

**ENHANCEMENT OF VALUES AND THINKING THROUGH STORIES
AMONG ELEMENTARY SCHOOL CHILDREN OF ODISHA**

An Abstract of the Thesis

Submitted to

The Maharaja Sayajirao University of Baroda, Vadodara

for the Degree of

Doctor of Philosophy

In

Education

Guide

Prof. Ashutosh Biswal

Researcher

Laxmi Meher



**DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION AND PSYCHOLOGY
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA
VADODARA-390002
JUNE- 2025**

TABLE OF CONTENT

Sr No.	Content	Page No.
1.0	Introduction	1
1.1	Elementary Education	2
1.2	Meaning and Types of Stories	2
1.3	The concept of Thinking	2
1.4	The concept of Values	3
1.5	Story for Thinking and Values	4
2.0	Review of Related Literature	4
2.1	Implication of the Review of Related Literature	5
3.0	Rationale of The Study	5
4.0	Statement of The Problem	6
5.0	Research Questions	6
6.0	Objectives of The Study	6
7.0	Hypotheses of The Study	7
8.0	Explanations of The Terms	8
9.0	Operational Definitions of the Terms	8
10.0	Delimitation of The Study	8
11.0	Method of The Study	9
12.0	Population and Sample	9
13.0	Variables of The Study	10
14.0	Tools for Data Collection	10
15.0	Development and Implementation of the Story Model	11
16.0	Data Collection	12
17.0	Data Analysis	12
18.0	Major Findings of the Study	13
19.0	Educational Implications of The Study	14
20.0	Suggestions for Further Research	14
21.0	Conclusion	15

ABSTRACT OF THE THESIS

1.0 Introduction

Education through its rigorous and continuous process shows us the path to growing the way we want to grow. It helps a person to make a choice between good and bad. It provides values, teaches social norms and conduct, prepares platform for success, and helps individuals to mould their character and behaviour. Hence, there is a need for such an education system for all ages that must perceive human needs, perceptions, and aspirations. The education system changes its structure, nature and practice as per the changing needs of society. The major purpose of the present education system is to make the students successful in the examinations and to pass those examinations with maximum marks and accordingly the methods and approaches of instructional transaction are managed. In the present system of education, it is felt that many vital areas are ignored due to the blind chasing behind the examination and competition like, co-curricular activities including games and sports, life skill education, value education, the components of thinking and many more. Though government agencies have attempted to integrate these components in school curriculum through different educational plans and policies, those could not successfully implement due to different reasons, centered around the activities like, completion of syllabus, preparing students for board examination and so forth. It is felt in the NCF (2005) that it needs a special program or activity in order to be succeeded. In the present research work, an attempt had been made by the researcher to inculcate values and the thinking among elementary school students through stories.

Research has proven that stories can be a suitable method to teach value. It gives scope to exercise the thinking power for elementary school students. Every story includes some values in it. Thinking can be facilitated through stories by presenting a situation and an event on it, which made students think critically and influence students' creativity. Story used to be the best method at the primary stage of learning for so many years (Godbole, 1988). If the teacher provides information about the lives and deeds of great men of different ages, it arouses interest among learners and encourages the ability to imagine. Myth, legends and true stories stimulate the imaginative power of young children. Stories are very effective tools in conveying deep value messages to students, they can be given opportunity to think and discuss and make up analogies (NCF, 2005). That is why the present study intend to include values and thinking inside the story. Proper planning and implementation of it discussed in the following pages.

1.1 Elementary Education

Education starting from the age of six up to the age of fourteen years is referred as Elementary Education in India. Elementary Education comprises of primary stage from standard I to standard V and upper primary stage from standard VI to standard VIII. It is a privilege offered in the Right to Education (2010) for compulsory and free education up to the age of fourteen years. Article 21A of the fundamental rights (Part-III) referred to the fact that irrespective of caste, creed, religion, ability etc. everyone should be given the right to education in the age group of 6-14 years of age.

1.2 Meaning and Types of Stories

Stories are an essential part of human culture. Everybody loves to hear stories, and it is an inevitable part of children's life. Child enjoys and experiences pleasure in stories. A story is a means of transmitting information, experience, attitude or point of view. A story includes a purpose, one or more characters through series of events and by the end, it arrives at a target destination, fulfilling its reason for having been seen or told.

Story is a piece of narrative or description of a prose or a verse with one or more characters, about a connected series of either true or imagined events, legend, myth, fiction, anecdote, novel, etc. with some purpose or message in it for the listeners or the viewers. Stories are of many types; they can be broadly categorized under 2 heads i.e. *Fiction and Non-fiction*.

Apart from this, modern stories can be of different types based on the mode of presentation like telling stories, showing stories, reading stories. Telling stories are designed mostly for all types of audiences of all ages which need narration skills of the storyteller. Reading stories are designed for literate and mature people having its own benefits for self-study and learning. Showing stories are good for visual learners, having the advantage of taking the help of technology to provide virtual experience to the viewers having more involvement of the affective domain. There are many different types of digital stories, the major types are personal narrative (based on one's life), historical documentaries (help to understand past) and stories designed to inform or instruct on a particular concept or practice (Nassim, 2018 & Robin, 2011).

1.3 The Concept of Thinking

Thinking is the manipulation of information; it is something which goes beyond the information. The term is used to refer to more than one specific activity. The activities like-generating a solution, analysing, and comparing, problem solving, working backward, analogy

or finding differences, work on incomplete or incorrect representations, this also deals with memory, experience and like this (Galotti, 2004). Thinking involves manipulation and transforming information into memory. Thinking is a cognitive ability and involves *Problem-solving, decision making and reasoning*. *Problem solving* involves finding an appropriate way to attain certain goals. *Decision making* comes when individuals evaluate alternatives and make choices among them. Reasoning implies logical thinking which uses induction and deduction approach to reach a conclusion (Santrock, 2006). In terms of its nature, thinking is essentially a cognitive activity.

Mainly 4 types of thinking taken into consideration in the study; Critical Thinking (analysing, inferring, observation, decision-making, problem-solving), Creative Thinking (fluency, flexibility, elaboration, originality, integration), Reflective Thinking (systematic, judgmental, logical, self-assessment ability, using insight) and Moral Thinking (applying rules and standards, following guidelines, knowing right and wrong, ethical reasonings, taking moral action/decision). This thinking needs to be moral in school stage. Through value education proper thinking can be developed among students.

1.4 The Concept of Values

Values are the framework for human lives. Values are very crucial to living in society. Value is one of the potent factors which influence and modify one's behavior as per the need of society. The way we think, feel, and behave depends upon our religious and moral beliefs and the values we hold (Bagchi & Teckchandani, 2005). "Values are the ideals that give significance to our lives; that are reflected through the priorities we choose; and that we act on consistently and repeatedly" (UNESCO, 2005). Values involve individual feelings, ideas and beliefs. Values are considered to be crucial in human life. It is a weapon which provides guidance and motivation to one's action.

Broadly, Values can be divided under types of headings i.e., *Personal Values* (honesty, cleanliness, punctuality, self-confidence, discipline), *Social Values* (teamwork, unity, kindness, co-operation, leadership), *Universal Values* (love, respect, helpfulness, equality, brotherhood). Under these three above-mentioned types of values 15 categories of values have been identified from NCERT (1979) lists.

Story can be the appropriate for value-based teaching. The value-based teaching can further lead to enhancement of healthy thinking capacity among students. So, various types of thinking and values among students can be enhanced through stories in teaching-learning.

1.5 Story for Thinking and Values

Stories have always been considered to be the best way to get across an important value-based message (NCF, 2005). There are various teaching strategies available which enable students to think, evaluate critically, to reflect, appreciate the values and so on, that should be followed in classroom. These things cannot be forcefully imposed on students, so different strategies are helpful in this matter. Storytelling an important strategy to impart values at post elementary stage, stories of leaders, religious story, story of great men etc. are helpful, it brings active participation of students in learning (Mondal, 2017). Making such practices regularly through storytelling and story viewing students can develop values and thinking among them.

Apart from this, asking some questions during and at the end of the story and probing students properly can also be helpful in developing thinking among them. The questions could be asked like, 'what would happen if', 'why he/she done this', 'what he/she should need to do instead of this', how would things be different if, 'suppose that, how, why, what, and so on. In this way students' imagination and thinking can be developed along with the values. In this way different fiction and non-fiction stories could be helpful to enhance values and thinking among students.

2.0 Review of Related Literature

There are a total of 81 reviews done by the researcher. The reviews of conducted studies were from both India and abroad. The reviews done were up to the year 2024. The review of previous work was mainly on the three variables that is story, values and thinking. So, there were five sections formed by researchers.

The section-I deals with the Story and Storytelling studies, which consisted of 23 studies. It showed the stories as method and applying techniques in stories is helpful for students. Studies related to Values included 19 studies which stressed on Personal, social, and cultural values mostly. Curriculum and teaching-learning strategies should be formed according to values inculcation content in it. There were 11 studies which relate to both Stories & Values. Here most of the research claimed that story is the strong enhancer for values among students also among elderly people. these studies indicate that story has a positive impact, and it should get higher recognition in any educational institution. There were 16 studies which deals with 'thinking' variable, these studies showed that the methods in teaching-learning can be called improved and student-centered when it is capable to include thinking enhancement strategies in it. There were 12 studies conducted which relate to both Stories & Thinking. Findings of

these studies revealed that using pictures, creative techniques, more students' involvement can be able to establish relation between thinking skills and storytelling.

The implications derived from these studies can be explained here next.

2.1 Implication of the Review of Related Literature

The reviewed related literatures imply that, it is possible to enhance Values among students through stories. Thinking enhancement with storytelling also possible, if proper techniques will be utilized. The best tool for these used were Observation and Perception test. The results of these studies were many of the time strong supporter of storytelling as a method for students' different growth and development. Both the values and thinking can possibly be enhanced among the students through stories. Therefore, the present research is only a humble attempt in that direction to enhance thinking and values through stories.

Reviewing the related literature, the researcher observed that there are only a few studies which stress either on values or on thinking through stories. And very less, or a few studies only found in India from last few decades, it implies that Indian research not much stressing upon this popular yet traditional context- story and storytelling. Also, no studies have been identified by researchers where all the three variables together were focused i.e. Story, Values and Thinking.

3.0 Rationale of The Study

Research showed that stories as a method improve engagement, critical thinking, and creativity and it's a good way to impart values. Story has been the very important part in a child's education that every school needs to promote. It is one of the easiest and most convenient ways to inculcate values and virtues within a child and potent ways to develop thinking. It is helpful in communicating positive messages in an integrated and implicit manner. Story stimulates the imagination and thinking power of a child (George, 2016). It helps them to cope with different situations in life. There are various types of stories that impart different values and facilitate thinking. Stories based on mythology imbibe virtues and ethics on children. Stories from epic, mythology and history would generate awareness about the cultural heritage and practices, community, respect for religion, language etc. Stories related to science establish scientific attitudes among students. Stories related to nation develop patriotic feelings. Stories related to different activities help students to solve their day-to-day life problems. Overall, it influences the entire life of a child. There are also funny stories that entertain children by carrying some messages in them. So not only stories give information and messages but also make them aware

of many things in an entertaining and enjoyable way. So, in this way stories can be helpful in developing thinking and values among children.

Keeping this all-in mind, the study is planned for class 6th students to enhance values and thinking through stories. Piaget suggests the critical period of thinking development around the age of 10-12 years. Therefore, this is the appropriate age to provide intervention to enhance thinking. And, in Kohlberg's six stages of moral development (1964) also, it shows that in stage 3 and stage 4 the child (from 10-13 years) is able to take decisions about right and wrong following the rules and regulations of society. So, the investigator finds it appropriate to carry out research on the students at upper primary school.

4.0 Statement of The Problem

Enhancement of Values and Thinking through Stories among Elementary School Children of Odisha.

5.0 Research Questions

1. Whether stories can be used in different modes to enhance values among elementary school students?
2. Whether stories can be used to enhance thinking among elementary school students along with the enhancement of values?

6.0 Objectives of The Study

The present study was having the following objectives.

1. To develop a Compilation of Stories for elementary school children to enhance their values and thinking.
2. To prepare a model for the presentation of compiled stories for elementary school children to enhance their values and thinking.
3. To deliver the compiled stories among elementary school children through the model of story presentation to enhance their values and thinking.
4. To find out the effectiveness of compiled stories presented through the developed model in terms of enhancement of values among elementary school children.
5. To find out the effectiveness of compiled stories presented through the developed model in terms of enhancement of thinking among elementary school children.

6. To find out the effectiveness of compiled stories presented through the developed model in terms of the reaction of elementary school students towards the compiled stories presented through the developed model.

7.0 Hypotheses of The Study

The following null hypotheses were formulated for the present study and tested at 0.05 level of significance.

H₀ 1: There is no significant difference between the medians of Personal Values knowledge scores of elementary school children taught with and without the story model.

H₀ 2: There is no significant difference between the medians of Social Values knowledge scores of elementary school children taught with and without the story model.

H₀ 3: There is no significant difference between the medians of Universal Values knowledge scores of elementary school children taught with and without the story model.

H₀ 4: There is no significant difference between the medians of Total Values knowledge scores of elementary school children taught with and without the story model.

H₀ 5: There is no significant difference between the medians of Personal Values perception scores of elementary school children taught with and without the story model.

H₀ 6: There is no significant difference between the medians of Social Values perception scores of elementary school children taught with and without the story model.

H₀ 7: There is no significant difference between the medians of Universal Values perception scores of elementary school children taught with and without the story model.

H₀ 8: There is no significant difference between the medians of Total Values Perception scores of elementary school children taught with and without the story model.

H₀ 9: There is no significant difference between the medians of Critical Thinking scores of elementary school children taught with and without the story model.

H₀ 10: There is no significant difference between the medians of Creative Thinking scores of elementary school children taught with and without the story model.

H₀ 11: There is no significant difference between the medians of Reflective Thinking scores of elementary school children taught with and without the story model.

H₀ 12: There is no significant difference between the medians of Moral Thinking scores of elementary school children taught with and without the story mode.

H₀ 13: There is no significant difference between the medians of Total Thinking scores of elementary school children taught with and without the story model.

8.0 Explanations of The Terms

Compilation of Stories – Compilation of stories refers to collection and/or translation in the Odia language of different stories. It includes both fiction and non-fiction stories as suitable for the students.

Story Sessions- For every story a separate session has been arranged by the researcher, according to which cognitive lesson plans have been made. There were two story sessions per week on experimental group.

9.0 Operational Definitions of the Terms

Values Knowledge: Score secured in the Personal, Social and Universal Values through Values Knowledge test prepared by the researcher.

Values Perception: Score secured in the Personal, Social and Universal Values through Values Perception Scale prepared by the researcher.

Thinking: Score secured in the Critical, Creative, Reflective and Moral Thinking through Scale prepared by the researcher.

Effectiveness: The significant difference between median scores of elementary school children taught with and without the story model.

Effectiveness of reaction: Effectiveness in terms of reactions towards stories through Story Model, in the intensity index of 3.5 and above in a five-points reaction scale.

10.0 Delimitation of The Study

The present study is delimited to the 6th standard students of vernacular medium of Government elementary school of Odisha.

11.0 Method of The Study

This was an experimental study. Here quasi-experimental research design has been used. This is a non-equivalent design because random assignment to experimental and control treatments has not been applied. Under this pre-test and post-test non-equivalent groups design had selected as it was convenient for this study. The design of the study is presented as follows.

O1	X	O2
O3	C	O4

Where **O1 & O3** are pre-tests

O2 & O4 are post-tests.

X stands for **experimental group**

C stands for **control group**

At the beginning of experiment Pre-test conducted on both the experimental and control group through 'Intelligent test' of Raven. Then the process of group matching is done through Intelligent scores of both groups. After this intervention/treatment has started to be given to the experimental group. Story session conducted at least two days every week preferably Friday and Saturday up to the end of their academic session. In the other hand, after conducting pre-test of control group, they were not introduced to any of the story sessions, it means they have not given treatment by the researcher.

12.0 Population and Sample

All the elementary school students of Odisha state studying in the vernacular medium elementary schools affiliated with the Board of Secondary Education in Odisha comprised as the population of the present study.

Convenient sampling technique from non-probability sampling types, has been used to draw the sample for this study. As per the convenience of the researcher and the study two Elementary schools of Bargarh district of Odisha have been selected with the purpose of feasibility of the experimentation. Out of which one school was selected as a control group and one selected as an experimental group. For the present study 6th class students were the sample for the study. After making equivalent to the two selected groups there were 20 students in each

of the groups. So, there are a total of 40 students which constitute the sample of the present study.

13.0 Variables of the Study

For the present study, the independent variable was the 'Compiled Stories' whereas the two dependent variables were Values (Personal, Social and Universal) and Thinking (critical, Creative, Reflective and Moral).

14.0 Tools for Data Collection

Total 6 tools have been used in this study. First, for pre-test the researcher has used Raven's Progressive Matrices. As per the requirement, the researcher has developed 4 other tools for the present study. Two tools for values enhancement purpose: Value Knowledge Test and Values Perception Scale, one for assessing students' thinking enhancement that is Thinking Scale and lastly Reaction Scale to know students' reaction. All the developed tools validated by experts from the researcher before implementation. A diary also maintained in order to record students' changeable behaviour. According to the objectives of the study, the following tools have been used for data collection.

Intelligent Test: The standard progressive matrices test prepared by J. C. Raven in 1956, popularly called Intelligent Test. This test is the non-verbal group test and there are five sections/Sets each having 12 items in it, total 60 items are there.

Value Knowledge Test: The researcher has prepared Value Knowledge having 45 items in it. There are Mainly 3 types of values included in the test construction namely, Personal Value, Social Values and Universal Values which are selected by the researcher by considering class, age and location.

Value Perception Scale: The researcher has prepared a Value Perception Scale; 45 items were there in the final version of it. As previously discussed, there are 3 types of selected by the researcher and each values having 5 components in it and each component having some dimensions in it while constructing the scale. After the validation procedure

Thinking Scale: A thinking scale has been developed by the researcher to measure the thinking of the students on the basis of different thinking types. The selected types of thinking for the study were Critical thinking, Creative thinking, Reflective thinking and Moral Thinking. As per types of thinking test divided into 4 parts and total 40 items are there in this scale.

Reaction scale: To study the effectiveness of compiled story or story session, a Likert type five-point reaction scale has been developed by the researcher to know the reaction of the students towards stories sessions. In the reaction scale five options were there as Strongly agree, Agree, Neutral, Disagree and Strongly disagree.

Diary of Anecdote: A diary of anecdote has been maintained by the researcher throughout the session. This was maintained by the researcher in order to note down all the activities performed by students after every session. Their changeable behaviours, which is noticed by the researcher noted down in this diary as an anecdote.

15.0 Development and Implementation of the Story Model

In order to enhance both values and thinking together through stories, the need of a proper model felt by the researcher to carried out the research smoothly. Models are helpful in giving scope for sharpening basic thinking skills. The structure of story model includes the steps like Compilation, combination and conduction. Compilation of stories, then combining some techniques with it and at last conducting the story sessions. These phases could be divided into the following 3 headings.

Phase 1. Collection of stories

On the first phase of research, the researcher had to go through textbook analysis of all subjects (Odia, English, Mathematics, Science and Social Science) of standard VI. By analysing textbooks, considering theories of Educationist, also NCERT recommendation of 1975 and NEP 2020;15 Personal, Social and Universal values have been identified those are frequently emphasized in different subjects of Upper Primary stage. Based on these selected values, stories were searched. At last compilation have been made accordingly.

Phase 2. Combinations of Techniques

The researcher made lesson plans for finalizing 32 number of stories. Then, different techniques were combined with the stories. This step includes the story that must be conveyed to the students by combining different techniques with it. As a result, students will understand about the lesson learnt from the story, the values it has embedded with, and they will develop new ideas. The use of different tricks, techniques and instruments with the story presentation was made here.

Phase 3. Conduction of Story Sessions

There had to be decide in which mode stories are going to be present, so the mode of presentation had selected for each story. At the end of story presentation, the conduction of evaluation activities also added which later reflected on developed Cognitive lesson Plan. These Plans were developed based on Herbartian but were in a Cognitive lesson plan style. All the lessons are made on the basis of model prepared by the researcher. Different topics of subjects of standard VI & VII have been tries integrated with the developed stories session but informally. In order to make research effective one lesson plan for one story session have been made. These plans prepared in English but later translated to Odia language with the help of Odia language experts as the study was meant for Odia medium students in Odisha.

After taking permission from the sample schools, the researcher has implemented the compiled stories on experimental group for a period of one academic year. Then from the Month of April 2023 the researcher started giving intervention to the students of experimental groups. The planned story sessions delivered informally without their strict linkage to academic activities. Weekly 2 periods have been allotted by the school in the timetable for this purpose. Those allotted periods of 40-45 minutes in a day were engaged by the researcher for delivering the stories for the whole academic year of 2023-2024.

16.0 Data Collection

Before the implementation of compiled stories or before conducting Story sessions, as a pre-test 'Intelligence Test' has been administered by the researcher on the students of both groups, experimental and control in order to make them equivalent. After constructing the desired tool, validation through experts has been done and for reliability test a try-out has been made by the researcher. After the implementations of planned stories sessions, the post-tests have been administered through Value Knowledge Test, Value Perception Scale and Thinking Scale on both the groups to measure the value knowledge, value perception and thinking. The reaction scale has been administered on the students of experimental group to measure their reactions towards prepared planned stories sessions and its transaction.

17.0 Data Analysis

Both descriptive and inferential data analysis have been emphasized in this study. The collected information in the recorded in the anecdotes and special observed activities of students have been analysed qualitatively with the help of phrases and descriptions. The

numeric collected data has been analysed mainly by employing quantitative techniques like median, quartile deviation, Mann Whitney U-test, frequency, percentage analysis and intensity index. MS excel has been used for all data entry. Two popular software applications, SPSS and Jamovi, have also been used here to analysis all the quantitative data.

18.0 Major Findings of the Study

Here, there are two types of data analysis done by the researcher Quantitative and Qualitative. The results of it could be explained as follows.

The story model was significant for enhancing Personal values knowledge, social values knowledge and Universal values knowledge. The story model was found to be significant in terms of Personal values perception, and it was not found significant in social values perception and universal values perception. But for overall values perception it was found to be significant. The story model was also significant in terms of enhancement of reflective thinking and moral Thinking. Though it was not found significant in the case of Critical thinking and Creative thinking, but in the overall thinking enhancement, the story model found to be significant. The story model was found effective in terms of the reaction of the students to the story sessions.

The quantitative analysis showed that, stories are the enhancer of students' values and thinking. The study also collected data qualitatively through researcher's note. The Diary of Anecdote maintained throughout the story sessions, have been analysed descriptively here. Which related information can be explained as follows.

Each story contained some values in it considering Personal Values, Social Values and Universal Values. and the story highlighted those values throughout story presentation also through a special activity. The behavioral changes related to all these noticed as noted in the diary of the Anecdote. The enhancement of values knowledge spotted Personal, Social and Universal values found among students. Students have enhanced values knowledge in all three types. Not much of the behaviour related to universal values could noticed due to the less expose environment and time.

There were 4 types of thinking Critical, Creative, Reflective and moral) highlighted by the researcher in the study. Every story contained a particular component of thinking in it for which a special activity also had been planned by the researcher. Students have enhanced these abilities which have been observed by the investigator through the activities after or during

storytelling. Some of these behaviours of reflective thinking ability by students have been noticed by the investigator. It might not be 100 percent, but some moral thoughts of students are also noticed by the researcher. Investigators noticed the improvement of the behaviour of students related to this thinking ability, as students were provided with various kind of thinking activities during the story sessions.

Both the analyses are little or more supporter of stories. Stories are helpful to students in enhancing their values knowledge and thinking power.

19.0 Educational Implications of The Study

Some important implications of the study can be highlighted here.

- This study focusses on students thinking and Values learning, which is need of the hour by contributing to life skills.
- Specifically, the students at elementary school could benefit while learning through storytelling.
- Stories as a traditional method of teaching could be popular again. Stories could be the best option for students' growth and development, and it could be prioritized by teachers and counsellors.
- The study will be helpful to Teachers and Administrator to apply such method to academic life of students other than simple lecture method of teaching.
- The model prepared for the story by the researcher could be helpful to the teacher and researcher.
- The story sessions prepared through the study could be helpful to researchers and teachers in future.

20.0 Suggestions for Further Research

Some major suggestions of the study can be highlighted here.

- This study did not find significant in terms of social values perception and universal values perception, so more studies could be done by taking those components which found missing in this study.
- On the basis of the anecdotal record, pure qualitative study can be done with similar interventions programmes.

- Scale was developed here related to values and thinking, similar studies can be conducted taking achievement tests into consideration.
- The study was found to be enhanced Personal, Social and Universal values, so other types of values in future study can be considered.
- The similar type of study can be conducted in other level of schooling like Primary, Secondary and in the higher secondary stage also other than Upper primary school.
- A similar kind of study can be conducted focusing on school having special children only.

21.0 Conclusion

It can be concluded by saying that storytelling could be the modern method as well as traditional. It has power to include such components which is demand of the contemporary society. The researcher here tried to include all the possible facilities for students to enhance their values and thinking through stories. That is why after story compilation, which was collected from various sources, a model was prepared for it and based on that model thirty-two story sessions planned. The story sessions delivered to experimental group students covering a full academic year. With story session, all the test implemented for this purpose of enhancing values and thinking found to be effective. The test implemented for this were Value knowledge test, Value perception test, thinking test and the reaction scale. A diary of anecdote maintained to record noticeable behavioural changes of students. This was also showed that students were interested in story sessions and have enhanced their values and thinking because of the story session delivered to them.