

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

A

PH.D. EXECUTIVE SUMMARY

Submitted to

The Maharaja Sayajirao University of Baroda, Vadodara

for the Degree of

**Doctor of Philosophy**

**In**

**Education**

**Guide**

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**VADODARA-390002**

**July 2025**

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## 1.0 INTRODUCTION OF THE STUDY

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. Children are getting less scope to express their ideas, and they are only prepared to get maximum marks in the examinations. That is why new education policy stresses on the students' skills and learning rather than memorization and simple teaching methods which are boring for students. Among the ten cores Life skills listed by WHO, critical and creative thinking has been included on it (CBSE, 2013). Thinking can be developed with the help of teaching learning process through various subjects and the transaction of these subjects though not mentioned, should be done in such a way that it should develop thinking among students. In the other hand modern generation found in lacking human and cultural values brought into noticed, that is why value-based curriculum also suggested by previous national policies. Curriculums need to be improved in order to be value-based (Roy, 2014). Keeping all these in mind, the researcher, through this study made an aim to enhance these two important and contemporary components: values and thinking among children through various stories. Stories are an essential part of human culture. A story is a means of transmitting information, experience, attitude or point of view. 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).

Thinking deals with the activities like- generating a solution, analyzing, and comparing, problem solving, working backward, analogy or finding differences, work on incomplete or incorrect representations, also deals with memory and experience (Galotti, 2004). Thinking is essentially a cognitive activity. It is related to innate cognitive behaviour. Thinking could normally be classified into many categories, by considering the present study some important types have been selected here. Mainly 4 types of thinking taken into consideration in the study; Critical Thinking (analyzing, 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.

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 & Teekchandani, 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 are principles, ideals, fundamental convictions and standard of life which act as reference point in decision making and as a general guide to behavior (Aggarwal & Husain, 2016). Values have been classified differently by different Authors and committees. Here 15 categories of values have been taken for study which derived from the list of Documents of NCERT. The list compiled by the NCERT (1979) based on various documents on education, there were 83 values. Considering the values present in elementary education, a general classification of values can be made under types of headings i.e., *Personal Value* (honesty, cleanliness, punctuality, self-confidence, discipline), *Social Value* (teamwork, unity, kindness, co-operation, leadership), *Universal Value* (love, respect, helpfulness, equality, brotherhood).

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 value 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. In this way students' imagination and thinking can be developed along with the values. Stories have always been considered to be the best way to get across an important value-based message (NCF, 2005). Story can be the appropriate for value-based teaching. The value-based teaching can further lead to enhancement of healthy thinking capacity among students. Story contains teaching and is also helpful in teaching the process of life with the help of values. Stories make the learners attentive and think about the characters and the surroundings of the story. Various types of thinking and values among students can be enhanced through stories in teaching-learning. It has the inbuilt mechanism of pushing the listeners to think and have enough content for getting values.

## **2.0 IMPELICATION OF THE REVIEW OF RELATED LITERATURE**

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 pervious work was mainly on the three variables that is story, value and thinking. The studies here showed the importance of story in the different components of growth and development among children. Story as a method or program, if integrated and implemented properly it could give good results upon different abilities of students. Different tools and techniques could be added to storytelling, which gives the expected results as they said story has power to enhance students' thinking ability. As studies are shown, stories are full of values, they guide and helpful for students to lead a healthy life. Many studies found suitable tools for their studies were Interview, Observation and Perception tests. The sample were of different age groups, but it is most suitable for primary and secondary school children. The data analysis is mainly done with ANOVA and t' test. It means study related to story, values and thinking can be conducted with the help of these tests. The findings of various studies here highlighted storytelling as one of the most effective methods used in the classroom, showing its significant impact on students' learning.

Here, the researcher observed that there are only a few studies which stress either on values or on thinking through stories, but no research work was found on the enhancement of both values and thinking through stories. No studies have been identified by researchers where all the three variables together were focused i.e. Story, Value and Thinking, though 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.

## **3.0 RATIONALE OF THE STUDY**

The National Policy on Education (NPE, 1986) stated that “the growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustment in the curriculum in order to make education a forceful tool for the cultivation of social and moral values”. The National Programmed on Education (1992) emphasized the value education as an integral part of school curriculum. It stressed the role of education and highlighted the values drawn from national goals, universal perception, ethical consideration, and character building. Therefore, it becomes highly desirable to implement different methods which would disseminate several aspects of values in the education system, in order to bring

values to the forefront. Similarly, thinking can make the child to be rational and creative, which can also be imparted to the students.

The previous studies were the strong supporter of storytelling integrated teaching for school students. Story is one of the important and comprehensive approaches to inculcate the values and thinking in the minds of the students as it follows the principles of joyful and constructivist learning. The development of values and thinking through stories can be a good platform for students. Stories help children know the difference between knowing well and doing well. It makes them strong morally and emotionally. It is also important in child development- physical, emotional and spiritual. Stories directly influence the way a child thinks, a child talks and the way a child behaves. Stories not only 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. As NEP (2020), given importance to students' understanding other than knowledge. The thinking domain of child is more important than rote learning. As both the variables' values and thinking enhancement are urgent needs for contemporary society, these are the serious concern of today among school students.

Keeping this all-in mind, the study is planned for class 6<sup>th</sup> 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 RESEARCH METHODOLOGY OF THE STUDY**

The present study was experimental in nature. Here, the methodology is composed of research questions, Objective, Hypotheses, research design, variables, population, sample, tools of data collection, story session and procedure of data collection and data analysis method.

##### **4.1 RESEARCH QUESTIONS**

The present study is the outcome of the following research questions derived from the researcher's literatures survey.

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?

#### 4.2 STATEMENT OF THE PROBLEM

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

#### 4.3 OBJECTIVES OF THE STUDY

The study was conducted to achieve 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.

#### 4.4 HYPOTHESES OF THE STUDY

The following null hypotheses were formulated for the present study and were tested at the 0.05 level of significance, with the applications of statistical test.

**H<sub>0</sub> 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.

**H<sub>0</sub> 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.

**H<sub>0</sub> 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.

**H<sub>0</sub> 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.

**H<sub>0</sub> 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.

**H<sub>0</sub> 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.

**H<sub>0</sub> 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.

**H<sub>0</sub> 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.

**H<sub>0</sub> 9:** There is no significant difference between the medians of Critical Thinking scores of elementary school children taught with and without the story model.

**H<sub>0</sub> 10:** There is no significant difference between the medians of Creative Thinking scores of elementary school children taught with and without the story model.

**H<sub>0</sub> 11:** There is no significant difference between the medians of Reflective Thinking scores of elementary school children taught with and without the story model.

**H<sub>0</sub> 12:** There is no significant difference between the medians of Moral Thinking scores of elementary school children taught with and without the story mode.

**H<sub>0</sub> 13:** There is no significant difference between the medians of Total Thinking scores of elementary school children taught with and without the story model.

#### 4.5 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. It includes stories in various modes i.e. storytelling and story showing (drama, performance, pictures etc.), by which students' values and thinking can be enhanced. The stories have been delivered to the students in the medium of local Odia language only.

**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. The two sessions are mostly allocated with the moral education period on Friday and Saturday only. Story sessions needed a lesson plan and anecdote maintenance diary.

#### 4.6 OPERATIONAL DEFINITIONS OF THE TERMS

*Value Knowledge:* Score secured in the Value Knowledge test prepared by the researcher.

*Value Perception:* Score secured in the Value Perception Scale prepared by the researcher.

*Thinking Scale:* Score secured in the Thinking Scale prepared by the researcher.

*Effectiveness of Stories in terms of enhancement of values:* The significant difference between mean gain scores of experimental and control groups in value perception and value knowledge.

*Effectiveness of Stories in terms of enhancement of thinking:* The significant difference between mean gain scores of experimental and control groups in the thinking.

*Effectiveness of Stories in terms of reaction of Students:* Effectiveness in terms of reactions towards Story Sessions in the intensity index of 3.5 and above in a five-points reaction scale in individual components and its average also calculated.

#### 4.7 DELIMITATION OF THE STUDY

The proposed study is delimited to the Government elementary school of Odisha, which medium of study is Odia language. The study is delimited to the Upper Primary School Students of elementary school which comprises Class of 6<sup>th</sup> and 7<sup>th</sup>. Here, the research is delimited to the 6<sup>th</sup> standard students, which includes the 11-12 years age group of students.

#### 4.8 RESEARCH DESIGN OF THE STUDY

In the proposed study 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 proposed study is presented as follows.

<b>O1</b>	<b>X</b>	<b>O2</b>
<b>O3</b>	<b>C</b>	<b>O4</b>

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.

#### 4.9 POPULATION

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 proposed study.

#### 4.10 SAMPLE

Convenient sampling techniques from non-probability sampling type have been used to draw the sample for this proposed 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. As previously mentioned in the rationale part, here the researcher targeted sample age is 11-12 years based on the criteria of study, Upper Primary schools’ students, standard 6<sup>th</sup> and 7<sup>th</sup> could be the sample for the present study. For the present

study 6<sup>th</sup> class students have taken into account. 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.

#### 4.11 VARIABLE OF THE STUDY

For the present study, the independent variable is Story Sessions whereas the dependent variables are Value and Thinking.

#### 4.12 TOOLS FOR DATA COLLECTION

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. In this study, for the purpose of group matching this Intelligence test has been applied to students of both experimental and control group at the beginning of experiment.

**Value Knowledge Test:** There are mainly 3 phases for Value Enhancement i. e. Value Knowledge, Value Perception and Value Actualization. In the first phase in order to measure value knowledge of students, the researcher has prepared Value Knowledge. After discussion with the supervisor, suggestions from experts and after the standardized procedure 45 items were there in this test. There are Mainly 3 types of value included in the test construction namely, Personal Value, Social Value and Universal Value which are selected by the researcher by considering class, age and location.

**Value Perception Scale:** The second phase of value enhancement needs Perception test. In order to measure the value perception of students, the researcher has prepared a Value Perception Scale. As previously discussed, there are 3 types of selected by the researcher and each value having 5 components in it and each component having some dimensions in it while constructing the scale. After the validation procedure 45 items were there in the final version.

**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 considering the age of students and topic of the study are 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, where students had to make tick mark in the appropriate box ranging from strongly agree to strongly disagree. Based on the present study, many relatable statements have been formed. There is a total of 25 statements related to 5 different criteria.

**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 behaviors, which is noticed by the researcher noted down in this diary as an anecdote.

#### 4.13 PHASES OF THE STUDY

The present study had to pass through many different phases. These phases could be divided into the following 5 headings.

##### **Phase I - 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 analyzing 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 accordingly. s

##### **Phase II- Development of 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. This story model to be instructional for value enhancement and thinking enhancement, it needs to be followed three important steps that is compilation, combination and conduction. The syntax of the story model includes Compilation under which collection and selections of stories and also organizing of story session also come. The second phase said about combination of different techniques that is discussion, instruments and tricks. And at last conduction of story session needed lesson plan, a proper style of presentation and a suitable activity for the evaluation. Here the available mode

of story presentation, the activities to be involved, aids/ instruments to use and the tricks to be followed during story presentation have been described in detail.

### **Phase III- Development of Tools**

Total 5 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 value enhancement purpose: Value Knowledge Test and Value 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.

### **Phase IV- Preparation of Story Sessions/ Cognitive lesson Plan**

After developing a model for the present study, the researcher made lesson plans for finalizing 32 number of stories. 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.

### **Phase V- Presentation of stories**

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.

## **5.0 DATA COLLECTION PROCEDURE**

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.

## **6.0 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 analyzed qualitatively with the help of narratives. The numeric collected data has been analyzed mainly by employing quantitative techniques like mean, standard 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.

## **7.0 MAJOR FINDINGS OF THE STUDY**

All the data which are collected through the implementation of test have been quantitatively analysed. Statistical tests like Mean, Median, SD and at the last U test have been applied. The use of popular software like SPSS has been used for this purpose. In the quantitative analysis the data were divided into 4 main sections, those are Value Knowledge and Value Perception of Value enhancement Scale, Thinking enhancement Scale and Reaction Scale.

1. The result revealed that there is a significant difference between the post test scores of Experimental Group and Control Group in terms of Value enhancement which is revealed through the Value Knowledge test. In the case of the other components of Value; Personal, Social and Universal also the test found significant. It means that due to the story sessions Experimental group students performed well as compared to control group students. That is why the null hypotheses (Ho<sub>1,2,3 & 4</sub>) formulated for this section have been rejected.
2. Again, Value perception Scale to test the Value Enhancement had been applied on both experimental and control group which analysed through U test. Here the result revealed that there is a significant difference between the post test scores of Experimental Group and Control Group while considering overall score. In case of Personal value score also,

the differences noticed. That is why the null hypotheses of this section (Ho 5 & 8) have been rejected which is due to the effect of story sessions. But the hypotheses formulated for Social and Universal value enhancement were accepted (Ho 6 & 7). It means the difference between two groups did not find in case of null hypothesis number 6 and 7, but neither any negative impact of story sessions also noticed.

3. In the case of Thinking enhancement, there were 4 components selected by the researcher: Critical, Creative, Reflective and Moral Thinking. The significant difference between experimental and control group is found in overall scores of Thinking Scale. Also, other components like reflective thinking and moral thinking, test found to be significant. That is why null hypotheses (Ho 11, 12 and 13) formulated for this have been rejected because of story sessions. But it was not in the case of critical and creative thinking (Ho 9 & 10), null hypotheses were needed to be accepted as because no significant difference between two groups observed. But the mean difference between groups showed there is not any negative impact of story sessions.
4. The effectiveness of story sessions is also considered from the Reaction Scale. Here is the reaction of the students towards story sessions after all the sessions were taken. This scale has been analysed through percentage and Intensity Index, which result indicated that story sessions were effective in terms of the reaction of the students towards the story sessions.

The Diary of Anecdote maintained throughout the story sessions, have been analyzed descriptively here. For qualitative analysis the two important themes based on the current Research title have been made i. e. Value enhancement and Thinking Enhancement. Each story contained some value in it and the story highlighted those values throughout story presentation also through a special activity. Though it was not in high level, but Personal Value, Social Value and Universal Value found to be enhanced among students. Also, every story contained a particular component of thinking in it for which a special activity also had been planned by the researcher. During the storytelling students have given opportunity to think, so students' critical, creative, reflective and moral thinking found to be enhanced.

## **8.0 CONCLUSION**

Education relies on students' understanding and learning capacity. Learning can be called successful when students understand the content fully. For this the simple teaching procedure would not be much helpful. That is why the integration of such methods with teaching can be

suitable which will bring interest and develop expected attitudes among students. Storytelling, when thoughtfully designed and aligned with learning objectives, can be a powerful medium to cultivate essential life skills and moral reasoning. Teachers should be encouraged to integrate storytelling regularly into the curriculum—not just as a teaching method, but as a transformative learning experience that nurtures ethical understanding and intellectual curiosity. Additionally, pre-service and in-service teacher training programs should include modules on how to effectively use stories and narratives to support holistic development in children. The study also recommended that such methods and techniques should be promoted and included in curriculum which will be playful, interesting and value based. Also, teacher capacity buildings program should be arranged for integrating different techniques like storytelling into teaching and learning.

## **9.0 SUGGESTIONS FOR FURTHER RESEARCH**

The study was delimited to many areas depending on time and place. The present study might not be able to cover many things inside it which can be fulfilled by further studies. Further studies can be conducted taking various other components into consideration. There can be some suggestions for further studies as described below.

- With story different modern/innovative techniques can be included as a method of teaching. Like filming students' good activities and showing them, bringing famous personalities into the classroom for storytelling purposes, a special classroom decorated for story presentation can be made, etc.
- 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.
- Similarly, the study also did not find significant, especially in critical and creative thinking, so more efforts and different techniques can be adopted in future studies for this.
- 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.

- Other than values and thinking components, several other skills like communications skill, adaptability skills, interpersonal skills, physical activities games etc. can be added with the story sessions.
- The present study focuses on short stories, in further studies it can be a long story having some episodes where one episode can cover in one lesson plan, to make sessions more interesting.
- As the study conducted in the government schools of Odisha, similar study may be applied to private schools.
- 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 lower primary, Secondary and in the higher secondary stage other than Upper primary stage.
- A similar kind of study can be conducted focusing on schools having special children only.

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