



A Study Of Values Orientation Among The 10th Grade Students Of CBSE Schools With Gender Perspective

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Abstract

Values and positive attitudes are important aspects of the personality of individuals which influence their thoughts and behaviour; consciously and unconsciously. It is indispensable to develop such values in the students that make them become individuals of sterling character and a responsible member of society. The present study was an attempt to assess the values among the 10th grade students of CBSE schools in Mizoram and find the gender perspective on the values developed. The findings of the study revealed that the 10th grade students of CBSE schools in Mizoram had average level of social values, democratic values, moral values, national and patriotic values, secular values, human values, physical health values, environmental values, and economic values. However, aesthetic values were found to be low among the 10th grade students of CBSE schools in Mizoram. The study did not uncover any gender influence on social values, democratic values, moral values, national and patriotic values, secular values, physical health values, environmental values, economic values and aesthetic values. However, male students were discovered to have higher levels of human values than their female counterparts.

Keywords: Values orientation, 10th Grade, CBSE School Students, Gender perspective

INTRODUCTION

Values and positive attitudes are significant aspects of a person's personality that consciously and unconsciously influence their thoughts and behaviour (Aggarwal, 2018). Therefore, it is essential to instill values in students that make them become individuals of high character and responsible members of society. To achieve this goal, various education commissions, educational policies, and committees have been established in India that emphasize the importance of providing value education to students at different levels of education. The Religious Education Committee (1946) recognized the significance of spiritual and moral values education and suggested integrating moral and spiritual teaching into every scheme of education. The University Education Commission (1948-49), emphasized the provision of not only moral and religious instruction to develop desirable values but also practical training, such as silent

meditation and integrating the philosophies of religions in the curriculum as a subject of study at various undergraduate and postgraduate courses. Similarly, the National Policy on Education 1986 identified five core universal values, namely Truth (*Satya*), Righteous Conduct (*Dharma*), Peace (*Shanti*), Love (*Prema*), and Non-violence (*Ahimsa*), and recommended them as the foundation stone of value-based education. The same has also been recommended in the National Education Policy 2020 (NEP, 2020)

However, there have been issues of dreadful basic moral values like 'honesty' and 'integrity' which has become a matter of grave concern for social, political and economic development. Crime, violence, cruelty, greed and apathy for human suffering have spread to all aspects of our lives (Singh & Kumari, 2012; Singh, 2022). There were also articles in various national and international journals concerning the value crises among students in India (Rajkhowa, 2014; Ara, 2019). This leads the investigator to take up the present study in order to comprehend the level of values among the 10th grade students of Central Board of Secondary education (CBSE) schools in Mizoram.

REVIEW OF RELATED LITERATURES

Various literatures were available relating to the study of the values of school students and the values of education at various levels of education. The following are some of the relevant previous studies related to the present study:

Sharma and Kumar (2006) conducted a study on the value patterns of male and female senior secondary students. It was found that female students tend to go more towards religious and knowledge values than male students who intend to be more towards social, power and health values, as cited by Amuthavalli & Sridevi (2014)

Maqbool & Shrivastava (2014) conducted a cross-cultural study on the assessment of values among the youth of Jammu & Kashmir and Uttar Pradesh. The study revealed that aesthetic values, religious values and social values were higher among the youth of Jammu and Kashmir (J&K), while theoretical values, economic values and political values were higher among the youths of Uttar Pradesh (U.P). The study also found significant differences in reference to aesthetics values, economic values, social values and religious values among the male and female youth of Jammu & Kashmir; where male youth were having higher level of religious values and economic values than female. On the other hand female youth were having higher level of aesthetic values and social values than male.

Jamwal (2016) did a theoretical study to express the need to introduce value education in curricula at all levels of education in India. Various reasons were found for the degradation of values among students such as the growth of industrial activities, lust for power, unruliness, self-centeredness, money-oriented attitude, social incompetence, advancement of science and technology, lack of code and conduct, etc. The dilapidation of these values has led to the spread of unsympathetic, greediness, dishonesty, narrow mindset, hooliganism, and excessive aggression, exploitations of human rights, disturbance and erosion of character among the younger generation in the society.

Bharti & Yadav (2017) conducted a co-relational study between socio-demographic variables and values education of high school students. The study revealed that there existed a significant correlation in various dimensions of values among high school students. However, they found that gender did not have any effect on the values among the students.

Mahato, Adhikari, & Gope (2021) conducted a descriptive survey study on the personal values among the higher education students of Purulia district in West Bengal. The study revealed that the level of personal values among the higher education students of Purulia district had moderate level of hedonistic values, power values, aesthetic values, family prestige values and health values. However, with regards to democratic, social and knowledge values it was found to be high, but it was found low in economic and religious dimensions of personal values among the students.

Sing and Gour (2021) has highlighted the values crises among the youths in the emerging society in India. They expressed the increasing values crises among youths in India that tend towards violence, social evils and lack of respect towards others around them. Further, they argued the lack of virtue is one of the primary causes of various crimes among youths.

Singh (2022) did descriptive survey research on undergraduate students to assess their acquired human values of various domains of personal values. The study found that most of the undergraduate students had average level of religious values, democratic values, knowledge values, hedonistic values, family prestige values and health values. However, she also found that the undergraduate students had a low level of social values, a high level of aesthetics and a very high level of economic values.

RATIONALE OF THE STUDY

The present society that we live in today is eminently connected from one individual to the other with the advancement of science and technology. There is easy exchange of knowledge and information for the individual and the society around the world. However, it also makes society and the world around them extremely complex one which has been becoming the reason for the degradation or erosion of human values (Aggarwal, 2009).

Therefore, taking into consideration of the previous studies above-mentioned the investigator felt that it is important to understand the values inculcated among the 10th-grade students of CBSE schools in Mizoram. Although the development of values is important at every stage of education, it is very crucial at the secondary stage. It is because; at this stage, the students are at the critical phase of their intellectual and physical development. The cognitive development of individuals at this stage is at its peak and they are in the early stage of adolescence period. So, the development of desirable values among the students at this stage is favourable considering their physical transformation and intellectual maturity. Majority of the CBSE schools in Mizoram are Jawahar Navodaya Vidyalaya and Kendriya Vidyalaya, where the students are from diversified socio-cultural backgrounds such as Mizo, Lai, Mara, Chakma and children of the central government employees. Therefore, this study was conducted to assess the level of inculcated values among the 10th grade students studying in CBSE schools in Mizoram and to know the gender perspective of values inculcated.

OBJECTIVES

The present study has the following objectives:

1. To assess the values of the 10th-grade students of CBSE schools in Mizoram.
2. To compare the values of the 10th-grade students of CBSE schools in Mizoram with reference to their gender.

HYPOTHESIS

Ho: There exists no significant difference between male and female 10th-grade students of CBSE schools in Mizoram with reference to their values.

METHOD OF THE STUDY

The present study was undertaken to comprehend the status of the values inculcated and acquired by the 10th grade students of CBSE schools in Mizoram. Therefore, descriptive survey research method was adopted for this study.

POPULATION

The population of the present study comprises of all the 10th-grade students of CBSE schools in Mizoram. There were a total of 589 students in the 10th grade in the CBSE schools of Mizoram.

SAMPLE AND SAMPLING TECHNIQUE

The sample for the present study comprised of 90 students from CBSE schools. At first three districts, Aizawl, Lawngtlai and Lunglei were selected using a simple random sampling technique. Then, one school was selected from each selected district to collect data where 30 students of 10th grade were selected from the selected school using a disproportionate sampling technique. The distribution of the representative sample selected for the presented has been presented as under.

Table No. 1

Distribution of Representative Sample of 10th Grade CBSE School Students in Mizoram

Gender	District			Total
	Aizawl	Lawngtlai	Lunglei	
Male	16	17	20	53
Female	14	13	10	37
Total	30	30	30	90

RESEARCH TOOL USED

The researcher has constructed and developed a tool, **Values Assessment Questionnaire (VAQ)** which has been used for collecting required data from the sampled students of the selected CBSE schools in Mizoram. The **VAQ** was prepared taking into account the ten values categorization, namely - social values, democratic values, moral values, national and patriotic values, secular values, human values, physical health values, environmental values, economic values and aesthetic values. It was a forced-choice type questions and statements with 3 multiple-choice items for each statement/question. It contained 30 questions having

90 (30 X 3) items, where each value dimension had equal numbers of items. So, there were 9 items for each dimension of values.

DATA ANALYSIS AND STATISTICAL TREATMENT OF DATA

The collected data were analyzed using simple statistics such as frequency and percentages to assess the level of personal values among the 10th-grade students of CBSE schools in Mizoram. Descriptive statistics such as Mean, Standard Deviation and *t*-test have been used to test the null hypotheses for comparative analysis of values between male and female students.

DELIMITATION OF THE STUDY

The present study has been delimited to the 10th grade students of CBSE schools in the state of Mizoram only.

RESULTS AND FINDINGS

The findings of the study have been presented below based on the objectives of the study.

Objective 1: To assess the values of the 10th-grade students of CBSE schools in Mizoram.

Table No. 2 presents the level of personal values of the 10th-grade students of CBSE schools in Mizoram. The analysis was done based on the frequencies and percentages of the obtained scores of the ten selected values.

Table No. 2
Values of 10th Grade Students of CBSE Schools in Mizoram

Selected Values	Obtained Score of CBSE 10 th Grade Students in Frequency and Percentage (N=90)				
	V. Low	Low	Average	High	V. High
Social Values	10 (11.11%)	18 (20.00%)	40 (44.44%)	18 (20.00%)	4 (4.44%)
Democratic Values	7 (7.78%)	20 (22.22%)	44 (48.89%)	13 (14.44%)	6 (6.67%)
Moral Values	9 (10.00%)	21 (23.33%)	48 (53.33%)	6 (6.67%)	6 (6.67%)
National & Patriotic Values	9 (10.00%)	18 (20.00%)	30 (33.33%)	26 (28.89%)	7 (7.78%)
Secular Values	6 (6.67%)	22 (24.44%)	33 (36.67%)	22 (24.44%)	7 (7.78%)
Human Values	8 (8.89%)	22 (24.44%)	36 (40.00%)	21 (23.33%)	3 (3.33%)
Physical Health Values	4 (4.44%)	14 (15.56%)	30 (33.33%)	24 (26.67%)	18 (20.00%)
Economic Values	4 (4.44%)	29 (32.22%)	37 (41.11%)	12 (13.33%)	8 (8.89%)
Environmental Values	4 (4.44%)	18 (20.00%)	36 (40.00%)	26 (28.89%)	6 (6.67%)
Aesthetic Values	11 (12.22%)	36 (40.00%)	24 (26.67%)	17 (18.89%)	2 (2.22%)

Social Values: With regard to social values, it can be observed from Table No. 2 and that out of 90 10th grade CBSE school students, only 4 (4.44%) students had very high level of social values, 18 (20%) students possessed high level of social values, 40 (44.44%) students have average level of social values, 18 (20%) students have low level and 10 (11.11%) students representing very low level of social values.

Democratic Values: With regards to democratic values, 6 (6.67%) students had a very high level of democratic values, 13 (14.44%) students had a high level of democratic values, 44 (48.89%) students had an average level of democratic values, 20 (22.22%) students have low-level democratic values and 7 (7.78%) students represent a very low level of democratic values.

Moral Values: The above table shows that out of 90 students, 6 (6.67%) students had very high and 6 (6.67%) students had high level of moral values, 48 (53.33%) students had average level of moral values, 21 (23.33%) students were having low level and 9 (10%) of students had very low level of moral values.

National and Patriotic Values: Regarding national and patriotic values, 7 (7.78%) 10th grade CBSE school students possessed very high level of national and patriotic values, 26 (28.89%) students possessed high level of national and patriotic values, 30 (33.33%) students had possessed average level of national and patriotic values, 18 (20%) students had possessed low level and 9 (10%) students had possessed very low level of national and patriotic values.

Secular Values: It can be observed that out of 90 10th-grade CBSE school students, 7 (7.78%) students had very high level of secular values, 22 (24.44%) students had high level of secular values, 33 (36.67 %) students had average level of secular values, 22 (24.44 %) had low level and 6 (6.67%) students had very low level of secular values.

Human Values: It can be observed from **Table No. 2** that only 3 (3.33%) students had very high level of human values, 21 (23.33%) students had a high level of human values, 36 (40%) students had an average level of human values, 22 (24.44%) were having low level and 8 (8.89%) students were having a very low level of human values.

Physical Health Values: Out of 90 students, 18 (20%) students had very high level of physical health values, 24 (26.67%) students had high level of physical health values, 30 (33.33%) students had average level of physical health values, 14 (15.56%) had low level and only 4 (4.44%) students had very low level of physical health values.

Economic Values: Regarding economic values, 8 (8.89%) students had a very high level of economic values, 12 (13.33%) students had a high level of economic values, 37(41.11%) students had an average level of economic values, 29 (32.22 %) had a low level of economic values and only 4 (4.44%) students had a very low level of economic values.

Environmental Values: It can be observed from the above table that out of 90 CBSE 10th grade school students, 6 (6.67%) students had acquired very high level of environmental values, 26 (28.89%) students had acquired high level of environmental values, 36 (40%) students had acquired average level of environmental values, 18 (20%) students had acquired low level and 4 (4.44%) students had acquired very low level of environmental values.

Aesthetics Values: Out of 90 10th-grade CBSE school students, only 2 (2.22%) students had a very high level of aesthetic values, 12 (18.89%) students had a high level of aesthetic values, 24 (26.67%) of the students had an average level of aesthetic values, 36 (40 %) had a low level of aesthetics values and 11 (12.22%) students had a very low level of aesthetic values.

Objective 2: To compare the values of the 10th-grade students of CBSE schools in Mizoram with reference to their gender.

The comparative analysis between male and female 10th-grade students of CBSE schools in Mizoram in terms of the ten selected values has been presented in the following tables. Independent sample *t*-test has been used to test the null hypotheses and to find out the mean scores difference between male and female students as already mentioned earlier.

Table No. 3

Comparison between Male and Female 10th Grade Students of CBSE School in Mizoram with reference to the Social Values

Groups	Mean	SD	SEM	df	t-value	p-value
Male (N=54)	8.43	2.14	0.292	88	0.490	0.625
Female (N=36)	8.67	2.48	0.414			

It can be observed from the above table that the Mean score of males was found 8.43 with *SD*=2.14 and the Mean score of females obtained is 8.87 with *SD*=2.48 on social values. The critical *t*-value at 0.05 level of significance is 1.987 and at 0.01 level of significance is 2.633 with *df*=88. It can be seen from above table that the calculated *t*-value found is 0.490, which is less than the critical *t*-value with *df*=88, and the obtained *p*=0.625 is more than 0.05 level of significance. So, the null hypothesis has been accepted. Therefore, it can be stated that there exists no significant difference between male and female students with regard to social values.

Table No. 4

Comparison between Male and Female 10th Grade Students of CBSE School in Mizoram with reference to the Democratic Values

Groups	Mean	SD	SEM	df	t-value	p-value
Male (N=54)	9.59	2.42	0.329	88	0.530	0.801
Female (N=36)	9.72	2.36	0.394			

Regarding democratic values, it can be observed from Table No. 4 that the Mean score of male students was found to be 9.59 with *SD*=2.427 and the Mean score of female students was obtained to be 9.72 with *SD*=2.464. Based on the obtained *t*-value =0.53, which is less than the critical *t*-value *df*=88, it is very evident that the obtained *p*-value=0.801>0.05 level of significance. Thus, it can be stated that there is no significant difference between the male and female 10th-grade students of CBSE schools students in reference to their level of democratic values.

Table No. 5

Comparison between Male and Female 10th Grade Students of CBSE School in Mizoram with reference to the Moral Values

Groups	Mean	SD	SEM	df	t-value	p-value
Male (N=54)	9.54	2.36	0.321	88	0.238	0.812
Female (N=36)	9.42	2.32	0.387			

The mean score of males was found to be 9.54 with $SD=2.36$ and the mean score of females was 9.42 with $SD=2.32$ with regards to moral values. The obtained t -value was found 0.238, which is less than the critical t -value with $df=88$, and the obtained p -value (0.812) which is more than 0.05 level of significance. Therefore, it can be said that there is no significant difference between the male and female students of CBSE schools students in reference to their level of moral values.

Table No. 6

Comparison between Male and Female 10th Grade Students of CBSE School in Mizoram with reference to the National & Patriotic Values

Groups	Mean	SD	SEM	df	t-value	p-value
Male (N=54)	8.20	2.78	0.379	88	0.578	0.565
Female (N=36)	8.58	3.41	0.570			

The result shown in Table No. 6 indicated that the Mean score of male students was 8.20 with $SD=2.78$, and the Mean score of female students was 8.58 with $SD=3.41$. As can be observed from the table, the t -value obtained was 0.578, which is less than the critical t -value with $df=88$, and the obtained p -value (0.565) is more than 0.05 level of significance. Therefore, no significant difference was found between male and female 10th-grade students of CBSE schools in reference to their national and patriotic values.

Table No. 7

Comparison between Male and Female 10th Grade Students of CBSE School in Mizoram with reference to the Secular Values

Groups	Mean	SD	SEM	df	t-value	p-value
Male (N=54)	8.57	2.91	0.396	88	1.643	0.104
Female (N=36)	9.53	2.34	0.389			

The above table shows that the obtained Mean score of male students is 8.57 with $SD=2.91$ with regard to secular values. At the same time, the Mean score of female students found was 9.53 with $SD=2.34$. From the table, a difference can be seen between the Mean scores of male and female students. However, that difference found was not significant statistically; as calculated $t=1.643$ is less than the critical t -value (1.987) with $df=88$, and the obtained $p=0.104 > 0.05$ level of significance. Thus, there is no significant difference between male and female 10th-grade students of CBSE schools in reference to secular values.

Table No. 8

Comparison between Male and Female 10th Grade Students of CBSE School in Mizoram with reference to the Human Values

Groups	Mean	SD	SEM	df	t-value	p-value
Male (N=54)	11.17	2.39	0.326	88	2.461	0.016
Female (N=36)	9.92	2.31	0.385			

It can be observed from the above table that Mean score of male students with regards to human values was found to be 11.17 with $SD= 2.39$, whereas the mean score of female students was 9.92 with $SD=2.31$. The calculated t -value was found to be 2.461, which is more than the critical table t -value (1.987) with $df=88$ and the obtained $p=0.016$ which is less than 0.05 level of significance. Thus, a significant difference was found between male and female students with respect to human values at 0.05 level of significance. Therefore, the 10th-grade male students of CBSE schools had higher level of human values than their female counterparts.

Table No. 9

Comparison between Male and Female 10th Grade Students of CBSE School in Mizoram with reference to the Physical Health Values

Groups	Mean	SD	SEM	df	t-value	p-value
Male (N=54)	10.98	2.89	0.393	88	1.236	0.220
Female (N=36)	10.22	2.81	0.468			

Regarding the physical health values, the above table shows that the Mean score of male students was 10.98 with $SD=2.89$, and the obtained Mean score of females was 10.22 with $SD=2.81$. It can be observed that the calculated t -value in physical health values was found to be 1.236 which is less than the critical t -values with $df=88$, and $p=0.220$ which is more than 0.05 level of significance. Therefore, it can be said that there exists no significant difference between male and female 10th-grade students of CBSE schools in reference to their physical health values.

Table No. 10

Comparison between Male and Female 10th Grade Students of CBSE School in Mizoram with reference to the Economic Values

Groups	Mean	SD	SEM	df	t-value	p-value
Male (N=54)	7.13	2.27	0.308	88	1.158	0.250
Female (N=36)	7.81	3.28	0.546			

It appears from Table no. 10 that the mean score of male students found was 7.13 with $SD=2.27$ on economic values and the Mean score of female students found was 7.81 with $SD=3.28$. As can be observed from the table the calculated $t= 1.158$ which is less than the critical t -value, and it is evident that the obtained $p= 0.250 > 0.05$ level of significance. Thus, it was ascertained that there exists no significant

difference between male and female 10th-grade students of CBSE schools in reference to their economic values.

Table No. 11

Comparison between Male and Female 10th Grade Students of CBSE School in Mizoram with reference to the Environmental Values

Groups	Mean	SD	SEM	df	t-value	p-value
Male (N=54)	9.91	2.70	0.368	88	1.508	0.135
Female (N=36)	9.11	2.03	0.338			

The above table shows the Mean score of male students found was 9.91 with $SD=2.70$ on environmental values, whereas the Mean score of female students obtained was 9.11 with $SD=2.03$. It can be observed from the Table No. 11 that the calculated t -value is 1.508, which is less than the critical t -value with $df=88$, and the obtained $p=0.135 > 0.05$ level of significance. Therefore, no significant difference was found between male and female 10th-grade students of CBSE schools in reference to their environmental values.

Table No. 12

Comparison between Male and Female 10th Grade Students of CBSE School in Mizoram with reference to the Aesthetic Values

Groups	Mean	SD	SEM	df	t-value	p-value
Male (N=54)	6.48	2.86	0.389	88	0.906	0.367
Female (N=36)	7.03	2.71	0.452			

It can be observed from the above table that the Mean score of male students obtained was 6.48 with $SD=2.86$ on aesthetic values, whereas the mean score of female students was found to be 7.03 with $SD=2.71$. No significant difference was found in terms of aesthetic values between males and females as the calculated t -value ($t=0.906$) was less than the critical t -value with $df=88$. It was also evident from the obtained p -value (0.367) which is more than 0.05 level of significance. Therefore, there exists no significant difference between the male and female 10th-grade students of CBSE schools in reference to their aesthetic values.

DISCUSSION

It can be observed that the majority of the 10th-grade students of CBSE schools in Mizoram had an average level of social values, democratic values, moral values, national and patriotic values, secular values, human values, physical health values, environmental values, economic values. The findings with regards to democratic values and health values are similar to the findings of Singh (2022); but in contrast to the findings of Mahato, Adhikari, & Gope (2021) where they have found high democratic values among students. With regards to social values, the present finding is in contrast with findings of previous studies, where Singh (2022) found a low level of social values, and Mahato, Adhikari, & Gope (2021) high level of social values among students. At the same time, the majority of the 10th-grade students of CBSE had low

level of aesthetic values which is in dissimilarity with the findings of Mahato, Adhikari, & Gope (2021), where they found average level of aesthetic values among students.

The comparative analysis of the 10th-grade students of CBSE schools in Mizoram on gender perspective found no significant differences between male and female students in reference to the nine selected values. The findings of Bharti & Yadav (2017) support the present findings, where they also did not find that gender had any influence on the level of values among high school students. However, with regard to economic values, social values, aesthetic values and health values the present findings do not support the finding of Maqbool & Shrivastava (2014) (male students had a higher level of economic values than female students; female students had a higher level of social values and aesthetic values than boys); male students had a higher level of social values and health values (Sharma & Kumar, 2006). The present study found significant differences between male and female students with 95% confidence, where male students were preferably having higher level of human values than female students.

CONCLUSION

The modern society we live in requires students to develop various dimensions of values. However, according to a present study the aesthetic values among 10th-grade students in CBSE schools in Mizoram are low. Developing aesthetic values can help students appreciate the beauty and goodness of the arts and the natural environment, as well as develop their creativity. The finding that there is a difference in human values between male and female students is a matter of concern, especially considering the growing gender equality in society. It is expected that there should not be any difference in the level of human values between male and female students.

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