assam.
4. The study is delimited to one independent variables i.e. “Value” and one dependent variable “academic achievement”
5. The study is delimited to only four categorical variables i.e. Gender, locality, Caste and type of school of students.

Review of related literature

Name of the author	Title	Findings
Benard (1990)	A study on life roles and value of senior undergraduate education students	The education students tend to value areas of personal achievement and social orientation more. Education students placed a high degree of importance upon value which emphasize social orientation, personal development, home and family
Verma (1995)	An attempt to understand whether scheduled caste and non-scheduled caste students differ significantly with regard to their personal values.	It is found that (1) non-scheduled caste male students had significantly more inclination towards economic values, hedonistic values, power and family prestige.(2) non-schedule caste female students received significantly more mean score on aesthetic, economic, knowledge, hedonistic, power and health values

		than scheduled castes female students.
Anshu (2007)	a study of personal values of senior secondary school students in relation to school environment and home environment”	Found that senior secondary school students did not differ significantly with respect to religious, social, hedonistic and power values but differ significantly with respect to democratic, Aesthetic, economic, family prestige and health values. It was also found that values varied in respect to government-private and male – female perspectives.
Gardia(2007)	a study on determiners values among the higher secondary students	. The major findings are the higher secondary students are good in the value of co-operative, whereas there are poor in liberty. They are in moderate status with respect to the value of equality, Dignity of individual, justice and tolerance. Cohesive family environment has been found to have positive and significant correlation with the values of liberty, cooperation and tolerance. Creative stimulation in school environment has been found significant effective for the development.
Toong(2007)	a study on Value patterns of school teachers in relation to life satisfaction and personality dimensions	Found that the government and private school teachers do significantly in relation to value patterns. The value pattern does

		account for significant between teachers studies in rural and urban areas.
Jorge et al(2006)	A study on analyzing the relationship among personal values, self-concept and female consumption behavior perspectives from the Brazilian experience.	The results indicate a significant relationship between personal values and women's self-concept.
Ganguly (2004)	A study on academic achievement in rural and urban areas.	Found that parental care about child's education, emotional, climate at home and socio-economic status of family had a positive correlation and crowded living conditions at home had a negative correlation with the academic achievement of students in rural and urban areas.
Basant (2000)	A study on parental beliefs about education and child's development and its relationship with school performance.	Found that there was difference in the total academic performance of students as well as in their scores in language, science, social science with respect to culture but not gender, parental beliefs about development due to learning as well as cognitive process were relatively positive to students intelligence

		quotient as well as their academic performance.
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Methodology

For this proposed study the researcher had done case study at six elementary school three from Lakhimpur and three from Dhemaji district of Assam. As sample data are collected from 60 students. Sample is selected on the basis of purposive sampling technique. For data collection “Value measuring Questionnaire” developed by Pr. Paramananda Singh and Lal Dhari Yadav is used. Data analysis is done by the statistical technique Mean, Standard Deviation, T-score and Anova.

Analysis and inter interpretation of Data

The data of the present study have been analyzed on the basis of objectives through the following tables

Table no 2 shows the mean and standard deviation of value and academic achievement

Variables		N	Value		Academic Achievement	
			Mean	SD	Mean	SD
Gender	Male	30	63.41	7.689	104.60	10.597
	Female	30	63.50	8.578	104.22	12.767
	Total	60	63.45	8.133	104.41	11.683
Locality	Rural	30	63.37	7.611	102.89	12.767
	Urban	30	63.50	8.39	104.23	5.535
	Total	60	63.45	8.133	104.41	11.683
Caste	General	20	63.49	7.767	104.30	5.410
	OBC	20	62.49	8.44.	103.57	5.57
	ST	20	61.41	8.220	102.71	6.718
	Total	60	63.45	8.133	104.41	11.683
	Govt.	30	62.45	8.00	103.41	10.597

Types of School	Private	30	63.45	8.743	105.17	12.767
	Total	60	63.45	8.133	104.41	11.683

The objectives no 01- To study Value and academic achievement with respect to Gender

From the above table no 2 shows that Mean score of boys and girls in values are 63.41 and 63.50 respectively. Both boys and girls are average knowledge in Values. It shows boys and girls equally valued.

From the above table no 2 shows that Mean score of Boys and Girls in Academic achievement 104.60 and 104.41 respectively. Both boys and girls are above average in their academic achievement.

The objective no 02-To study Value and academic achievement in respect to Locality

From the above table no 2 shows that Mean score of Rural and Urban in values are 63.37 and 63.50 respectively. Both Rural and Urban are average knowledge in Values. It shows rural and urban equally valued.

From the above table no 2 shows that Mean score of Rural and Urban in Academic achievement 102.89 and 104.23 respectively. Both Rural and Urban are above average in their academic achievement.

The objective no 03-To find out value and academic achievement of elementary students with respect to their caste

From the above table no 2 shows that Mean score of General, OBC and ST in values are 63.49 and 62.49 and 61.41 respectively. General, OBC and ST are average knowledge in Values.

From the above table no 2 shows that Mean score of General, OBC and ST in Academic achievement 104.30 and 103.57 and 102.71 respectively. General, OBC and ST are above average in their academic achievement.

The objective no 04- To study values and academic achievement of elementary students with respect to nature of schools

From the above table no 2 shows that Mean score of Govt. and Private in values are 62.45 and 63.45 respectively. Both Govt. and Private are average knowledge in Values. It shows govt. and private equally valued.

From the above table no 2 shows that Mean score of Govt. and Private in Academic achievement 103.41 and 104.17 respectively. Both boys and girls are above average in their academic achievement.

Testing of the hypothesis

H0 no 1 there is no significant correlation between values and academic achievement of elementary students.

Table no 03

Coefficient of correlation between Value and Academic achievement

Pearson Coefficient of correlation	N	Value	Academic Achievement	
	60	.67	.69	.79
Sig. (2-tield)		.000	.000	.000

Table no 03 shows that the correlation between Value and academic achievement is found 0.79 which is significant at point 01 level. That means there is a significant correlation between value and academic achievement. So the null hypothesis here is out rightly rejected.

H0 no2 there is no significant difference between boys and girls in their values

Table no 04- Mean differences in Boys and Girl in their Values

t-test

Score in Value								
Gender	N	Mean	SD	Df	t	Mean difference	Sin. (2-tailed)	Remarks
Boys	30	63.41	7.689	1198	-.202	-.093	.840	Not significant at 0.05 level
Girls	30	63.50	8.578					

Table no 04 shows that the values means of boys and girls are 63.41 and 63.50 respectively. The standard deviations are 7.689 and 8.578 respectively. The p-value .840 at 0.05 level of significant is found insignificant. That means there is no difference between boys and girls in their values. Therefore the null hypothesis is rejected.

H0 no 3 there is no significance difference between rural and urban elementary students in their values.

Table no 05- Mean differences in Locality wise in value
t-test

Score in Value								
Gender	N	Mean	SD	Df	t	Mean difference	Sin. (2-tailed)	Remarks
Boys	30	63.37	7.611	1198	-.290	-.138	.772	Not significant at 0.05 level
Girls	30	63.50	8.398					

Table no 05 shows that the values means of rural and urban are 63.37 and 63.50 respectively. The standard deviations are 7.611 and 8.398 respectively. The p-value .772 at 0.05 level of significant is found insignificant. That means there is no difference between rural and urban in their values. Therefore the null hypothesis is rejected.

H0 no 4 there is no significance difference among General, OBC, SC, and ST elementary students in their values

Table no 06- ANOVA result in Value with castes

Score in value with cast wise						
	Sum of squares	Df	Mean square	F	Sig.	Remarks
Between groups	639.557	3	286.665	2.769	0.41	Significant
Within Groups	96304.969	1196	65.817			
Total	96944.297	1199				

The no 06- shows there is a significant difference among the students of General, OBC and ST in their values. That means the null hypothesis is rejected at .05 level of significant. Therefore there is a significance difference among the students of General, OBC and ST in their values.

H0 no 5 there is no significance difference between SEBA, SBCE schools elementary students

Table no 06- ANOVA result in Value with govt. and private schools

Score in value with govt. and private schools						
	Sum of squares	Df	Mean square	F	Sig.	Remarks
Between groups	979	2	539.711	6.939	0.001	significant
Within Groups	85853.885	1196	63.370			
Total	86733.197	1199				

The no 06- shows that there is a difference among the students of Govt. and Private schools in their values. That means the null hypothesis is rejected at .05 level of significant. Therefore there is a significance difference among the students of Govt. and Private in their values

Findings of the study

1. General students are better than OBC and ST in their values.
2. There is no significant difference between boys and girls in their values.
3. There is no significance difference between rural and urban in their values.
4. There is significant difference between General, OBC and ST in their values.
5. There is significance between Govt. and Private in their Values.
6. There is no significance difference between boys and girls in their academic achievement.
7. There is significance difference between the rural and urban in their academic achievement.
8. There is significance difference between General, OBC, and ST in their academic achievement.
9. There is significance difference between govt. and private in their academic achievement.
10. There is a significance relationship between values and academic achievement.

Discussion

From this present study it is found which students score high in value test also score high in academic test. It is also observe, these students are more regular, discipline punctual and well adjusted than less valued students. In the elementary education students should be inculcated values having students incorporate the standards and norms of his referent group or society primarily through modeling, rewards and sanctions. For the student’s moral development having

students move through the stages of moral reasoning based on higher sets of values, using primarily discussions of moral dilemmas. Helping students use a rational, scientific investigation to decided issues of values and ethics, often using case studies. Helping students identify their own and others values, often with role playing, games or simulations as well as discussions and self-analysis. Learning should be action learning mainly for elementary education to teach value for this Using values clarification and other approaches, providing students with opportunities to put values into practice with social action.

Conclusion

We are living in the time of crisis wherein people are busy to fulfill their own greed even at the cost of others life. The numbers of incident of intolerance and radicals activities are increasing day by day among young generation. In that very movement of human crisis, importance of value based education assumes significance. Value education is that form of education stresses the acquisition of living values by learners such as compassion, courage, honesty etc. which helps in nurturing balanced individuals, thus creating humane society.

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