

TABLE OF CONTENTS

Content		Page No.
Declaration		I
Certificate		II
Acknowledgement		III
Table of Contents		IV
List of Tables		X
List of Figures		XIV
List of Appendices		XVI
CHAPTER I: CONCEPTUAL FRAMEWORK		1-36
1.1.0	Introduction	1
1.2.0	Elementary Education	3
1.2.1	Aims and Objectives of Elementary Education	4
1.2.2	Status of The Elementary Education in Odisha	4
1.3.0	Meaning and Definitions of Story	6
1.3.1	Types of Stories	7
1.3.2	Elements of A Story	9
1.3.3	Characteristics of A Good Story	9
1.3.4	Importance of Stories	11
1.3.5	Stories and Thinking	12

1.4.0	Thinking	13
1.4.1	Elements of Thinking	14
1.4.2	Types of Thinking	15
1.4.3	Importance Thinking in Education	18
1.5.0	Meaning of Values	19
1.5.1	Types and Categorisation of Values	21
1.5.2	Value Education	23
1.5.3	Importance of Values in Education	24
1.5.4	Different levels of Values Inculcation	26
1.6.0	Story for Thinking and Values	27
1.7.0	Rationale of The Study	29
1.8.0	Research Questions	32
1.9.0	Statement of The Problem	32
1.10.0	Objectives of The Study	32
1.11.0	Hypotheses of The Study	33
1.12.0	Explanations of The Terms	34
1.13.0	Operational Definitions of The Terms	35
1.14.0	Delimitation of The Study	35
1.15.0	Framework of the Chapters	35
CHAPTER II: REVIEW OF RELATED LITERATURE		37-77

2.1.0	Introduction	37
2.2.0	Review of Related Literature	37
2.2.1	Studies Related to Stories/ Storytelling	38
2.2.2	Studies Related to Values	48
2.2.3	Studies Related to Both Stories and Values	57
2.2.4	Studies Related to Thinking	62
2.2.5	Studies Related to Both Stories & Thinking	69
2.3.0	Implications of The Review of Related Literature	75
2.4.0	Conclusion	76
CHAPTER III: METHODOLOGY		78-100
3.1.0	Introduction	78
3.2.0	Research Design	78
3.3.0	Variables of the Study	79
3.4.0	Population	80
3.5.0	Sample and Sampling Technique	80
3.6.0	Tools for Data Collection	81
3.6.1	Intelligent Test	82
3.6.2	Values Knowledge Test	83
3.6.3	Values Perception Scale	84
3.6.4	Thinking Scale	86

3.6.5	Reaction Scale	89
3.6.6	Diary of Anecdote	90
3.7.0	Development of Story Model	90
3.7.1	Phase 1. Compilation of Stories	92
3.7.2	Phase 2. Combinations of Techniques	93
3.7.3	Phase 3. Conduction of Story Sessions	94
3.8.0	Implementation of Story Model	96
3.9.0	Data Collection Procedure	98
3.10.0	Data Analysis	99
3.11.0	Conclusion	100
CHAPTER IV: DATA ANALYSIS AND INTERPRETATION		101-142
4.1.0	Introduction	101
4.2.0	Effectiveness of the Story Model for Values Enhancement	102
4.2.1	Effectiveness of the Story Model for Values Knowledge	103
4.2.2	Effectiveness of the Story Model for Values Perception	111
4.3.0	Effectiveness of the Story Model for Thinking Enhancement	118
4.4.0	Effectiveness of the Story Model in terms of Reactions	127
4.5.0	Analysis and Interpretation of Diary of Anecdote	135
4.5.1	Record of Values Practices among Students	136
4.5.2	Recorded Behaviour of Students related to Thinking	139

4.6.0	Conclusion	142
CHAPTER V: SUMMARY, MAJOR FINDINGS AND DISCUSSION		143-164
5.1.0	Introduction	143
5.1.1	Meaning and Types of Stories	143
5.1.2	Meaning and Types of Thinking	144
5.1.3	Meaning and Types of Values	145
5.1.4	Story for Thinking and Values	146
5.2.0	Review of Related Literature	146
5.3.0	Rationale of The Study	148
5.4.0	Statement of The Problem	149
5.5.0	Research Questions	149
5.6.0	Objectives of The Study	149
5.7.0	Hypotheses	150
5.8.0	Explanations of The Terms	151
5.9.0	Operational Definitions of the Terms	151
5.10.0	Delimitation of The Study	152
5.11.0	Research Design of The Study	152
5.12.0	Population	153
5.13.0	Sample	153
5.14.0	Variables of The Study	153

5.15.0	Tools for Data Collection	153
5.16.0	Development and Implementation of the Story Model	154
5.17.0	Data Collection	155
5.18.0	Data Analysis	156
5.19.0	Major Findings of The Study	156
5.20.0	Discussion	159
5.21.0	Educational Implications of the Study	162
5.22.0	Suggestions for Further Research	162
5.23.0	Conclusion	163
BIBLIOGRAPHY		165-181
APPENDICES		182-420