

CHAPTER I

CONCEPTUAL FRAMEWORK

1.1.0 INTRODUCTION

Education, through its systematic 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 a 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 evolution of the Indian education system from the ancient Gurukula system to today's system is reflected with the modifications in social circumstances. There is a huge quantitative as well as qualitative expansion of the education system due to the milestones like the National Policy on Education (1986), Sarva Shiksha Abhiyan (2001), and the Right to Education Act (2010), and today the system of education has changed a lot from the traditional system of social-centric education to the modern curriculum and examination-oriented education as per the needs of the parents and the 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 into the school curriculum through different educational plans and policies, they could not successfully implement them due to different reasons centered around the activities like completion of the syllabus, preparing students for board examinations, and so forth. Values education has been seen as an additional program or activity or as an extra workload (CBSE, 2012). It is felt in the document of the National Curriculum Framework (NCF, 2005) that it needs a special program or activity in order to be succeeded in values development.

Though values are hidden in all subjects, less attempt is made by the teachers at all stages to highlight it and to inculcate it among students. It is a commonly known fact, and we all are aware of it. Due to which it is said repeatedly that the youth coming out of the school system

do not have the value needed to survive in society. It is also felt that values could be imbibed among students easily during their early years, preferably during elementary classes, through formal as well as informal methods. Similarly, another vital area of education is the development of thinking among students. But unfortunately, our education system is designed in such a manner that it does not allow children to think, and thinking is discouraged during each and every step of teaching and learning. Hence an atmosphere is created where children fear expressing their thinking. Although the Indian education system has started recognizing the urgent need to include 'cultivation of thinking' in the curriculum, yet no such provision for the same is suggested (Kumari, 2014). The development of the abilities and skills in thinking should be thought of as a goal of the total school program. In this age of science, we need people who could have different thinking skills. Like values, the skill of imparting thinking can be started among students in initial stages through different formal and informal methods. In the present research work, an attempt had been made by the researcher to inculcate values and thinking among elementary school students through the method of storytelling. As a certified storyteller Kiran (2024), has to say that stories could be helpful in developing cognitive (thinking), affective (emotions) and psychomotor domains among students, and the integration of storytelling into lesson plans can be simply done by teachers.

Stories are used in the teaching-learning process either as a method of storytelling or as stimulants in other methods for different purposes at distinct stages of learning. Stories are liked by learners of all ages irrespective of the level of education. Stories can be included in any method of teaching through storytelling or exhibiting for the purpose of simplifying complex concepts, motivating, and relaxing learners. 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. Myths, legends, and true stories stimulate the imaginative power of young children. Stories are highly effective tools in conveying deep value messages to students; they can be given the opportunity to think and discuss and make up analogies (NCF, 2005). Research has proven that stories can be the suitable method to teach values and give scope to exercise the thinking power of elementary school students. There is no doubt that every story includes some values in it. Thinking can be facilitated through stories by presenting a situation and an event on it that made students think critically and influenced students' creativity. Hence, stories can be the easiest and most interesting medium for

developing thinking and inculcating values. In the present study, stories are considered informal methods to impart values and develop thinking among elementary school students.

1.2.0 ELEMENTARY EDUCATION

Education starting from the age of six up to the age of fourteen years is referred to as elementary education in India. Elementary education comprises the primary stage of schooling from standard I to standard V and the 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. There have been many efforts made by the government to enhance quality in elementary education. To reform the existing primary education system, the District Primary Education Program was launched in 1994 to achieve universal primary education goal in India (Rao, 2012). Sarva Shiksha Abhiyan (SSA) was launched in 2001 by the government, followed by the goal of Universalization of Elementary Education. The structure of the educational system suggested by NEP (2020), is 5+3+3+4 replacing the old 10+2 system. There are four stages of education, those are Foundational, Preparatory, Middle and Secondary stage. The primary and upper primary stage of the old system may probably fall under Preparatory and middle stage of education. Odisha has declared to implementation of NEP from new academic session of 2025 (The Hindu, 2024 & Ommcom News, 2025). So, there was an old system that continued during the present study year that was from 2023 to 2024 academic year.

As the effort to achieve UEE is stepped up, the elementary school classes now cater to many children of school-going age coming from diverse backgrounds. Plurality and flexibility without compromising on standards need to become the hallmark of education for this period. A variety of activities at this stage of schooling are made available, including providing experiences to develop socially and emotionally creative and confident individuals sensitive to others, and capable of taking initiative and responsibility. In the upper primary or middle school stage it is possible to create spaces across subjects through certain knowledge areas such as ethical understanding and critical thinking. The exploration of social issues and knowledge without boundaries could at this stage go a long way in encouraging rational thinking (NCF, 2005). This is the vital stage of education that makes the foundation for further education. A

sound foundation of education could be possible among learners by providing the right kind of education through the right kind of methods and approaches.

1.2.1 AIMS AND OBJECTIVES OF ELEMENTARY EDUCATION

The aim of elementary education is to develop a child's spiritual, moral, mental, and physical capacities. Exposing them to a democratic way of life and instilling in them the values and mindset required for educated, patriotic, upright, and productive citizenship are the goals of elementary education. The NCERT (1975), in its syllabus for the ten years curriculum has envisaged the following objectives of elementary education.

- (i) To develop the skills necessary for formal education, such as manual skills, literacy, and numeracy.
- (ii) To acquire habits of cooperative behaviour within the family, school and community.
- (iii) To develop social responsibility by inculcating habits.
- (iv) To appreciate the culture and lifestyles of persons of other religions, regions, countries.

The NPE (1986) has laid stress on elementary education, mainly on two aspects like, Universal enrolment and universal retention of children up to 14 years of age, and a substantial improvement in the quality of education at this stage. Hence, it gives importance to holistic development of children. It stresses values for habits formation and stresses mental development by giving freedom to children for self-expression. As NEP 2020 also says on schools' education, that it should be enjoyable, engaging, integrated, inclusive and Holistic.

1.2.2 STATUS OF THE ELEMENTARY EDUCATION IN ODISHA

The policy of eight years of Elementary Education (Class I-VIII) has been adopted by the state government of Odisha. To achieve Universalization of Elementary Education, the government sector has expanded the Primary and Upper Primary School levels of education, particularly in rural and underdeveloped areas. SSA, the national flagship program launched in 2001 for achieving the goal of Universalization of Elementary Education through community-ownership of the school system, was also launched effectively in Odisha. The total numbers of 8623 new Primary schools have been opened and 9005 Primary schools have been upgraded to Upper Primary level to provide access to the children of the un-served habitations under

SSA. As of March 2014, there are 67666 elementary schools (both primary and upper primary) functioning in the state with 63.88 lakh students on roll with 32.93 boys and girls 30.95 lakh (Audit report- G & SS, 2014). The most recent report provided by Department of School and Mass Education Govt of Odisha through Samagra Shiksha Annual Report 2022-23 states that, besides Govt aided, unaided and central Govt managed there are total 42739 Govt Elementary schools (Class I- VIII), 27052 Primary Schools (Class I-V) and 15687 Upper Primary Schools (Class VI-VIII) in Odisha. The total enrolment number is 2711497 of Primary School students (Class 1-5) and 1640765 of Upper Primary school students (Class 6-8). Currently there are 30 districts under Odisha administration.



Figure 1.1: Map of Odisha

Right to Education (RTE) Cell has been set up with support from UNICEF. Govt. of Odisha promulgated the Right of Children to Free and Compulsory Education Act, 2009, a central Govt. Act that came into force from 1st April 2010, based on the model rule prepared by Govt. of India. State curriculum framework has been prepared, and syllabus has been revised as per NCF, 2005. The major agencies and institutions constructing curriculum at elementary levels are -SIEs, SCERTs, Board of School education and Board of Secondary Education. The subjects of Upper Primary School in Odisha are Mother Tongue, English Language, Science, Social Science (History, Political science and Geography), Mathematics, Health and Physical Education, Art Education, Moral and Value Education. Though there are many initiatives launched by the state government for the quality improvement of the elementary education,

most of the teaching learning in the classes are related to acquiring the bookish information using a chalk and talk method emphasizing more on the achievement part of the students through the traditional examination system. Though there are provisions for art education, moral education and value education in the curriculum, hardly anything is done in the schools to promote these components. In reality, it is felt that rarely new methods and approaches are found to be used by the teachers voluntarily in their classes. Mainly emphasis is given on the memorization aspect of learning totally ignoring the thinking aspect. Whereas, at the primary stage of education children are highly active, they are curious, they ask questions and explore their environment. They love- stories, games, rhythm, songs, colours etc. This stage is the ideal time for laying foundation of child's personality. So, it is the appropriate stage to instruct the students about values and provide opportunities to them to develop their thinking power (NCF, 2005). Among all, the story is considered as an important and effective method to deal with elementary school students' learning. It helps in arousing interest among the young learners of elementary level, and it inculcates good virtues like truthfulness, charity etc. along with the feelings of belongingness, co-operation and many others (CBSE, 2013). Hence, attempts were made by this study to develop values and thinking among elementary school children through an innovative method called stories.

1.3.0 MEANING AND DEFINITIONS OF STORY

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 used to convey experiences, knowledge, information, viewpoints and attitude. 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.

According to Cambridge dictionary, "the story is a description, either true or imagined, of a connected series of events".

Joshi (1968) pointed that "the parallels for story from Sanskrit 'katha' and from Hindi 'Kahani' convey that story is a kind of narrative form".

Labov (1972) stated "stories automatically impose a temporal logicon information: "first this happened and then this".

Sykes (1976) defined “Story as ‘piece of narrative, tale of any length, told or printed in prose or verse of actual fiction events, legend, myth, anecdote, novel, etc.’”.

From the analysis of the said definitions, it can be concluded that, 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. Each story involves some information related to some events. Stories are magical and cannot be confined to a few definitions. Stories could vary depending upon their types and presentations method.

1.3.1 TYPES OF STORIES

Stories enable students to enter into the worlds of real people involved in everyday situations. Stories can provide a situation which is reflections of day-to-day life of the audience. Stories can be broadly categorized into; 2 heads i.e. Fiction and Non-fiction.

Fiction: Fiction is created based on the imagination of the author. Short stories, novels, myths and legends are considered fiction. Fiction stories are based on imaginary events that are created from someone’s thought. It depends on the creativity of the author. Fiction is simply non-existent thing. Here, the plot, settings and characters created from the imagination. Examples are fairy tales, horror stories, historical fiction etc.

Non-fiction: Non-fiction, by contrast, is factual and reports on true events. Non-fiction stories cover any kind of real-life incident, experience and different events. It is the composition of certainties. It includes genuine and valid data and facts. Examples are historical events, news and current events, science, survivor stories and the like.

Stories also are combinations of both fiction and non-fiction types. Sometimes some stories are based on real-life situations and the fictional components are added to making it more meaningful and making it more interesting. Many of the film stories are examples of this type. This could be historical or social related stories. There are traditional stories which are related to myth and religion. Stories can be created based on the circumstances of society and contemporary world. So, stories can be of many types, but basic types of them may fall under three, as presented in the figure here.

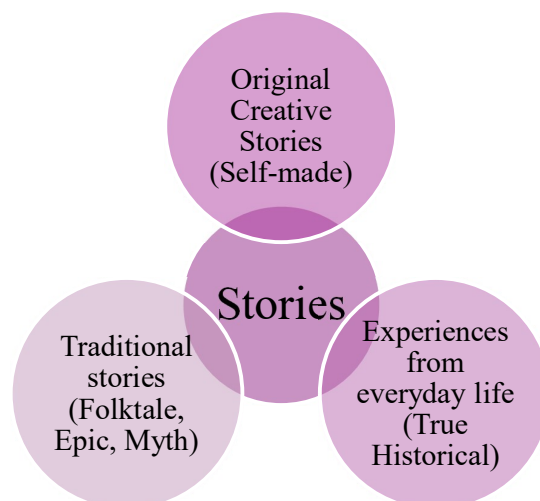


Figure 1.2: Types of stories

Apart from this, modern stories can be of different other 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. A contemporary style/mode of storytelling observed is digital storytelling. Digital storytelling is the modern expression of the ancient art of storytelling (Barret, 2006). It is powerful multimedia technology that provides rich opportunity for collaboration, personal reflection and technical accuracy in converting traditional stories to digital form. It is a creative way to get students involved actively in lessons. “Digital storytelling combines the art of telling stories with a variety of digital multimedia, such as images, audio, and video. Digital stories bring together some mixture of digital graphics, text, recorded audio narration, video and music to present information on a specific topic” (Robin, 2008). “A form of digital story is a 2–4 minutes digital video clip, most often told in first person narrative, recorded with your own voice, illustrated mostly with images, and with an optional music track to add emotional tone (Barrett, 2006). There are many distinct 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).

1.3.2 ELEMENTS OF A STORY

The story may be of all times; past, present and future. A story is a narration that includes more than one character, events as well as happenings and conveys a message to the people explaining a situation or some related occurrences, whether these are true or fictitious. A story has the five basic elements i.e. character, setting, Plot, Conflict, and Resolution. (Krulik, 2003). The following three are principal elements in both short and long stories.

1. Character: Characters are one of the crucial elements of a story as they help in narrating the events by maintaining a sequence. The main character determines the development of the plot and usually solves the problem of the story. The other characters are also important as they provide additional details, explanations, or actions to the story. There can be physical character also the character of thoughts and feelings (Upreti, 2012).

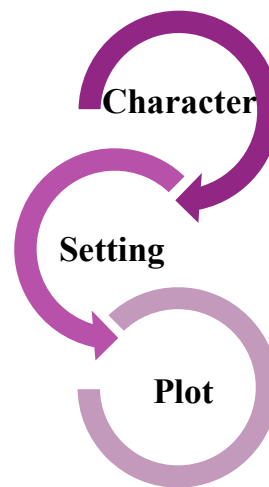


Figure1.3: Elements of a Story

2. Setting: The setting of a story is the time and place in which it happens. It is another important feature that makes people more familiar with the story as it describes the surroundings or environment where the story is elucidated. In short, through setting, the student can visualize the scene and get connected with the plot. Where and when like, mood, temperature, location etc. comes under this.

3. Plot: Plot is nothing but a series of occurrences or events to make the students understand the idea or message intended to convey. It is the actual action or the events, that is systematic in the story. It says what happens' in the story. However, the plot has three stages- beginning, middle and end, that is related to the main problem of story. Each stage should be arranged properly so that the students can sense the forthcoming actions.

1.3.3 CHARACTERISTICS OF A GOOD STORY

Stories are liked by all irrespective of the age, gender, standard and the status of the audience or the viewers. A good story can help a teacher to impart the required learning outcomes among the learners. According to Aggarwal (2001) and Dhingra (2011), a good story must have the following characteristics.

- Suitable according to the age of the learner.
- Plot should be short and easy.
- Language uses in the story should be simple.
- There should be plenty of action in stories.
- It should be natural and vivid.
- It should suggest and inspire the students for action.
- It should be well known and familiar to create more interest among learners.
- Most importantly, the story must have some aim along with the enjoyment.

The storytelling must not be boring; it should be interesting for the listener/audiences. There are some arts of storytelling that every storyteller or the teacher should consider important during storytelling. In Shedlock (1951) there were some Arts mentioned to be followed while telling a story:

- Before presenting the story, creating a dramatic joy which is different from normal situation.
- Use of animal voices and other mimicry by students can make the story enjoyable.
- Carefully watch the audience's mood always in between storytelling.
- Distinguish interest of different variety of children.
- Don't use too much sarcasm statements.
- Avoid strong sentimental and sensual content.
- Stories could be made mysterious sometimes, for drawing out interest of children.
- There should not be a combination of fairy tales and science concepts in a story.
- Story that appeals to fear and related to death should be avoided.
- Sometimes stories beyond normal life should be preferable.
- Dramatic excitement should be there in a story.
- There should not be mismatches of pictures with stories.
- No negative task in stories should be encouraged.
- It could be helpful in enlarging and improving the vocabulary power of children.
- Give sufficient time to audience for vivid imagination.
- To attract the children towards story, divert from the usual way of story presenting.

Similarly, adding songs in the middle of storytelling, avoiding the use of unfamiliar words, not using too many details in one story and trying to draw real responses from the children from the storyteller could make the story effective.

A story enhances feelings and sensory elements to a fact by adding characters. That's why a story captures our attention, engages us in its plot, and effectively conveys the message it contained with, whether it is true or fictional. A good story always has a core element of truth, even if it is fiction. A teacher's role is particularly important when delivering a story to students. Teachers can make the classroom active and lessons interesting by applying any of the ideas/ arts mentioned above.

1.3.4 IMPORTANCE OF STORIES

Stories are effective educational tools. A story correlates different events, either through written or spoken words, still or moving images, body language, performance, animation, music or other different forms of communication. With the enacting and discussing problematic situation, students can be introduced to different human relations issues. Students can explore attitudes, values, sentiments and techniques of problem-solving. Story helps in making lessons lively and interesting to the pupils. It helps in boosting the thinking and imagination of students. It is helpful in their holistic personality development. It makes students active and attentive in the classroom (Godbole & Yeshvant, 1988). It helps in connecting the children with their environment. This is also helpful in remembering and improving their learning competency.

Stories are also very important for children in today's class, though it seems that the emphasis of stories have been lower down in the present-day teaching learning environment in comparison to past. In fact, stories are more necessary at the present time in order to understand the complex society and its fast-changing nature due to their magical impact on the learners. The problems related to behaviour, social values, morals of students can be handled in an effective way through stories. Stories can be used as a method of teaching learning at elementary stages in the present time also. Stories convey messages about gender equality and social bonding. A good story strengthens social values like cooperation and fellow feeling (Alterio & McDurry, 2004). Stories are helpful in learning about culture, community and language (Izzah, 2015 & Isbell et al. 2004). It is a medium through which children become familiar and enjoy the content (Izzah, 2015). It increases verbal skills and vocabulary power (Nassim, 2018 and Dhingra, 2011). It makes academic learning easier and increases

understanding of a subject. Stories play a significant role in moral development and improve awareness of virtues (NCERT framework, 2005, Alterio & McDurry, 2004 and Dash, 2015). It is helpful in sharpening memory. It creates interest in learning and makes students attentive to the subject matter (Muhhamed, 2016). Bishop and Glynn (1999) maintained that different stories give different versions and approaches to the truth making it more relevant to consider individual differences among learners. So, it is still relevant today as it has been confirmed by psychologists and researchers who say stories help children to understand the difference between knowing and doing (Alterio & McDurry, 2004).

Stories develop different types of intelligence like EQ and SQ (Izzah, 2015). Bruner (1986) stressed the importance of stories in understanding self and bringing cognition, emotion and action together to give experience of ‘cultural relevance’. It indicates that stories are helpful to students in both emotional and social development. So, stories could be an easy tool to be used for the development of important values among learners. The tested examples are Panchatantra and Jataka katha. With an extra effort of the storyteller, it can be used as a tool to develop thinking among learners adding the skills of questioning and probing along with the skill of narration. The key questions, dialogue in stories or comics etc. stimulate ‘visual imaginary’ and promote innovative ideas in the child that can easily be translated into meaningful action (Mohajar, 2005). So, students’ thinking can also be boosted with the stories by applying some techniques.

1.3.5 STORIES AND THINKING

Any type of education is concerned with the information. To utilize this information, we need ‘thinking power’. Thinking can be developed by adequate knowledge and experiences, adequate motivation, adequate freedom and flexibility, incubation, intelligence and wisdom, proper development of concepts and language, and adequacy of reasoning process. Education needs to be integrated with such methods which will allow a child to think in a desirable way. Some studies say stories boosts creativity of children and imagination power (Dhingra, 2011, Izzah, 2015 and George, 2016). Stories force students to think about personal, social or political events. It is also believed that stories can make us think according to their content. It can change the mentality of people as it has that kind of strong influence. So, in order to develop any kind of behaviour among students, first their thinking must be formed in such a way to accept the newness, culture and universal truth.

1.4.0 THINKING

Thinking is the manipulation of information; it is something that 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* (Santrock, 2006). *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 that uses induction and deduction approach to reach a conclusion. Few scholars define thinking in diverse ways, can be discussed below.

According to Ross (1951), “Thinking is mental activity in its cognitive aspect or mental activity with regard to psychological objects”.

As said by *Valentine (1965)*, “thinking consists essentially of a connected flow of ideas which are directed towards some end or purpose”.

Garrett (1968) stated that “thinking is behaviour which is often implicit and hidden and in which symbols (images, ideas, concepts) are ordinarily employed”.

Gilmer (1970) defined “thinking as a problem-solving process in which we use ideas or symbols in place of overt activity”.

From these definitions it may be concluded that thinking is a process of mental exploration which represents external occurrences of past, present or future internally. It might even involve something that the thinker is not actually experiencing or observing. It is a pattern of behaviour for the solution of some specific and purposeful problem considering our interests, directions, purposes and goals or accomplishments where we use internal representations like symbols, signs etc. about things and events. In terms of its nature, thinking is essentially a cognitive activity. It is always directed towards achieving some purpose. Though every problem-solving behaviour is not thinking, thinking includes problem-solving behaviour. It is related to innate cognitive behaviour. In thinking, there is mental exploration rather than motor exploration. Thinking can shift instantaneously over a span of time and space. Thinking is a

symbolic process where through some signs, symbols and mental images, a problem can be solved.

1.4.1 ELEMENTS OF THINKING

Thinking is also known as cognition, a mental activity that occurs in the brain when an individual organizes and tries to understand the information and communicates it properly to others. Mangal (2014) identifies these following elements of thinking.

- *Image*- Image is a mental picture formed in the mind in the absence of stimulus. When we think instead of actual objects, experiences and activities, we usually manipulate the images.
- *Concepts*- While forming/using the concepts in the mind, thinking always takes place. A concept is a general idea that represents the common properties of all objects or events. The concept formation economizes our effort of thinking.
- *Symbols & sign*-Concepts are usually represented in thinking by the symbols and signs. Traffic lights, railway signals, school bells, flags and slogans all stand for symbolic expression.
- *Language*- It serves as a tool for thinking as well. It employs symbols and consists of words. It makes us think and functions as an effective aid in the thought process.
- *Muscle activities*- When we think, some incipient movements of groups of our muscles are found to be involved. The muscular tension in our mind increases with the use of mind for thinking.
- *Brain function*- Thinking is primarily a function of the brain. All our experiences are stored in the brain. Our thinking takes place on the basis of this. Thus, it is quite obvious that the brain is a vital element in the process of thinking.

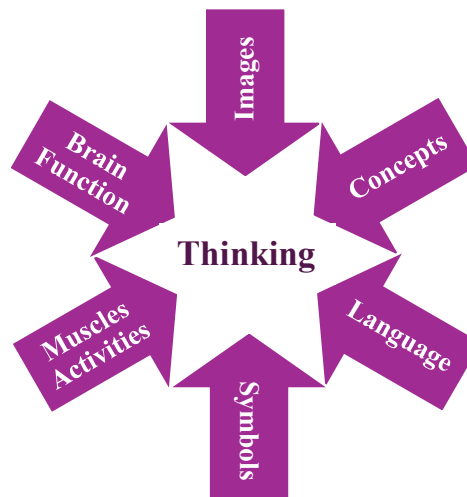


Figure 1.4: Elements of Thinking

These are essential tools for thinking. Here it is clear that our thinking process makes use of all these components or in other words thinking can be developed by manipulating these components in the classroom. Thinking can be developed by adequate knowledge and

experiences, adequate motivation, adequate freedom and flexibility, incubation, intelligence and wisdom, proper development of concepts and language, adequacy of reasoning process (Mangal, 2014). As thinking takes place when we form concepts, engage in problem solving, to reason and make decisions. Development of thinking is possible when children are given freedom in teaching, to think and when there is facilitation of free self-expression as a method to think.

Piaget (1958) argued that the logical way of thinking evolved gradually. In the beginning, at the sensory-motor stage (birth to 2 years) a child's behaviour exhibits more sensory motor activities than the mental manipulation of objects. The concepts of object permanence evolve in the cognitive structure of the infant. At the pre-operational stage (2 to 7 years), Thinking is mostly imaginative. Here two main characteristics found namely, reversibility (ability to reverse) and conservation (ability to see an object as permanent). At the stage of concrete-operational (7 to 11 years), a child's thinking becomes more logical and systematic. The child now learns to tackle problems as long as they are concrete and not abstract. The formal operational stage (12 onwards) is the last stage of cognition development. Intellectual development and functioning take a very sophisticated shape at this stage as the child learns to deal with abstraction by logical thinking.

1.4.2 TYPES OF THINKING

Thinking is nothing but mental exploration. Thinking is a symbolic activity where a mental solution to the problem is carried out through some signs, symbols, and mental images. Thinking or cognition can be defined as mental activity that goes on in the brain when a person is organizing and attempting to understand information and communicating information to others. Several studies highlighted that thinking involves following: idea to make short anything, capable to categorized something, taking own decision, clear Idea of something, doing a work perfectly, follow innovative idea, Think from different angle, Involve in discussion, Express own idea, Original Idea, Focus on practicability, Idea about matching, Capable to arrange letters rightly, Search for justification, find out cause effect relationship, Understand a situation well, Manage a situation well, Realize own mistakes, Clear about own liking/ Idea, Being Interrogative, Easily identify something, Being Interrogative, Complete a task by own, accept challenges, Work on self-improvement, always try to clear doubt, Believing on evidence, Considered feedbacks, Making mental map of something. Keeping all these things in mind, thinking can be categorized differently by different fields of study.

Thinking could normally be classified into many categories, by considering the present study some important types have been selected here.

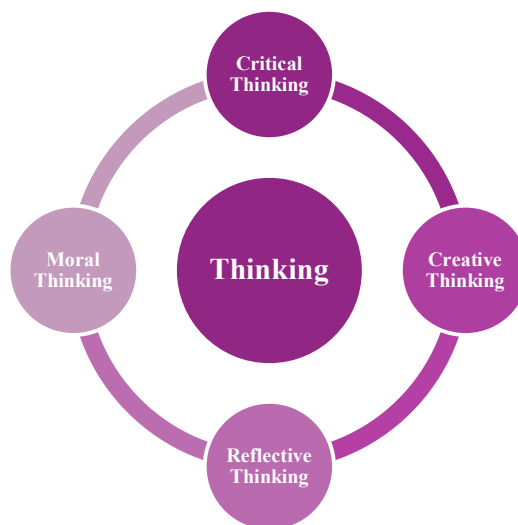


Figure 1.5: Types of Thinking

These four types of thinking Critical, Creative, Reflective and Moral thinking have been taken into consideration for the present study. This can be discussed as follows.

1. Critical Thinking

It is a process of thinking of higher order and well-disciplined that uses cognitive abilities like conceptualization, interpretation, analysis, synthesis, and assessment to reach at a valid, unbiased, and reliable judgement. It is convergent thinking converges on a single point. It includes using given information to come to a specific conclusion. It makes children self-reliant, independent inquirer and discover and a useful and progressive citizen as needed by a rational and democratic society. It is a skill that enables one to differentiate between right and wrong. It is helpful for one to choose the right course of action in every sphere of life. Critical thinking not only includes what happened but also “how and “Why” (Santrock, 2006). Critical thinking is the ability to analyse information rationally taking into consideration both the positive and negative aspects related to information (Mahajan, 2022).

2. Creative thinking

This type of thinking, as the name suggests, is associated with one’s ability to create or construct something new, to discover or produce new ideas or objects, novel, or unusual. Novel

products refer to original as well as useful. It is divergent thinking. Thinking that is diverges from a single point includes cognitive process like, integrating ideas, generating ideas or seeing things in new ways. It looks for new correlations and connections to describe and interpret the characteristics of objects, events and situations. Creative thinking in all its dimensions involve divergent thinking instead of the routine and fixed type convergent thinking. Divergent thinking produces many answers to the same question (Santrock, 2006).

3. Reflective thinking

Dewey (1933) believed reflective practice is part of learning that created relevancy, and experiences shaped. It involves reflection of learner which initiates change and growth. This is something which is a higher form of thinking. It seeks to resolve complex problems rather than simple ones. There is no mechanical trial-and-error mental activity involved in reflective thinking. This type of thinking focused on 'Why' instead of 'How'. This includes making judgements, making comparisons between things, finding out the differences, making assumptions and knowing cause and effect relations. There is an insightful cognitive approach to reflective thinking. In order to arrive at a solution to the current problem, it considers all the relevant facts and information in a logical sequential manner.

4. Moral Thinking

This implies thinking by taking ethical principles into consideration. Having moral judgment, moral awareness, applying rules and standards, taking moral decisions, this makes person aware about right conduct. This moral development takes place throughout human life with some progress and growth. Moral development is possible through moral thinking which gives ideas about right or wrong about specific events. Kohlberg (1964), says the development of morality follows a sequential process, children learn moral behaviour from the referred social group and society. Moral thinking can be taught to students with methods of teaching focusing on moral education of students. Moral thinking is nothing but the imposition of healthy thinking that is helpful to live as a good human being inside a society. This can include- following discipline life, applying some rules and standards in life, following guidelines of society and taking moral decisions.

1.4.3 IMPORTANCE OF THINKING IN EDUCATION

A need to develop the skill of thinking among our students, felt by the contemporary educationist. The education has a focus on making capable to students to think. There are some thinking activities that make huge contribution to the operation of thinking power of students at elementary stage of schooling i.e. observing, comparing, classifying, collecting, and organizing data, summarizing, looking for assumption, hypothesizing, applying principles to new situation, criticizing, decision making, imagining, interpreting (Rath et al. 1967). As a whole the education itself is thinking, as it is preparing future students with the thinking ability. The 4 stages of schooling suggested by NEP (2020), emphasized cognitive development for students' learning optimization. School could best prepare children for the world they would face when they grew up. Thinking occurs mostly in our heads, is invisible to others, one indication of becoming an 'effective' thinker is to be able to move on and make thinking visible through speaking or writing. So, if students have not yet learned to express their thinking, teachers need to help them to do so (Ritchhart & Perkins, 2008). Locke (nd) says, the skills of thinking do not accrue automatically; do not develop by itself. Therefore, the present educational system must focus on the thinking of children and strengthening this thinking should be the chief purpose of the schools.

Since the mid-1970s, the proponents of thinking in schools have become distinctly more numerous and more vocal. But this traditional education was only limited to 'critical thinking'. And the awareness among educators that something has to be done to improve the quality of thinking in the classroom has prevailed until now. There are only a few programmes in its aim who have mentioned thinking development of students in school (Lipman, 2003). The last decade of the twentieth century was expected to be one of a gathering of momentum by the critical thinking movement. But for most elementary school students, critical thinking has not fulfilled its promise. No effort was made to connect the various dimensions of thinking into a whole, both conceptually and developmentally (Lipman, 2003). There is the need for a special plan and policy in order to give stress to the 'thinking' area. The situation is not different in our schools. Our rote memory centric examination system prevented the practice of thinking in our teaching-learning process. Even it is discouraged to think in our schools. However, NCERT (2005) stresses critical and creative thinking.

The NPE (2020) stresses holistic development of learners by the objective of that, in order to minimize the rote learning instead encourage holistic development and 21st century skills, the

entire school education curriculum will be reoriented develop higher order skills of critical-creative thinking and to develop holistic learners. Holistic education can make a holistic learner. Values are inseparable with the concept of holistic education. In order to promote Critical, creative and Reflective thinking; activities, video or program related to personal, social and cultural values can be useful (Chorro et al. 2017). So, to promote rational or healthy thinking a method for value inculcation needed. Storytelling could be helpful in this way, which can promote thinking and teach values as well.

1.5.0 MEANING OF VALUES

Values are the framework for human lives. Values are very crucial to living in society. Value is one of the potent factors that influence and modify one's behavior as per the needs 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 principles that give meaning to our lives; that are reflected with the repeated and constant action of ours through priorities we set" (UNESCO, 2005). Values involve individual feelings, ideas and beliefs. Friedrich Nietzsche a German philosopher used the word '*values*' in 1880 in the plural to denote moral attitude and beliefs that were personal and subjective (Chand, 2011). Today's values include religious upbringing, belief system, moral attitude, philosophy of life and political ideologies. Values are principles, fundamental convictions, ideals, standard of life that acts as general guide to behaviour or as reference point in decision making. Values are beliefs about what is right and what is wrong and what is important in life. Value is also a process to bring optimum development of an individual personality. Some definitions derived from Aggarwal (2005).

Definition from the dictionary of education (1959) explains "values as the things in which people are interested- things they want to desire to be or become, feel as obligatory, worship, or enjoy".

According to *Kane (1962)*, "Values are the ideals, beliefs, or norms which a society or the large majority of a society's member hold".

Zaleznik & David (1964) had to say that "value as the ideas in the mind of men comparable to norms is that they specify how people should behave. Values also attach degrees of goodness to activities and relationships".

Dutt (1986) defined “value as an endeavor which satisfies need system, psychological as well as physiological. Almost all human beings have the same physiological needs but differ in their psychological needs, hence differ in their values and style of life”.

As per the view of *Torralba (1995)* “Values can be operationally defined to include norms of right conduct and good intellectual and moral habits”.

According to UNESCO (2005), “Values affect all the aspects of our life, consciously or unconsciously. They determine the quality of our response to challenges, the decisions we make and the directions we follow”.

By analysing the provided definitions, the concept of values can be easy to understand. Values are the right conduct, like intellectual and moral habits, ideals, and beliefs to satisfy the psychological and physiological need of human beings depending upon the religious consideration, normative social system and the development of a society, carried by the majority of the members of society. Values are considered to be crucial importance in human life. It is a weapon which provides guidance and motivation to one’s action.

The concept of value in traditional philosophy which is accepted widely is, Truth, Beauty and Goodness (Satyam, Shivam and Sundaram) considered as eternal value (Yadav, 2007). Philosophy focuses on three things; *Epistemology* deals with ‘knowledge’, *Metaphysics* deals with ‘reality’ and *Axiology* is concerned with ‘value’. Values are principles, ideals, fundamental convictions and standard of life that act as reference point in decision making and as a general guide to behavior (Aggarwal & Husain, 2016). Value makes an individual or thing important, respectable, and useful by adding quality to them. Thus, value is anything (person, object, activity, or condition) that men regarded as worthwhile or preferable to other things. So literally values mean something that has price, precious, dear and having some worthwhile.

Stating the nature and function of values Aggarwal (2005), said that values,

- are the standards or guidelines for an individual,
- steer our life’s journey,
- are not static,
- are mode of organizing conduct,
- possess both cognitive and affective dimensions,
- energize individuals to action,

- relates to the purpose of an individual in his life,
- are helpful for survival,
- help in organizing society, and
- are the ideal ways to act and think in a society.

Overall, values are affecting individual's behaviour in every sphere. Hence, values can influence the behaviour of children having an impact on them throughout their life. Values are helpful in removing the bad conduct of children and developing good behaviour in them. Values can be imparted to children deriving it from several sources in the school and society. The major sources of schools are curricular and co-curricular activities. Similarly, the major sources of values from society are the home, community, media, peer, religion etc.

1.5.1 TYPES AND CATEGORISATION OF VALUES

Some categories of values have been taken for study that is derived from the list of Documents of NCERT. The list compiled by the NCERT (1979) based on various documents on education, there were eighty-three values. 1. Abstinence, 2. Appreciation of cultural values of others, 3. Anti-untouchability, 4. Citizenship, 5. Consideration for others, 6. Concern for others, 7. Cooperation, 8. Cleanliness, 9. Compassion, 10. Common cause, 11. Common good, 12. Courage, 13. Courtesy, 14. Curiosity, 15. Democratic Decision Making, 16. Devotion, 17. Dignity of the individual work, 18. Dignity of manual, 19. Duty, 20. Discipline, 21. Endurance, 22. Equality, 23. Friendship, 24. Faithfulness, 25. Fellow-feeling, 26. Freedom, 27. Forward look, 28. Good manners, 29. Gentlemanliness, 30. Gratitude, 31. Honesty, 32. Helpfulness, 33. Humanism, 34. Hygienic living, 35. Initiative, 36. Integrity, 37. Justice, 38. Kindness, 39. Kindness to animals, 40. Loyalty to duty, 41. Leadership, 42. National Consciousness, 43. National Integration, 44. National Unity, 45. Non-violence, 46. Obedience, 47. Patriotism, 48. Peace, 49. Proper utilization of time, 50. Punctuality, 51. Purity, 52. Quest for Knowledge, 53. Regularity, 54. Resourcefulness, 55. Respect for others, 56. Reverence for old age, 57. Secularism and respect for all religions, 58. Self-confidence, 59. Self-control, 60. Self-discipline, 61. Self-duty, 62. Self-help, 63. Self-reliance, 64. Self-respect, 65. Self-restraint, 66. Self-support, 67. Sense of discrimination, 68. Sense of social responsibility, 69. Simple living, 70. Sincerity, 71. Socialism, 72. Social justice, 73. Social Service, 74. Solidarity of mankind, 75. Spirit of enquiry, 76. Sympathy, 77. Team spirit, 78. Teamwork, 79. Tolerance, 80. Truthfulness, 81. Universal love, 82. Universal truth, 83. Value for national civic property.

Different authors and committees have classified values differently. By identifying some values from this list, many categories of values can be broadly placed under three types.

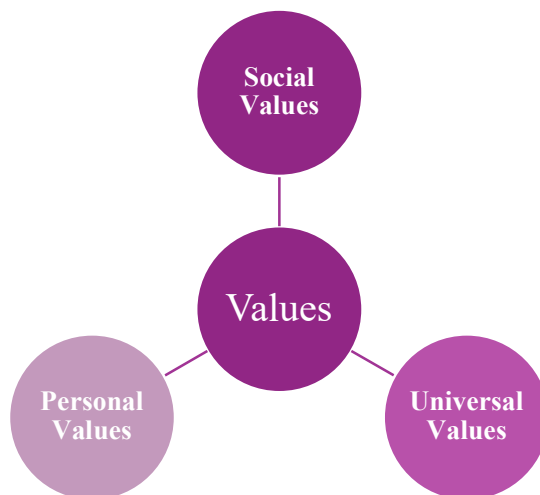


Figure 1.6: Types of Values

Considering the values present in elementary education, a general classification of values is presented here which have been considered in the present studies, Broadly Values can be divided under the headings i.e., Personal Values, Social Values, Universal Values. Those three types of values can be described here as follows.

1. Personal Values

Personal values determine the personality of an individual where the individual is responsible for setting his own standard without the help of outer environment. It means interaction with others doesn't have to be involved here. Personal values are those one takes for oneself like, cleanliness, honesty, responsibility, loyalty, self-confidence, patience, self-motivation, punctuality, truthfulness etc. Here an individual sets his own standards to attain a goal and to achieve something. Personal values also include courage, determination, creativity, cleanliness, honesty, punctuality, and the like.

2. Social Values

Social values practices can be done by interacting with others. Social values are those that put the rights of the wider group of people first like love, affection, friendship, cooperation, hospitality, social service, equality, liberty, justice, coordination, sympathy, tolerance etc. These values have social significance, helping to lead a healthy social life. Developing the

sense of social values begins from the school stage. Working in a co-operative way, living together, develop a scientific attitude towards social life, needed in every stage of social development. The activities for social values at Primary and Upper primary stage should be related to values like truthfulness in behaviour, affection for country, obedience to elders, appreciation of nature outside, frankness, kindness for all, sense of rendering help to others (Dash, 2004).

3. Universal Values

Universal values are those which specify the sense of the human condition. It is universal values that indicate the essence of the human condition on the earth. These values have the same connotations for any human being on the earth like, love, universal brotherhoods, compassion, service to mankind, bliss, truth, beauty and eternity. Through the values that we associate ourselves with humanity and the universe may be called as Universal values. It can be experienced as life, joy, truth, love, sympathy, brotherhood, service, and eternity. Five Core Universal values have been identified by Parliamentary standing committee (1999), in the 81st report on value-based education, those are Core Universal value- truth (Satya), Righteous Conduct (Dharma), Love (Prem), peace (Shanti), Non-violence (Ahimsa).

1.5.2 VALUE EDUCATION

Value education is related to those activities, which are good, useful, and valuable from educational points of view and considered as educational value or values in education. Imparting values education may lead to the total development of a person; spiritual, intellectual, moral, social, emotional, and physical. The search for what is right and what is wrong for life is may called value education. According to UNESCO (1972), for global harmony, unity of mankind and international understanding education system should foster values. NCFSE (2000), remarked that schools have a responsibility to make children recognized the treasure inside them, and universal and eternal values oriented towards the unity and integration of the people must be restored and sustained. The NCERT framework (2005) argues that values should be rooted in contemporary contexts. It must focus on concern and various social issues like inter-faith harmony, environmental conservation, gender equality, and appreciation for multiple identities in the era of globalization, inclusivity, increasing influence of science and technology, mass media and so on.

Various committees and commission emphasized value education. Central Advisory Board on Education (1946) emphasizes spiritual and moral education among students. Kothari Commission (1966) recommended the introduction of social, moral and spiritual values in the school curricula. The National Policy on Education (1986) highlighted the need of value education in removing intolerance, violence, superstition and upholding social, cultural, and scientific principles to make India a secular, democratic and progressive nation taking pride in its cultural heritage. The Programme of Action, NPE (1992) emphasized value education as an integral part of curriculum by highlighting the values drew from national goals, universal perception, ethical consideration, and character building. The NCF for School Education (2000) brought to focus the erosion of ethical, social, and spiritual values and suggested the integration of values in curriculum. National Curriculum Framework (NCF) (2005) stressed education for peace. Besides these, the Radhakrishnan Commission (1948), Secondary Education Commission (1952-1953), the committee on Religious and Moral Education (1959) also recommended to integrate values in school education. The most recent policy that is NEP (2020) has emphasized on Indian tradition and value system in education.

All these policies have something to say about value education; it indicates that value is a must in any type of education. Value based education is important for human development and it is a major concern in a monocultural and pluralistic society.

1.5.3 IMPORTANCE OF VALUES IN EDUCATION

Due to the fast erosion of values in our country and the state, there is the need for value education felt for growing up of children and youth in the age of instant gratification. There is the need for that system of education which would facilitate education which will be helpful for children and their future life. Today's children are found to be in many dilemmas and confusions, and they are facing so many problems. The sociological changes like transition, parental expectations, commercialization of education, negative impact of media, misuse of information technology, globalization, consumerism etc. are putting immense pressure on children, families and schools leading to distortion of values (NCF, 2005). It points out the need for schools to come up with new ways of educating students and the role of value education in meeting the challenges of present times. At present degeneration of values has become a matter of great concern in India (NCERT, 2000). Educational institution play a significant role in promotion of value. Education system must be based on philosophy of value-oriented education, education should not only for knowledge but also for value inculcation

among students (Yadav, 2007). Such education system must be created from early stage, which will be able to enable an individual to differentiate between good and bad and to make the youth to understand why people do one thing and not another.

The NPE (1986) realized the values crisis in human life, and it recommends values should be taught to students from school stage as they have importance in all aspects of life. Need of value education may be felt for; Moral awareness for progress for welfare of mankind, facing complicated decision making situation, decreasing in Juvenile delinquency, awakening curiosity, attitude, interest, capacity to think, judge about oneself and so on (Aggarwal & Husain, 2016). Considering the importance of value education Mahela (2016) stated that Value education develops a healthy and balanced personality. It develops the character and morality of the children. It makes children ideal citizens. It helps with the reconstruction of experiences. It enables the children to adjust to their environment. It promotes social efficiency. It inculcates ideas about national integration and develops cultural values. In order to bring quality improvement in education, teaching values in school are needed. Value education prepared children to contribute to society and to make society better for all (Bagchi & Teckchandani, 2005). Teaching values at elementary stage can be possible through the school assembly, group singing, meditation, simple and interesting stories, games and sports, service to humanity and other creatures, cultural activities play and the like. Storytelling is a method of teaching human values. The different themes of stories can be useful to teachers and students at the primary level of schooling. The objective of teaching values for 6th to 8th class students includes values like, social, democratic, patriotic, sense of duty and responsibility, devotion, perseverance, tolerance, respect for others' view, respect to the own culture and civilization, promote national integration and unity, conservation of resources, preservation of environment (Chand, 2011).

Value education has its link with moral education. Value inculcation through curricular activities can be stressed in schools. Through curricular like; Language (noble idea through discussion and conversation with teacher). Social sciences (socialism, secularism, hard work, democracy), Geography (preservation, conservation), Economics (saving and thrift), Civics (obedience of law, concern for environment, cooperation, sense of mutual welfare), Mathematics (proper planning, accuracy, neatness), Science (using the amount more or less of thing depending on situation/ if person blows too much air into balloon it may burst). Similarly, co-curricular activities like through games & sports, outdoor activities, excursions in developing qualities of cooperation, equality, and teamwork can be helpful here. There is an

urgent need to modify the present education system, and it should be based on philosophy of value-oriented education. It may include the values teaching non-violence, brotherhood, self-control, and non-covetousness from great personalities (Yadav, 2007). Modern education is not effective in producing citizens of character and integrity, it is time to consider value a serious topic to be discussed on.

1.5.4 DIFFERENT LEVELS OF VALUES INCULCATION

The value education is a very vast concept as life itself. The field of value education touches every aspect of education human life and its personality (NCERT, 2000). Value education is all aspects of the process by which teachers or other adults transmit value to pupils (Aggarwal & Husain, 2016). This means value education can take place in educational institutions as well as at home. Main objective of value education is to create and develop awareness about the values, their role and significance. Value education can be of two types i.e., Explicit, and Implicit, whereas Explicit value associated with different methods, pedagogies, program that teachers use to create learning experiences and Implicit value covers the educational experiences that related to the concept of hidden curriculum. Teaching values to students has to be gone through some process. It cannot be directly imposed on students. Through co-curricular activities and various indirect approaches like participating in games, organising prayers, special advice from teachers, examples from famous personalities like Gandhi and Buddha (Venkataiah, 2007). However, Rohidekar (2007) have suggested that value education focus on attitudinal development rather than giving information only. That is why Rohidekar (nd) suggested different levels of evaluation techniques in a pyramid. In the pyramid it has shown that from lowest there is Knowledge, then Appreciation, Discrimination, Action and at highest manifestation.

He says values need to be inculcated serially from one level to the other. So here, 3 main phases for Value Enhancement can be derived from this thought, i.e. Values Knowledge, Values Perception and Values Actualization. On the first or the lowest phase, there is the need to check the level of knowledge of values, if students have learnt and gained the knowledge about values, then comes the level of perceptions about values- if students have perceived the values they taught with and at last the actualization values is there to check either the values have properly inculcated among students or not. Evaluation of this can be made through observation records, documentary evidence and pen or pencil test.

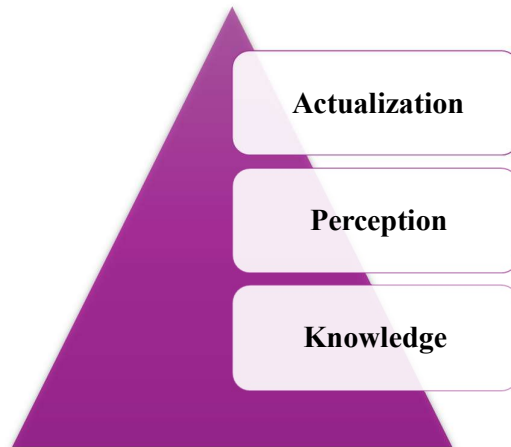


Figure 1.7: Pyramid of Values Inculcation

Values inculcation can be done through teaching poetry, stories of great personality and appropriate methods of teaching (Rai, 2014). Methods and techniques suggested by Chand (2017) in Classroom activities, include stories, biographies, extracts from essays and any articles, quotation and poems, anecdotes and classroom incidents. Stories are attractive for distinct levels of age group. Stories lead to questioning, discussions, and analysis. Stories could be used to develop different values related to environmental awareness, kindness, love and all. UNESCO (2000) has identified various approaches that can be useful for teaching values to students. It also recommended that role-playing, problem-solving, discussing a situation, stories, and pictures, studying biographies of great men etc. are helpful in value education. Developing critical thinking among children is also a part of value education. A school must have a defined goal and strategy while creating a values education program in order to guarantee the effort's integrity and continuity (CBSE, 2012).

1.6.0 STORY FOR THINKING AND VALUES

It is the duty of the teacher to inculcate values among students through various methods. Storytelling could be one of them (CBSE, 2012). The ultimate purpose of teaching is to help students acquire information, ideas, skills, values, ways of thinking, and expressing themselves. Stories are of such kinds composed of teaching and skills. Skills like values, and moral thought are important things they contain. 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. It has the inbuilt mechanism of pushing the listeners to think and have enough content for getting values. It can also enhance the thinking process of the learners if it is handled with the skills of questioning and probing by the story handler (teller). Creative ability means generating innovative ideas by combining, changing, or reapplying existing ideas. These activities motivate students to think imaginatively and telling stories is one of the activities that can help in this concern (CBSE, 2013).

It would not be wrong to say that stories are a beautiful part of anyone's life because they were a pivotal point of many of our first learning experiences. Stories have always been considered to be the best way to get across an important value-based message (NCF, 2005). The personal and social values useful for elementary school students like cleanliness, hard work, truthfulness, simplicity, punctuality, dignity of work etc. can be imparted among children through stories. Using stories in a creative way through the use of skills like questioning and probing can also help students to think about the plot, characters and the messages of the stories. To provide concrete learning experiences there is the need to interact with students in diverse ways in the teaching-learning (NCERT, 2000). 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. The right kind of thinking among students can be developed by integrating value-based methods in teaching. Value-based teaching can lead to development of healthy thought. Thinking can be promoted among students through value-based activities and programs (Chorro et al, 2017).

According to Andrews & Martin (1995) value-based education promotes moral thinking at the elementary stage. 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 enhance values and thinking among them. In a document prepared by Mohajer (2005) on value education through comics and short stories stated that educational process cannot be value free, as the very objective of education is to prepare children for life in society. He emphasized that storytelling is one of the effective means of delivering positive messages and imparting values in an ideal and integrated manner.

Taking the example of a story from mythology; “*The Dedication of Ekalavya*” which is quite known to all of us. Telling this story and showing it through multimedia may be helpful to develop values like hard work, respecting the teachers and elders, dedication, sacrifice etc. 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. Story helps students to think repeatedly with reference to important topics and thus develop their thinking habits. Asking questions brings a great reform and improvement in thinking. 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. Similarly, the stories from Mahabharat, Ramayana, Jataka katha, Emperor of history like stories of Abhimanyu, Rama, Jesus, Buddha or Ashoka etc. can be used. The non-fiction stories, like the life story of Kalpana Chawla, Sachin Tendulkar, Mahatma Gandhi, Abdul Kalam, and the story from historical events like freedom struggle, Satyagraha, Chipko movement and the like, could be helpful in enhancing different values and thinking among the young children.

1.7.0 RATIONALE OF THE STUDY

Education is a potent instrument of our learning process in which the knowledge, skills, values, beliefs and habits of the children are shaped as per the requirement of society in a phased manner from elementary level to higher levels. The significant role and goal of education is not to enable a child to acquire knowledge but also to equip him or her with the ability to think and understand what is good and what is bad. It needs a right balance of values and thinking among our children and elementary is the right stage to start it, as some of the very important objectives of elementary education are to acquire habits of cooperative behaviour within the family, school and community and to develop social responsibility by inculcating habits. But unfortunately, in an examination oriented system of education, the real purpose of education is not fulfilling and there is a strong need to revamp our education system giving more focus to elementary education for developing values and thinking through a suitable method of instruction as the NCF (2005) observed that our age old traditional teacher dominated read and remember till asked and “chalk-n- talk” practice ought to be replaced by pupil centred constructivist teaching learning process. Once the children know the process of thinking and having the ability to distinguish between good and bad, desired and undesired, problems of any shots can be handled by them when they are adult. Thinking and having values are the natural

instinct of the human being that differentiates them from animals. Thinking and values need to be developed in schools which will cope up them with the changing needs of society.

It is also observed by all that there is a deterioration of values in school and society mainly due to material settings where much importance is given to the material world and not to the humanistic world. The National Policy on Education (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”. Again, 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, that can also be imparted to the students by providing good experience. As, cognitive development is related to affective development (Bagchi & Teckchandani, 2005).

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. Examples are seen in every family where the child watches the cartoons and behaves in the way it is seen. Hence, in this study an attempt had been made to impart value education through stories. In addition to this, technology is immensely helpful to make this possible in an interesting way. The use of Metaphor in stories, use of projectors in classroom, use of different Audio-Visual Aids, social medias sources etc. can be helpful and relatable to the current generation children.

Research also showed that stories as a method improve engagement, critical thinking, and creativity and it's a good way to impart values. Story has been an especially 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, as Bruner (1986) says stories can focus on cognition, emotion and action together. 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 diverse 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. As NEP (2020), given importance to students' understanding other than knowledge, the thinking domain of child is more important than rote learning. Also, Secondary and higher secondary education is responsible for developing values like, leadership, democracy, scienticism, honesty, duty (Hilda, 2016). As both the variables' values and thinking enhancement are urgent needs for contemporary society, these are the critical concern of today among school students.

At the primary or at the upper primary stage when children reach, children start to think rationally. This stage is the ideal time for laying foundation of child's personality, development of thinking and values. Here students develop feelings of confidence, sharing, rules and regulations, respect, responsibility, interpersonal skills of communication, creative thinking and so on. Piaget (1958) suggests, the critical period of thinking development around the age of 10-12 years and the child develops a cognitive capacity to understand life. 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) can take decisions about right and wrong following the rules and regulations of society. So, it is the appropriate stage to teach the students about values and provide opportunities to them to develop their thinking power. That is why the investigator finds it appropriate to carry out research on the students at upper primary school to enhance values and thinking through stories.

1.8.0 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?

1.9.0 STATEMENT OF THE PROBLEM

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

1.10.0 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.

1.11.0 HYPOTHESES OF THE STUDY

The following null hypotheses were formulated for the present study.

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.

The above hypotheses were tested at the 0.05 level of significance, with the applications of statistical test.

1.12.0 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. It includes stories in various modes i.e. storytelling and story showing (drama, performance, pictures etc.), with these various other activities have been added to the cognitive lesson plan by which values, and thinking can be enhanced.

Story Sessions- For every story a separate session has been arranged by the researcher, according to that cognitive lesson plans have been made. A cognitive lesson plan formed for each story session presentation. 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 Model- A story model has been developed by researchers to present the stories smoothly in front of students. This is just like other teaching models, includes Focus, Syntax, Social System and Support system. Models were designed to achieve a certain goal. Here the model focuses on how to enhance values and thinking through stories by applying some techniques. This particular story model for the instructional purpose of values enhancement and thinking enhancement, followed three important steps those are compilation, combination and conduction.

Diary of Anecdote- An anecdotal diary maintained by the researcher. After each session, the response of students' activities is noted in the diary. The other incidents and behaviour regarding students during the experimental period noticed by the researcher have been mentioned in the diary. To note down in the diary the researcher noticed behavioural changes of students of the experimental group at different space and time. The information collected from the teachers and peer groups is also mentioned in the diary.

1.13.0 OPERATIONAL DEFINITIONS OF THE TERMS

Values Knowledge: Score secured in the Value Knowledge test that was prepared by the researcher. It includes Personal Values Knowledge, Social Values Knowledge and Universal Values knowledge, scores secured in three separate sections formed inside the prepared Value Knowledge test.

Values Perception: Score secured in the Value Perception Scale that was prepared by the researcher. It includes Personal Values Perception, Social Values Perception and Universal Values Perception, scores secured in three separate sections formed inside the prepared Value Perception test.

Thinking: Thinking is the sum total of score secured in the Thinking Scale that was prepared by the researcher. It includes Critical thinking, Creative thinking, reflective thinking and Moral thinking dividing four different sections within the prepared thinking scale.

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

Effectiveness of Reaction: The effectiveness of reaction is the intensity index with 3.5 and above in a five-points reaction scale.

1.14.0 DELIMITATION OF THE STUDY

The present study was delimited to the 6th standard students of vernacular medium of Odia medium Government Elementary School of Odisha.

1.15.0 FRAMEWORK OF THE CHAPTERS

The present thesis is presented here with the five important chapters as follows.

Chapter I consisted of conceptual framework and rationale of the study. It also presents the details of the study that included statement of the problem, objectives of the study, hypotheses of the study, operational definition, explanation of the terms, and the delimitation of the study.

Chapter II deals with the reviewed related literature which was found from various sources. This review of related literature based on three main variables: Value, Thinking and Story. Extra sections also made by linking two variables together.

Chapter III describes the details regarding the incorporated methodology inside the present study. This methodology gives the data about design of the study, selected variables, population, sample, sampling technique, tools of data collections, developed model and phases of the data collection. Also covers data collection and analysis at last.

Chapter IV is that chapter which gives all the descriptions of analysis and interpretation of different data. The analysis has done on the basis of constructed tools, formed objectives and hypotheses of the study. A brief discussion also made upon this.

Chapter V is the last chapter of the thesis writing that represents the contents like a brief Summary of the thesis, Major Findings, discussion on the result of the study derived from analysis and interpretation of the data, educational implications of the study, Suggestions for further research and Conclusion.