

CHAPTER II

REVIEW OF RELATED LITERATURES

2.1.0 INTRODUCTION

The aim of education differs in the periods with specific reference to morality and other values. Most of the policies discussed in the conceptual part are realised that with the passage of time these values seem to be diminished. They stressed the role of education and highlighted the values derived from national goals, universal perception, ethical consideration and character building. Values emphasis in school must form a part of every unit and activity. Also, as our society is advancing at a remarkable pace, it needs to equip people with the ability to adapt to this pace of advancement. To sustain this pace of advancement, we need to face new challenges and to respond to them with new ways of thinking and self-confidence as innovative thinking is the characteristic of most successful people. To make people successful in advanced society, it is important to develop creative thinking techniques along with problem solving and critical thinking. That may be the reason for which creative thinking is called an essential skill for the 21st century. Hence, it is felt that thinking needs to be a component of the learning process irrespective of the level of students. Thinking could be imparted to the learners in the schools and colleges either directly teaching about it or it could be integrated with the teaching learning of any subject.

Story could be a method, an integrated teaching approach or a separate curricular activity. The enhancement of values and thinking through stories could be a good platform for students. Many reviews have been done for these purposes. This chapter deals with review of related literature which involves the systematic analysis of documents that contained information related to the selected research problem (Gay et al. 2012). The major purpose of this is to find out what work has already been done related to a study. This also helps with discovering proper strategies and suggests approaches which have not been considered previously. This discussed the reviewed documents, that include books, articles, dissertations, and research reports.

2.2.0 REVIEW OF RELATED LITERATURE

The literature review is a summary of previous research related to present study. This includes books, journal articles, conference papers and other documents that give information about the past and present status of the selected study. It is also work as evidence of study for the

educators (Creswell, 2012). Literature reviews are the already existing idea to get to know more about the researchers' study area. This idea is also helpful to other chapters/sections of the study. Reviewing related materials helps the researcher to gather valuable data and ideas. Review of related literature forms the basis in the problem identification for any researcher, it helps to find ways and means of studying the problem, methods used in studying the problem, tools used to collect data and the ways of analysing the data to arrive at a solution. Researcher had gone through the related literature available from abroad and India and tried to find out the research gaps. The literature reviewed from the 80s and 90s may be old but found very relatable to the current study. That is why the current study covered the literatures/studies from 1987 to 2024, to find out the research supports as well as gaps for the current study.

Here the researcher divided the reviewed literatures on Five sections based on five related areas of variables selected in the study. Have been made here as following i.e.

I- Studies related to Stories/Storytelling.

II- Studies related to Values.

III- Studies related to Both Stories & Values.

IV- Studies related to Thinking and

V- Studies related to Both Stories & Thinking.

2.2.1 STUDIES RELATED TO STORIES/ STORYTELLING

The first section of literature review included studies that are related to the Story or Storytelling. This section covered the studies conducted from 1988 to 2023.

Godbole (1988) studied story-telling a way for developing child's personality. Study dealt with the effect of storytelling on personality development of children. The core of the study is personality development of a child and to assess the impact of storytelling on child. The purpose of the study was to know the role that story-telling plays in the life of a child. The researcher's interest was in studying-in what way and what extent, storytelling can or does help in the development of child personality and whether problems presented in the story help the child to solve its own problems and get more adjusted with environment. This was a experimental method. The researcher used a few standardized tools intelligent test,

questionnaires in study and some other tests constructed to meet the specific requirement of the sample. The sample of the study was 9 to 12 years old both boys and girls. The findings were so amazing that there was a good amount of consistency in the results and there was favourable effect of storytelling on child's behaviour was observed.

Collins (1999) examined the use of traditional story telling in education to learn of literacy skills. Examined the theoretical frameworks used to contextualize storytelling in formal education. The aim of the study was to identify a range of answers relating to the question: what does storytelling offer to the formal education of primary-age children? The result of the research said that there is the relationship of storytelling to other language and expressive arts: writing, talking, reading and drawing considered thinking and feelings, and the contribution of storytelling to the inner world of effect. The researcher concluded by saying that the story needed to make sense of that experience which is a crucial factor. Some aspects of culture also get affected by the processes of storytelling in education.

Isbell et al. (2004) conducted a study on the effects of storytelling and story reading on the oral language complexity and story comprehension of young children. The purpose of the study was to determine how storytelling and story reading influence the language development and story comprehension of young children from three to five years of age. At the time of the study, two groups of children heard the same 24 stories. Group A heard the stories told and Group B heard the stories from a book. The language pre and post samples were elicited from the participants by retelling a story they had heard and creating a story using a wordless picture book. The language samples were transcribed and analysed using measures of language complexity and story comprehension. Both storytelling and story reading were found to produce positive gains in oral language. Differences between the two groups indicated that young children who heard the stories demonstrated improved story comprehension in their retelling, while children in the story reading group improved their language complexity.

Sugathan & Kalid (2009) prepared a case study report that explored the perception of educators in the usage of storytelling as an instructional tool in the field of engineering. The objective of the study was to explore the usage of stories and acceptance of stories as a teaching aid in the lecture as well as issues faced by the educators in utilizing the storytelling approach. The study employed a case study approach to explore the usage of face-to-face storytelling in tertiary classroom teaching. The study used mix method approach. The participants of the study were 21 lecturers from seven faculties. Data was collected through interviews, questionnaires,

and non-participant observation. The results of the study showed that 67% of the participants used stories in their lectures. The usage of storytelling has raised several issues such as lack of understanding and lack of awareness of the approach. However, educators believe that storytelling can facilitate the learning process in higher education and encourage critical thinking skills in students.

Belet & Dal (2010) conducted a study on the use of storytelling to develop the primary school students' critical reading skill: the primary education pre-service teachers' opinion. The aim of the study was to determine opinions of the primary education pre-service teachers about the use of storytelling to develop critical reading skills of primary school students. The collected data was analysed through a descriptive method. According to the study findings, the pre-service teachers had positive opinions about the use of storytelling to develop critical reading skill and their opinions about the contribution of the method were compatible with the skills explained in literature within the context of critical reading. As a result, the pre-service teachers recommended conducting studies on the uses of the method during their education. They also emphasized that primary education teachers should be involved in those studies.

Napier (2010) conducted a case study of the use of storytelling as a pedagogical tool for teaching interpreting students. The case study findings of a systemic functional linguistic of university classroom talk presented in detail here. It includes an assessment of the storytelling as a pedagogical tool that occurs in classroom talk by interpreting students' learning. Two hours of natural classroom talk that occurred with sign language interpreting ethics, included in the data. The stories were classified into genres and the 'chunk' were identified which comprised in storytelling. The study revealed exemplum stories were the most popular story genre when story genres were employed by both the teacher and students which make the learning process significant. The findings of this study are innovative because it showed practical interaction between teacher and students in the storytelling demonstration. As a pedagogical tool, storytelling is used to engage with sign language interpreting students in order to relate theoretical constructs with real experience. And if this is culturally appropriate, this could be considered as spoken language interpreter educators.

Ying Li & Paul (2010) examined classroom interaction in Story-Based lessons with young learners. The aim of the study was to evaluate the innovative approach that is story-based in EFL classrooms in Taiwan. The sample of the study were 30-35 primary school students upon which the story-based approach implemented for two months. Researchers had used

Conversation analysis approach and Cameron's task framework (2001) were adopted to analyse the lesson. Data was gathered by classroom observation and interview with the teachers. A total of 26 lessons were recorded including both story-based and standard lessons. The result showed that there were a lot of differences between the story-based approach lessons and standard lessons. In story-based lessons there was more scope of interaction and pupils are found to make more initiations than in the standard lessons. So, stories are helpful in developing interactional skills of students as it facilitates more participation and provides more opportunities to students during story discussion.

Mokhtar et al. (2011) studied the effectiveness of storytelling in enhancing communicative skills. Storytelling is not limited to entertainment but can also be used as an effective teaching tool in language classroom. The study aimed at identifying the effects of storytelling on students' language aspects of communication skills and to evaluate the extent to which storytelling helps in enhancing students' various communication skills. The sample of the study were 30 undergraduate students of Malaysia. Here students were given to read a story at their level of understanding and then learn to tell it. Data were collected through the pre-intervention and post-intervention of storytelling, from the observation of teacher and at last interview also conducted on final selected group of students. Audio and video recording are also done in the data collection stage. The findings showed that storytelling is not limited to entertainment rather it is used as an effective teaching tool in a language classroom. It also showed that storytelling has beneficial effects on reading skills by students being able to associate meaning and emotions with words. Students also could develop their vocabulary and learn when and where to use certain words and phrases.

Yang (2011) used storytelling method in the classroom for teaching English as a Second Language (ESL) and tried to see the effect of the method on it. The aims of the study were to find out how the teacher uses storytelling as a teaching method in classes and what kind of stories the teacher prefer to tell in classes. Here story is used as a tool in presenting a lesson. The study was based on three internet lessons namely, English vocabulary, grammar and spoken English. Five types of stories were used in the classroom: stories that were made up by the teacher, cultural backgrounds, stories told with physical responses, personal experiences and everyday life experiences. Classroom observation done for data collection. The study revealed that narration or storytelling is helpful in bringing closer to teacher and students. Narration is used more frequently in lessons teaching English vocabulary and spoken English

than in the lesson teaching English grammar. In conclusion, the researcher said that storytelling is human nature, and it is one of the innovative methods that should be encouraged in classroom teaching. It made the lessons attractive. Researchers also concluded by saying that studying storytelling as a teaching method needs further exploration.

Upreti (2012) conducted a study on short stories teaching, its Challenges and Issues. This study aimed at finding out the challenges and issues in teaching short stories and to suggest some pedagogical implications. The sample students were Higher secondary school teachers. The tool for data collection used was a structured questionnaire and checklists. The data were collected from two sources, primary and secondary. Primary data from teachers and secondary data from various books and literature. The data collected had been descriptively analysed through simple percentage. The findings of the study revealed that all students were not getting equal opportunity in lessons, teachers are facing difficulty of vocabulary inside short stories. The main challenges were low confidence of teachers, no relevant to passing exam, not much knowledge of literacy language. The challenges can be reduced by workshops, refreshers courses and training.

Yazdanpanah (2012) examined the effect of teaching of story on the use of communication strategy. The main aim of the study was to teach using stories and assessing language proficiency of students and the types of communication strategy used by the students. The sample of the study consisted of 60 females EFL learners at the intermediate level of Iran and they were homogeneous in terms of language proficiency. Researchers used storytelling to in the study in order to elicit communication strategy of students. Learners have acquired cognitive ability to construct stories and narrate them. Experimental methods, and intact group design were employed in the study. The investigation was carried out over ten weeks. Results of the study showed that there had been no effect of explicit teaching instruction of narrative or stories on communication strategy as there was no significant difference between control and experimental group, but students developed certain skills to meet the narrative demand of the storytelling. Teaching old story structure helps learners to develop their narrative skill, emotions, and attitude.

Dragana (2015) investigated on place of stories on different domains of child development in Sweden. This study aimed at to analyse and discuss perception of teachers on stories in their practice. This study adopted the socio-cultural theory of Vygotsky, to justify the study. The tool used in the study for data collection was a semi-structured interview schedule and sample

of the study were pre-school stage children. The result of the study showed that even in the modern technology era teachers appreciate and value a good story. Teachers argued that storytelling must be part of preschool education, and they perceived story as an educational tool that is useful in developing different domains in a child. Stories are helpful in creativity development, self-regulation, and playing method in preschool education for students. Different domain of child development like language development, social, communication, information, creativity, activity, imagination, technology etc can be developed through stories. Teachers also organize activities in order to tell stories and they expect that in future technology may take the place of traditional storytelling.

Marcela (2015) examined sharing scientific knowledge through telling stories and digital storytelling. The researcher tested three groups of students to whom the same knowledge was presented (the river diagram). In the first group a classic Power Point presentation was given, the second story received an oral story, and the third group presented the same story as a digital storytelling project. Three groups were tested using identical questions, in the phase of a pre-test, a test and a post-test. No differences in the test results between the classic story and the digital story were observed. When comparing stories (classic and digital) with a traditional slide presentation, the results of knowledge transfer were significantly better in favour of story. This pilot-study highlights the effectiveness of storytelling in the process of knowledge sharing. At last researcher concluded by saying that, Stories are increasingly used in the field of education as they help students to think critically and to understand the substantive content. Based on a small research project we assume that it is appropriate, whether in business or in education, to combine formal structured knowledge with a story, in classic oral or digital form.

George (2016) examined the impact of play, brainstorming and storyline on creativity among middle school children. The aim of the research was to assess the impact of individual interventions namely play, brainstorming, and storyline as well as combinations of interventions like play and brainstorming, play and storyline, brainstorming and storyline. The study adopted a pre-post-test experimental design with control group. The sample for study was 301 students at middle school (both boys and girls). The selected subjects were administered with verbal and non-verbal creativity test (Mehdi, 1989). Experimental group received 10 sessions of the intervention whereas the control group received no intervention. The result showed that in comparison to the control group all the experimental groups showed a significant enhancement in creativity except for the experiment group which received the

combination of brainstorming and storyline as an intervention. The findings also revealed that the interventions were equally effective for both boys and girls except for the group which received the combination of play and brainstorming. Further the result indicated that for all the experimental groups, there is significant enhancement in verbal creativity scores in comparison to non-verbal creativity scores.

Gobel & Kano (2016) studied complexities during digital storytelling project. It showed storytelling as a project-based learning approach. The study aimed at to find out technological and pedagogical problems in digital storytelling project. The sample of this study were 18 EFL university students. The tools used for the study were questionnaires based on the Likert's scale. Here, the stories were qualitatively analysed based on distinct factors model and the theoretical framework developed before. The result of the study found out the problems like; no proper recording the media, no better use of pictures, no decent quality pictures, less scope for critical thinking development, even in the presentation the better way is needed.

Hibbin (2016) conducted a study on the benefits of oral storytelling in school: developing identity and empathy through narrative. The researcher data collected by the interview and library-based study, explored participants of oral storytelling in relation to its psychological effects and benefits. The findings of the study highlighted the benefits of oral storytelling to children in relation to a complex of processes tied to the opportunities afforded by oral storytelling for self-expression, identification with story characters, empathic understanding of self and others and bi-directional communication. It is also found that the oral retelling of pre-existing stories offers children a parsimonious yet psycho-socially complex form of speaking and listening practice which is as rare within the classroom as it native to human thought and interaction.

Kirsch (2016) investigated how storytelling could be helpful in vocabulary learning in the primary classroom. The researcher had taken 6th class students of 10-11 age group as sample. The articles studied how teachers use stories in their teaching as a strategy. Through observation, interviews and post-test data were collected. The study took place in south-east London. The sample were collected from ethnic minorities students with the little or no experience of English language. Ethnographic approaches used by the researcher based on qualitative research. Case study is also done by the researcher after a few weeks of using storytelling strategy. The results of the research showed that children were able to recall words

and sentences, and also able to use meaningful language after the storytelling strategy used by the teachers. The findings also supported that stories are useful in memorization.

Alkaaf (2017) conducted a study on perspectives of learners and teachers on implementing the storytelling strategy as a way to develop story writing skills among middle schools, students. The study explored teachers' and learners' views on the impact of the storytelling strategy on developing the story writing skills of Omani seven graders. One hundred and twenty grade seven learners and five teachers participated in this study. The participants completed two questionnaires. The first questionnaire administered to the learners referred to the benefits gained from the storytelling strategy. The second survey was designed for the five teachers who applied this strategy to the grade seven learners. Semi-structured interviews were also used for five teachers participating in this study. The main findings of the study were: 93.4% found the strategy useful, 92.4% agreed that whilst they prepared for writing the story, they were doing more things during preparation, such as organizing their ideas and creating conceptual maps. Furthermore, teachers' opinions indicated that most of the teachers agreed that they have benefited from the strategy.

Shuyi (2017) designed storytelling method in the social studies classroom. This article showcased four stories from secondary social studies classrooms in Singapore that illustrated how teachers have used stories for various purposes. Here the importance of Moral story, Personal story, Provocative story and thinking skill stories among students. Stories were observed to be used to teach morals, inspire empathy and cultural understandings, engage students and help them acquire thinking skills such as assessing reliability of sources. Stories, when used effectively, can achieve multiple purposes, many of which are aligned with the kinds of citizenship qualities and skills we want to see developed in learners of all ages. The result said that- teachers use stories for different purposes. Stories can be used as a bridge for transforming knowledge into understanding as they seem to come naturally to many teachers as a way to illustrate, explain and connect with students. Stories can be a highly effective pedagogical tool in the social studies classroom. At the end, the article suggested to encourage students to read books and watch movies related to lesson content, teachers can encourage them to share their own story and structuring the lesson according to the story format.

Nassim (2018) conducted a study on digital storytelling: an active learning tool for improving students' language skills. Stories are always an inspiring pedagogical tool to develop different language skills and to inculcate values and culture. In the present technological world, students

lack the initiative to read stories and improve their reading skills. They lack interest in reading, which has resulted in poor reading and writing skills. Thus, a case study was done by integrating a technical tool to motivate students to read and improve their language skills and creativity. The study also aimed to give a better understanding of the usage of multimodal approaches like digital storytelling in language learning classroom. Microsoft photo story 3 was chosen to develop the stories into digital and 24 students of English Foundation level 2 were selected for the study. An evaluation rubric was developed to assess student's digital story together with a survey to get students' perception about the digital storytelling device in English classrooms. The study found the effectiveness of digital stories as a tool in enhancing their involvement in learning process and improving their reading, writing and creative skills. The findings of the study on digital story proved that it is a highly recommended tool for English language students. Students enjoyed it as it demands technical and artistic involvement from the students. Students who participated in the study were engaged and improved their reading and writing skills by the end of the project.

Wardhani et al. (2020) conducted a study on students' challenges in storytelling. The aim of this study was to identify the obstacles students face in extracurricular activities of storytelling during EFL teaching. This was a qualitative approach study. Here the authors' believed storytelling is the best method in EFL as previous research says, they have been using questionnaires, interview also observation as a tool for this study. The samples of this study were EFL learners from grade 7th and 8th. The data collected through tools have been qualitatively analysed. The result of this study showed that students used to perceive stories from their own experience. Students are nervous and not confident enough in the interview regarding demonstrating storytelling. Observations showed students were always anxious. Mostly students were nervous while expressing the story.

Manwani & Guruprasad (2022) conducted study taking storytelling as learning tool for both online and offline education. The study aimed at finding out how effective storytelling has been used in digital educational field around the world. This study focussed on individual perception regarding storytelling in various subjects like language, finance, and management. This study was based on field and library research. The samples of the study were teachers, students, and educators at higher educational levels above 18. The study got 35 respondents. It is mainly focused in the area of storytelling used for online educational purposes. Questionnaire and interview schedule as a tool had been used here. Data has been descriptively analysed through

charts, tables, and percentage in PPT and excel field. The result of this study found out both the benefits and challenges. About 75% of respondents of supporter to storytelling as method of teaching. This paper also attempted to find a solution to the gap in digital storytelling field. The main suggestions from this research; Storytelling can be extended to any field creatively; bank data should be recorded for the effectiveness of stories and experiences of it in different subjects. Technology can enhance the storytelling method with rich benefits.

Tran & Bui (2023) Conducted a study to highlight the challenges face by teachers during storytelling teaching. The study gone through an online survey of experienced teachers. The sample of this study were 60 teachers from Vietnam USA Society English Centre. Interview and questionnaire as a tool were used here. Data had analysed qualitatively also through descriptive statistics. Also, SPSS has used to analyse the collected data from questionnaires for mean score and SD. The result showed that difficulties are there as per majority of sample responses. The study found some challenges like, the issue of appropriate teaching methods, short attention span of students, diverse students' characteristics. Also, during the time of storytelling delivery problems arose from teachers, students and material all fall at place. Some suggestive activities came out from this study were: interactive activities, peer careful observation, revision, addressing obstacles, using proper gestures/body language while telling story will help teachers to face challenges during the lesson of storytelling.

There were almost 23 literatures related to the story reviewed here. All most all studies were foreign studies, like studies from USA, UK, Sweden, Taiwan, Iran, Singapore, Malaysia etc. Here it can be guessed that abroad studies are giving more priority to storytelling without linking it to any other enhancement activities. Many of the authors use stories as a teaching method for their study. Manwani & Guruprasad (2022) focussed on story as a creative method to be used in various fields. Many studies focused on story for language development like Collins (1999), Isbell et al. (2004), Napier (2010), Ying Li & Paul (2010), Yang (2011), Kirsch (2016), Nassim (2018), Story used for effective communication by Mokhtar et al. (2011), Yazdanpanah (2012). Some uses for the involvement of good personality development like Godbole (1988), Dragana (2015), George (2016), Hibbin (2016). Almost all studies were qualitative in nature. Sugathan & Kalid (2009), Napier (2010), Nassim (2018) has done case study. Experimental method used by Godbole (1988) and Yazdanpanah (2012). For analysis mixed method used by Sugathan & Kalid (2009). The sample of these studies were young children which implies mostly Primary or elementary school students. Only a few taken college

students or teachers as sample like Sugathan & Kalid (2009) and Yang (2011). Here almost all studies considered Story as a teaching, and they have used it through the proper lesson planning. Interview and questionnaire stressed by and Dragana (2015). Besides usual analysis method, conversation analysis had been used here by Ying Li & Paul (2010). The researchers were big supporters of storytelling methods inside classroom, as their results of studies showed they were the most affectable one. Wardhani et al. (2020), Gobel & Kano (2016), Upreti, K. (2012), Tran & Bui (2023) were some studies that showed the difficulties they had to face during storytelling lessons and they recommend implementation of technology, special trained personnel and some special activities to bring improvement in it.

2.2.2 STUDIES RELATED TO VALUES

This section of reviewed literatures deal with the 'Value' variable, where the studies conducted were found from year 1987 to 2019.

Sheela (1987) studied on change in teaching behaviour as a function of inculcation of values, it was a study at Chandigarh. The aim of the study was to effectiveness of teachers for value inculcation and to test the effect of value inculcation on teaching behaviour of student-teacher. The sample of the study was limited to secondary school. Inservice and preservice teachers, students of 9th and 10th were the samples of this study. Normative survey research methods and experimental methods also used in the study. Tools for data collection used in the study were Eysenck Personality Inventory (1964), Teachers Attitude Inventory by Ahluwalia (1978) and many others. Statistical method used were mean, SD, test, mean ranks. The findings of the study revealed to induce desirable changes in teaching behaviour, value predicting teacher effectiveness may be inculcated in the teacher-trainees, value teaching must be included in the curriculum as value change is possible through value inculcation., selection of students in teacher training should be based on value predicting teachers' effectiveness. The implication of the study stressed formulation of teaching theory for value inculcation that determinants human behaviour.

Andrews & Martin (1995) conducted a study on value education in elementary school. The aim of the study was to promote democratic and social values such as informed decision making, freedom with responsibility, justice and a strong work ethic. Integrated approach of the values used in the study consisting of core values through direct teaching (Product Approach) and the classroom as a context for values clarification (Process Approach). The

sample of the study were 60 fifth grade students. Students here provided with the following activities: classroom outlines, dialogue journals, learning teams, literature circles, reading aloud, action research projects and school/ community projects. This study offered a practical approach and an exploration of this issue. And the result of the study showed that values have been enhanced through group work which helpful in building respect for each other in the group, children develop knowledge about their role and rights, children also develop a moral thinker inside them, and they learn how to deal with the day-to-day issues at their stage.

Bhagawati (1999) conducted a comparative analysis of value-orientation in two school systems. The study aimed to through some light on the development of values that take place inside schools which are benefits for society and individuals. The investigator took two school systems for this study: one professing value and one without any specific value. The sample of the study were secondary school students, 12 schools taken as a sample. Tool for data collection used in the study was attitude scale, Personal Value Questionnaire, Defining Issue Test, Moral Judgement Test. and data collected from teachers, parents, and students both males and females. The result indicated that the school system that was professing value education secured high mean scores in all the sections (moral judgement, and other value dimensions) as comparison to another school of study. But there were no significant differences in the statements of teachers regarding value education between two school systems. The higher value orientation of students of first school system may be the result of value-based curriculum of the school and value attribute of 2nd school was difficult to analyse. In the case of the parents also there was no difference in value perception of parents of both the school system. Girl students were better in moral judgement as comparison to boys.

Ledden et al. (2007) studied on the relationship between personal values and perceived value of education. The aim of the study was to examine functional relationship between personal values and perceived value in the service field and in an educational domain. The sample of the study were Business School MBA students of UK, and the tool of the study used by the researchers was questionnaire and 7-point Likert Scale. It can be derived from this study that values have an impact on behaviour both within the educational environment and marketing practice. The result of the study revealed that personal values found to have only moderate explanatory powers in terms of forming students' perception of received educational value, but personal value cannot be overlooked. They suggested emphasizing the course in which it will be helpful for students in achieving goal of life (terminal value) and will provide students with

the skills and competencies (instrumental value). So, a course can be designed by taking into consideration its curriculum, structure, teaching- learning strategies and so on.

Yunis & Özge (2013) studied on elementary school teachers' view on value education. The purpose of the study was to gather information about the implementation of value education at elementary school level and also to know the teachers' view on it. Data was collected through the semi-structured interview. This was a qualitative research approach, using purposive sampling technique. The result of the study revealed that participants had difficulties in planning, implementing, and evaluating values education lesson. Therefore, the researchers here in this study suggested that there is much more need for strategies and teacher training as teachers are solely responsible for effective value education, this will be helpful in providing value education to the students. The research findings also indicated that in school existing teaching materials and activities are insufficient in providing value education. The existing content of value education is not structured and connected to one another. Learning objective of value education should be reflected in cognitive, affective and psychomotor domain.

Borah (2014) conducted a comparative study on need for value-based education an opinion survey among schools' teachers. This survey was done to study the opinion of schoolteachers about the need for value-based education and to explain the pattern of the existing education system. The researcher undertook a survey in two schools under Jorhat district, one private and another government. The researcher collected primary data from the questionnaires. The findings of the study were: majority of respondents in both sectors (govt. as well as private) felt that the present human values in society grew worse and to remove this worrying situation. Both sector respondents prefer teaching moral values to the students. In govt. School for teaching moral values, they still don't used the technique of special class but in private school they used special class for teaching moral values, so that student can go in a better way in the society.

Roy (2014) studied value orientation among secondary school students. The two major objectives of this study were to study the content of value education in different textbooks of curriculum and to study different dimensions of value orientation among secondary school students. The programme like- prayer, storytelling, group activities, social work, games, and sports for the orientation of the different values followed by the schools. This was a survey method. Questionnaire as a tool was used here. The researcher had taken 480 students, 130 teachers and 250 teachers as sample from different secondary schools of Guwahati, district of

Kamrup of Assam. In the study value orientation of students was dependent variable and sex, media, government and private school, different medium of school were the independent variables. Data was analysed through 't' test and ANOVA. Findings revealed that there was a major influence of values education among the secondary school students, and also the investigator stated by analysing the findings that there is a need to improve our curriculum to make it value based.

Bhardwaj et al. (2015) conducted study on the role of school curriculum and teachers in inculcation of values among elementary school students. The aim of this study was to analyse the different methods that are for value enlighten by English teaching and NCERT English textbook and also analysing the school curriculum which includes cultural activities and various events both national and international. This was a qualitative study as it used qualitative method in it. This study done upon English textbook of vii grade. The sample of the study were 24 teachers of both government and private schools, they interviewed on the basis of their teaching strategies and activities organised by the school to impart value. The findings of the study revealed that some of the strategies adopted by the teachers were not enough to inculcate values among students at the elementary stage of education. Teacher training is improper according to the NCERT book value content. There is also a school, responsible for not making proper inculcation of values in students. Here researchers suggested some points, that more involvement of parents is needed, value education is important and very useful component of education at elementary school, urgent demand is there to formulate new policies on value education, curriculum of pre-service and in-service training colleges should be upgraded focusing on value education, refresher courses for in-service teachers should be arranged by the school.

Das (2015) investigated the value, level of aspiration and personality traits of adolescents. The study mainly aimed at knowing the influence of socio-economic status on the values of adolescents, level of aspiration and personality of adolescents. This was a descriptive survey method. The sample of the study were secondary school students, both boys and girls in Nalbari district of Assam. The investigator had taken 720 number of samples, where 360 boys and 360 girls were there. Tools used in the study were: Socio-economic Status Scale (SESS), Personality Value Questionnaire (PVQ). Here investigator divided selected 10 values into two categories i.e. seven Positive and three Negative values. Higher positive values imply good qualities (desirable way of thinking and behaviour) and lower indicated absence of decent

quality, similarly lower negative value indicated good quality and higher negative value indicate the absence of good quality. The findings of the study revealed that, above average socio-economic status adolescents found exceptionally low in higher positive values and in negative values they showed high performances. Adolescents of above average socio-economic statuses were found exceptionally low on high positive values and in very low negative values they found very low performance. The result indicated that adolescents belonging to below average socio-economic status have shown comparatively higher positive value than the above average socio-economic status adolescents.

Goswami (2015) conducted a study assessing the need of value-based education in Sonitpur district. The researcher intended to study the understanding and implication of the notion 'value education' in various schools of Sonitpur district. Ten schools were selected by the researcher as a primary source of data. The objectives of the study were to study the status and opinion of schoolteachers and students about their understanding of value-based education. And to assess the need for value-based education in various schools. In order to collect primary data, interview and questionnaire methods were adopted by the researcher. Random sampling method was used here. Data were analysed through simple percentage. The findings of the study revealed that theoretically value education is a vital component of course curriculum of surveyed schools. The understanding of the core concept of value education and the process of imparting value education in the surveyed schools is not up to the mark. Private schools are more advanced compared to the government schools in realizing the value of value education. An adequate and effective system of value education to enrich the lives of students was lacking.

Hilda (2016) studied the attitudes towards values of teachers in East Godavari district. Main objectives of the study were to develop and standardise opinionnaire scale on value and to see the differences between the attitude of teachers towards values on the basis of marital status, subjects, sector, place, and age. This study has taken eight values into consideration; progressive, humanitarian, personal, traditional, social, aesthetic, professional and authoritarian. The tool for data collection was the Scale of Value (SV) opinionnaire consisting of 50 opinion and Personal Data Blank. Forty schools were taken as a sample, under it 500 teachers of different region of east Godavari sample of the study. Data was analysed through t' test and ANOVA. The findings of the study revealed that teachers possessed good attitudes towards values in their profession and there were no significant differences in the opinion of teachers between graduate and postgraduate, professional qualification (B. Ed, M. Ed, TTC),

below and above 2 years of experiences, between teaching different subjects, urban and rural, married and unmarried, government and private.

Chorro et al. (2017) investigated on happiness and values in the formation of personal identity in students at primary school in Spain. The objectives of the study were to assess how students prioritize happiness, how happiness affects their relationship with the environment and formation of their identity, taking into consideration of values, how value comes and how it deducted, and how they applied it in their daily life. The sample of the study were fifth and sixth grade students with 45 numbers. Questionnaire as a tool used in the study. The findings of the study revealed that values and happiness are the two necessary aspects of students' life. The concept of happiness learned by the students from families and parents. In the conclusion they mentioned and suggested that, from the result of the study as students also given with open ended questions, it is informed that the activities to promote critical thinking, reflective thinking and encouragement of creative thinking can be; showing video of intercultural happiness, declaration of human rights, values of respect against racism, analyse the changes in the society, know the occupy place of social, cultural and personal values.

Güngör & Güzel (2017) studied on the education of developing responsibility value. The aim of the study was to gaining learning responsibility for students and improve responsibility value education through activities (drawing pictures, reading story and all) in pre-school value education in Turkey. The researcher here had taken 26 students of sample age between the five to six. For the one academic year from 2013 to 2014 the study had initiated. Different activities were done with the students to teach the responsibility value in the school after the consultation of their parents. This was a qualitative study. To analyse the data, content analysis methods have been used. The result of the study showed that the application of the value of responsibility to teaching is useful for both students and parents. This research also mentioned the illustration of story books that is a valuable tool to develop a sense of responsibility among students. At last researcher suggested that responsibility as a value should be taught from pre-school education.

Sharma & Rai (2017) studied on the value among B.Ed. students. The objective of the study was to study the value of prospective secondary school teachers on the basis of gender. Survey method and random stratified sampling method were used for this study. The values stressed in the study were aesthetic value, social value, religious value, economic value, political value, and theoretical value. The tool for the data collection was teacher value inventory developed

by Singh and Ahluwalia. Data were analysed through t' test, means and ranks. The result of the study revealed that there were the differences between male and female while considering all the taken value. It had concluded that, male have more values relating to aesthetic, social and political and females scored high on other rest of the value.

Durdukoca (2019) investigated on the attitudes and views of social sciences teachers toward values education in Turkey. The aim of the study was to identify social sciences teachers' attitude toward value education and to examine their views towards it and analyse differences in their attitudes based on diverse variables. It was a mixed method study and triangulation method used here. The total number of sample groups for mixed method study was 180. Data for the study collected through "Value Education Attitude Scale" developed by Yaarolu (2014) and qualitative data was collected through semi-structured interview by the researcher. The results of the study revealed that teachers had a positive and high attitude toward value education implemented in social sciences class. Studies also revealed that attitudes differed based on professional experience and there was no significant variation in attitudes towards value education based on gender. This study also revealed that the majority of participants accepted that children do not receive adequate education on important values in social life and on value judgement. They also stated that, the least adopted value among students is "being responsible".

Halil & Muhammet (2019) conducted a study on the impact of biography-based values education on 4th grade elementary school students' attitude towards tolerance values. The aim of the study was to determine the impact of value education. Here in the study research used experimental methods with pre and post-test control group, in order to find out the differences between attitudes towards tolerance value adopted by the students of the experimental group in which biography-based values education was practiced and by the students of the control group in which it was not practiced. This study was a mixed method included qualitative while using interview for collecting data and included quantitative while collecting data through the tolerance attitude scale. The data were analysed by t-test, Kruskal-Walls H test and Mann-Whitney U test and descriptive analysis done for the qualitative data. The result of the study revealed from interviews with teachers, parents and students that biography-based value education was successful, and it made teaching environment enjoyable and positively affected students' attitudes towards tolerance value. At the same time the experiment showed that after the biography-based value education practiced, there was a significant difference between

attitude points towards students' tolerance value and there was no significance difference between attitude points of students depending on variables of gender, education, and income level of parents.

Meena & Chaudhary (2019) conducted a study of value education patterns and quality teaching among elementary teacher education trainees. The study aimed at studying the relationship between value education patterns and quality teaching among elementary teacher education trainees. The sample of the study was 450 from DIET (District Institute of Education and Training) students of Delhi, India, it was consisted of both male and female. Normative survey method used in the study and random sampling techniques were used here. Data were collected through self-constructed tools VSETET (Value Scale for Elementary Teacher Education Trainees) and QTSETET (Quality Teaching Scale for Elementary Teacher Education Trainees). For statistical analysis product moment correlation was used. The findings of the study revealed that there was a significant correlation between value education patterns and quality training. The value education pattern affects the quality of teaching in DIET. There was moderate positive correlation between value education patterns & quality teaching among Female Elementary Teacher Education Trainees and there was low positive correlation between value education pattern & quality teaching among Male Elementary Teacher Education Trainees. The study concluded by stating that it is essential to emphasis on value education for quality teaching in teacher training institution and during pre-service training opportunities should be provided for value education development of teacher trainees.

Neelam (2019) conducted a study of value education programme in a school. This study implemented a "value education programme" separately from the school curriculum. The sample of the study were students from fourth to ninth grade. The aim of the study was to teach values to students apart from their regular school subjects. This was a qualitative exploratory study. Tools used in the study were interviews, group observation and classroom observation. From the observations the researcher came into the state that, he believed that children have their inherent values from family, culture, and nearby environment even before teacher taught to them. In the study most of the participants was the supporter of that education is the key to teaching them values and a good attitude. According to the participants, society teaches how to earn money, families teach how to interact with society, but only education prepares children for what they ought to be in society. The study concluded by the statements that education

should play a primary role in teaching values because nowadays family, society and culture are not playing their role effectively.

Şahin (2019) studied on the values and values education as perceived by primary school teacher candidates. The purpose of the study was to determine what the thought of teachers is about value education and how they defined the concept of value education. The sample of the study were pre-service teachers of primary education. This study was qualitative research and data collection made through semi-structured interviews. The data were analysed in two categories of teachers' opinion, one about the values and another about the value education. The result of the study was as described in the following some points. Some of the teachers stated that values like love, self-esteem and tolerance are factors that influence the shape of life and in making decisions; thus, they described values as the characteristics that make a person an individual. Some of the teachers viewed that social values are most important, values like respect, tolerance, patriotism, equality and justice. And teachers viewed that the purpose of value education was to raise individuals who had good character that ensure social and psychological well-being of individuals. To add values to students' life, teachers preferred to use active learning methods like drama, role playing, storytelling or narration, tours and so on. Some of the teachers talked about the importance of modelling in value education. Some teachers also emphasized the importance of co-operation within the family in values education.

In the second section, the 19 reviews done those were related to the topic values or value education. Almost all of the research from this section found from Indian studies. Two studies found that have done in Turkey those are Güngör & Güzel (2017) and Durdukoca (2019). All the researchers had to say that values are a must for any kind of education. It contributed to individual and social development. According to Borah (2014) and Goswami (2015), government school need to be improved in value education program by applying some techniques. Both primary and secondary schools were sample for these studies. Some have used value inculcation through teaching methods, models and approaches like Andrews & Martin (1995), Güngör & Güzel (2017), Meena & Chaudhary (2019), Neelam (2019). The quality of teaching and standard of teachers also can be judged through value education as said by Meena & Chaudhary (2019), Şahin (2019), Durdukoca (2019), Hilda (2016), Borah (2014). The role, attitude, behaviour were some terms focused on value education here. With Survey and experimental methods, normative surveys as in Meena & Chaudhary (2019) study and mixed method Durdukoca (2019) also have been used here. The tools used were mostly

questionnaires. Here, Correlation, U test, content analysis were some highlighted data analysis methods. The findings of these studies are no doubt strong supporters of values and value education.

2.2.3 STUDIES RELATED TO BOTH STORIES AND VALUES

Studies related to both Stories and Values presented here covering the year from 2005 to 2021.

Mitchell (2005) studied the value of storytelling in knowledge sharing in the field of management. According to the researcher story telling often regarded as and recently being recognized as having a prominent place of value within the knowledge sharing environment. The paper focussed and took into consideration- situations that affect knowledge sharing, examine issues surrounding storytelling, the place of technology in storytelling and also the value of storytelling to the organization. The researcher reviewed many studies related to the storytelling and the value of it in knowledge sharing. In conclusion researchers stated that story offers value to an organization and always new knowledge is welcome in the organizational field, as it is a need for survival. It is also stated by the researcher that technology has a part in storying, it is helpful in resolving common problems. At the end, the researcher suggested stories contribute a lot as a means of sharing knowledge, and the value of the story in this field should be given greater recognition.

Sheu (2008) investigated on values of English picture story books in Taiwan. The motive of the study was to find out the educational values of the picture story book. The sample of study were EFL teachers, with the experience of using books of primary school students. Ten number of teachers participated in the study. Data collected through questionnaire following by semi-structured interview. The result of the study revealed that three main educational values perceived by the teachers namely, linguistic values, value of story and the value of the picture. The study also revealed that picture story books can provide a meaningful context for language learning, and it is helpful in explaining a situation to children. It also can be derived from the study that the teacher's intention was not only to transmit the meaning of the story to students but also to encourage participation and interaction.

Dhingra (2011) studied the effect of Cuento storytelling technique on social maturity and moral values in students. The aim of the study was to enlighten the psychological impact of Cuento storytelling technique on social maturity and moral values in students. The data were collected from the students of both rural and urban backgrounds. Cuento storytelling technique

was studied as independent variable whereas moral value (judgement) and social maturity (SQ) were taken as dependent variables. Vineland social maturity scale Indian adaptation of Dr. J.B. Raj and moral judgement test of Dr. Meera Verma and Durganand Sinha used in this study. The results of the study were - There were significant effects of Cuento storytelling technique on social maturity of urban girls, urban boys, rural girls, rural boys and students. Also, there were significant effects of Cuento storytelling technique on moral values in urban girls, urban boys, rural girls, rural boys and students.

Martin (2011) examined the roles of stories in professional development and in the development of values and wisdom. This was a study in the field of business and management. Professional development includes vocational, professional and leadership roles. Such roles attain a stage of expertise after the development of competency. This paper aimed to study the role of story that enabling people to develop values, ethics and awareness. According to the researcher in this study, stories are in management literature in order to bridge the gap between theory and practice. The researcher examined two aspects of stories, sharing and articulation of stories by participants those are coming under the professional development. Another aspect of the story examined, which included numerous kinds of stories received from participants like organizational war stories, business novels and case studies. This study showed the importance of stories, and the value of story (business novel) explored here. A methodology for eliciting learning from such novel is examined by the researcher. At last researcher mentioned the importance of stories and how effectively stories can be used. The total paper centre around the justification of one concept that, stories enable professional, leader and worker to continue with the wisdom.

Combariza et al. (2013) conducted a study on social value through EFL (English as Foreign Language) storytelling. This was qualitative study and action research upon the third grader students. The aim of the research was to analyse the way which reflect on students' social value by using storytelling in the English classroom. The sample of the study was 17 students of 7-9 years old, including both boys and girls. They were homogeneous in terms of lower middle social-economic status. Data was collected by a systematic inquiry about how school operates, how teaching and learning take place and all, from teachers, principals, school counsellors and other stakeholders. Tool likes, semi-structured and unstructured interview and questionnaire used in this action study. The issue of inclusion social value through English teaching has been solved through this action research. The findings of the study revealed that, use of storytelling

provides awareness about the students' behaviour and helps them to be aware of their role as a good citizen of the community and as a good student at school. An additional finding of the study that researchers shared in their articles was the role of teachers and parents in moral development of students, a main aspect to consider on the social value reflection.

Dash (2015) studied the effectiveness of storytelling approach in inculcating values identified by NCERT among 6th grade students. The objectives of the study were to study the effect of storytelling approach on the development of value among the 6th grade students and to study the effect of storytelling approach on the development of values among the 6th grade learners with reference to gender. The researcher followed experimental method by pre and post-test with the sample of 720 learners, 360 consisting of each group. Tools used in the study were 'instructional tool' (Consisted Of lesson planning based on storytelling) and 'measuring tool' (questionnaire based on 84 values identified by NCERT). Statistical methods used in the study were 't' test and F-test. The findings of the study were story telling approach have significant effect on development of values among 6th grade learners than traditional method and it is found that there existed significant difference among 6th grade learners of boys and girls in development of values. Storytelling can be more useful for the development of values of primary school students if the proper method is applied. Home and school environment play an important role in the development of different types of values among students.

Mohapatra & Panigrahy (2015) conducted a study on the effectiveness of storytelling approach in inculcating spiritual values among 9th grade learners. The objectives of the study were to study the storytelling approach's impact on development of student's spiritual value and to compare this impact between boys and girls. Spiritual values include growth of sense of self, understanding, self-realization, salvation. unique potential, strength and weakness of students. The sample of the study were 80 students of Cuttack district. The tools used in this study were- Value Identification Test and Stories on Spiritual Values. This was an experimental study. To see the effectiveness of the storytelling approach, non-equivalent pre-test post-test test control design implemented. Statistical analysis done through mean, median and 't' test. The findings indicated that storytelling is an incredibly significant approach having an impact on both boys and girls. And there is the difference between boys and girls in inculcation of spiritual values through storytelling. Storytelling is the strongest means of instruction for inculcating social values among the students, as it communicates positive messages in an integrated and implicit manner.

MacLean & Tuite (2016) studied stories and their value and tried to explore the role of storytelling in social care practice. The aim of the research was to make storytelling an intervention approach and applied it informally, in order to train young minds on residential services. The study adopted mixed method strategy and took 35 numbers of social care staff/workers as its sample. The study used tools like questionnaire and interview. Almost all the respondents stated that storytelling is an important part of their work with young people. Mostly two types of stories were used by the workers, one was personal story and another was humorous story, it had emerged from the collected data of the study. Personal stories were used mainly to discuss health issues, relationships and to introduce new issues, while humorous stories were suggested to be important for engagement and were highlighted as a way to work with young people at challenging times. Analysis of responses suggested that the diverse types of stories served different functions for the respondents. The result indicated that adopting storytelling approach in both educational and therapeutic fields had its benefits with young people in residential care, and it is possible to extend this approach across a range of children's residential services.

Balakrisnan & Thambu (2017) uses stories to inculcate value among children. The study was aimed to inculcate value through moral stories. This study gave due stress to early childhood care education. This study was a qualitative study having case-study in its base. The sample of the studies was preschool students having the age 5 or 6 years. Their story sessions included story reading and some activity inside it. Techniques like focus groups, observation, and document analysis (creative drawings of the children) were used to gather data, which was then analysed using the thematic analysis method. The results revealed that preschoolers' preferred story books were influenced by the story books' physical components, language, plot, story line, characters, and illustrations. The result of this study revealed that storytelling is a method of teaching as well as a tool of pedagogy for moral development of pre-school students.

Fahyuni & Bandonno (2017) investigated value education at primary school level based on picture story media. The aim of the investigation was to develop picture story media that is based on Value Clarification Technique (VCT) as an alternative value education in primary school. This was a developmental study taken placed in Indonesia. Data collections were done through the tools like documents note, observation, questionnaire and try out, and this was both quantitative and qualitative research in nature. Picture story media implemented in the form of group discussion which was combined with story presented as cartoon picture which loved by

the children. On the basis of the try-out result, this study revealed that picture story media that had been developed by them, had positive impact towards the learning process as it is an effort to improve learning quality. It has been proven in study that VCT based story picture technique is appropriate with students' development aspect.

Gunawardena & Brown (2021) studied fostering value through outcome-based curriculum and the story which helpful in students' value development. The study focused on the sample of the study was This study did an analysis of several literatures related to story in relation with value education of primary school students. The study also stressed pedagogical model for storytelling which contains a constructivist process. This enables teachers to prompt students' thinking to reflect on their own ethical behaviour, values, and actions. This investigation had questions like- What are they for fostering values in primary schools? And how does the proposed authentic storytelling framework enable fostering values in primary school? Teachers are overburdened by the demands placed on them to cultivate values without sufficient guidance, and their role in this process is unclear, according to this research. For this reason, a constructivist learning approach for promoting values in elementary school pupils through their interaction with children's literature was presented in this research. Systemic, reciprocal, and arranged in accordance with fundamental learning principles is the macro-operational model. The study said storytelling must help people see themselves in mirrors and others in windows.

In the third section, there were about 11 related reviewed studies found, those were related to both story and value. Studies in India as well as Abroad found here. One study was from Taiwan that is Sheu (2008). Two studies were from the Business and Management field those are Martin (2011) and McDonald (2017). Here most of the research claimed that story is the strong enhancer for values among students also among elderly people. Storytelling as a technique used differently by different authors. Some used it as Story book or with pictures Sheu (2008) and Fahyuni & Bandonno (2017), some attached it to language teaching like Combariza et al. (2013). Effectiveness of storytelling for value inculcation have been studied by Mohapatra & Panigrahy (2015), Dash (2015) and Dhingra (2011). The role of storytelling has been studied by Martin (2011). Samples for these studies were from 6th grade, 7-9 years age students and also 9th grade students. One study MacLean & Tuite (2016) took residential school as sample of its study. One study took pre-school students as sample of their study, Balakrisnan & Thambu (2017). Experimental and mixed method studies were found here.

Observation, semi structured interview and self-development Attitude and Perception test were much used in this section. The analysis techniques were descriptive also statistical. The results of these studies indicate that story has a positive impact, and it should get higher recognition in any educational institution. One study Gunawardena & Brown (2021) said teachers need adequate guidance for inculcating values through stories among students.

2.2.4 STUDIES RELATED TO THINKING

Studies related to ‘Thinking’ variable have been discussed under this section. It covered reviews from 1999 to 2020.

Meghani (1999) conducted a study of teaching-learning strategy effectiveness to develop critical thinking using Psychology as content among students of standard XI. The objectives of the study were (1) to form a critical thinking strategy for teaching-learning using the subject Psychology as the content (2) to measure critical thinking in students of std. XI by developing a tool and (3) to find the effectiveness of the formed strategy for critical thinking teaching-learning. Teaching learning strategy here refers to a plan imbibing the methods and the techniques for developing critical thinking. Plus, Minus and Interesting (PMI), Other People’s Point of View (OPV) and Consider All Factors (CAF) are some of the techniques used in the study. Methods used for infusing critical thinking were case study method and Socratic questioning method. The design employed for the study was one group pre-test, post-test design. The major findings of the study were as follows; there was a significant difference in the mean scores on the critical thinking tool before and after the intervention programme. Students showed improvement in ability to think independently through logical thinking and justification, ability to evaluate arguments and opinion, ability to think dialectically and reflectively, show improvement in questioning skills, and able to apply knowledge in a new situation.

Barak et al. (2007) studied on topic named as “purposely teaching for the promotion of higher order thinking skills: A case of critical thinking”. The aim of the study was to examine whether purposely teaching for the promotion of higher order thinking skills enhances students’ critical thinking (CT), within the framework of science education. The sample of the study was high school students, total of 177 numbers of students were there included both males and females, consisted of 57 numbers of science students who were taught the strategy which framed by the researcher for enhancing higher-order thinking skills, 41 numbers of students was of only

science and 79 non-science majors were taught traditionally, and they considered as control group. The researcher applied pre, post and post-post experimental design here. Semi-structured interviews and classroom observation were applied as a data collection technique. Besides this The California Critical Thinking Disposition Inventory developed by Facione & Facione (1992) and The California Critical Thinking skills Test developed by Facione (1990) used in this study. The findings of the study indicated that, by using critical thinking assessment instruments, experimental group showed a significant improvement in critical thinking skills components. At last researchers here suggested that for the development of critical thinking skills teachers need to follow these lines, encouraging open-ended class discussions, teaching how to deal with real-world problems, fostering enquiry-oriented experiments.

Patel (2010) investigated teaching of creative and critical thinking skills by primary school teachers with a developed instructional strategy. Instructional strategy refers in the study to the lesson plans incorporating thinking tools and thinking strategies using appropriate content which is to be practiced for developing creative and critical thinking. The tools used for the study were creative and critical thinking tool Plus Minus interesting (PMI), Considering All Factors (CAF), Alternatives Possibilities Choices (APC), Consequences of Sequel (C & S) and reaction scale. The objectives of the study were (1) to select appropriate thinking tools to improve creative and critical thinking skills, (2) to develop an instructional strategy with appropriate using selected combination of thinking tools (3) to incorporate creative and critical thinking skills into lesson plans by teachers and (4) to study the impact of the instructional strategy in enhancing creative and critical thinking skills in teachers. The major findings of the study showed that the developed instructional strategy incorporating thinking tools and thinking strategies were effective in enhancing creative and critical thinking.

Tawai (2012) conducted a study on development and try-out of instruction package for enhancing of thinking skills of primary school students (4th grade) which aim was to enable the students to understand the basic foundation of three types of thinking skills i.e. creative, critical analytical thinking. Instructional package is a medium in which instruction contents or activities are delivered by multi-media (printed materials, pictures and graphics) were used to enhance the students' learning experiences. Pre-experimental research (single group pre-test post-test design) was adopted by the researcher. The tools of the study were the instruction package for enhancing of thinking skills of primary school students and the learning achievement test (pre-test/post-test) on thinking skills of primary schools' students taught by

the instruction package. The major objectives of the study were (1) to develop and try out the instruction package for enhancing thinking skills of primary schools' students and (2) to study the learning achievement on thinking skills of primary school students taught by an instruction package for enhancing thinking skills. By analysing the result of the collected data through achievement test the researcher concluded that (1) instruction package proved as more effective material to enhance the learning achievement on thinking skills of primary school students. (2) The post test score of learning achievement on thinking skills of grade 4th students taught by instruction package had greater value than that of pre-test scores.

Kumari (2014) studied the effectiveness of six thinking hats strategy on the development of parallel thinking, lateral thinking, and general creativity in high school students. The study was on the six modes of thinking with six coloureds distinguished by De Bono in 1980. The objectives of the study were to study the effect of six thinking hats strategy on parallel thinking, lateral thinking, general creativity and on argumentativeness of high school students. In this study 160 students were selected as its sample out of 452 students. The students were tested on socio-economic status scale and also sample students were administered the Raven's Progressive matrices. The findings of the study made clear that parallel thinking and lateral thinking are enhanced when students are exposed to six thinking hats strategy. Not only on parallel and lateral thinking, but it also proved its effectiveness on general creativity and argumentativeness level.

Tang et al. (2014) conducted a study on Developing instruments to measure thinking skills and problem-solving skills among pupils. The sample of the study were Malaysian primary school students of IV, V & VI standard, teachers and parents too. According to them, Thinking and problem-solving skills are incorporated in the learning outcomes to enable learners to solve simple problems, make decisions and express themselves creatively. The study aim was to develop, discuss and interpret the tools or instruments including validity and reliability, of measuring pupils problem-solving skills and thinking skills by using CoRT thinking tools (PMI, CAF, RULES, C&S, AGI, Planning, FIP, APC, Decision and OPV), of De Bono (1991). Tools for measuring thinking and problem-solving skills have been developed for the study and Five-point Likert's scale used for parents, teachers and pupils. The findings of the study revealed that the scale and the criteria and the questionnaires for pupils, teachers and parents developed by the researchers to test pupils thinking skills and problem-solving skills have high

internal reliability. Besides, the findings also revealed that the instruments were designed to suit the pupils' exposure and experience to the local culture.

George (2016) conducted a study on the role of story in enhancing critical thinking and group discussion skills. The students selected for the study were pursuing Aeronautical Engineering and the story method was found appropriate to encourage the two skills. The objective of the study was to know as to how a story stimulates critical thinking and influences learners' group discussion skills. Here the researcher narrated a story and after narrating, researcher asked students what they would do if they were in that comparable situation as in the story. The findings of the study revealed that the objective of enhancing critical thinking and group discussion skills is achieved through telling a challenging story orally and encouraging a discussion on it. The technique provided an opportunity to communicate as well as to develop critical thinking for weak and advanced learners. The technique of telling a story and asking them to assume themselves in that particular situation made it challenging. Researcher narrated the story orally to them and after completing the story, researcher asked the students to discuss what they would do if they were in a similar situation.

Casagrand & Semsar (2017) examined on course redesigning, to help students achieve higher-order cognitive thinking skills. To make active learning and promote cognitive skill through the course was the moto of the study. In the study the researchers described the 4 years (2004-2008) course reform and its outcomes. Through various questions in the exams, they tried to analyse the performance of students and the effectiveness of the course. According to them, the course seems to be gradually transformed from 'traditional lecture' in 2004 to students-centred in 2008. They implemented both the transform course of 2004 (pre-reform) and 2008 (post-reform), in 50-min lectures per week following three exams. They took the help of Bloom's taxonomy to quantifying the questions related to higher cognitive skill which was helpful in assessing the course reform. At the end, the result showed them and made them believe that there were many factors were contributed to the success of the course reform, and this reform demonstrated the effectiveness of incorporating student-centred, active learning into the course. The active learning environment in the course not only significantly improved higher order learning in the classroom but also promoted increased learning on lower cognitive skills.

Guevarra et al. (2017) investigated the development of students' critical thinking skills at public secondary schools. The aim of the study was to assess the development of critical

thinking of the students by a social study (Araling Panlipunan). The sample of the study were public secondary school teachers of Dinalupihan District, a total of 32 number were there. This study was descriptive survey research. Tools for data collection were unstructured interviews and questionnaire. Studies done on the basis of age, experience, training attended, gender and highest educational attainment. Data analysed by means, percentage, rank and other statistical tools. Researchers cleared at last that samples were of 45-47 years age, have the experience of 1-9 years, attended 1-3 training or seminars, and have the qualification of graduation and master's degree. The result of the study revealed that teachers sometimes find difficulty in developing critical thinking in students in the analysis of data. Teachers always try to develop critical thinking skills in students by asking questions, analysing the situations, interpretation and panel discussion and teachers took necessary measures to develop critical thinking skills of students.

McDonald (2017) conducted a study on enhancing critical thinking of secondary school students through problem-solving game. This paper intended to offer possible solutions to develop soft skills (critical thinking). From prior investigation, researchers confirmed the effectiveness of game in problem-solving skill. The study aimed at applying a game-playing method, named Coffee Shop. Repeating this exercise gathers more data and makes reliable. The sample of the study were high school students. The study used multiple survey methods to interpret the improvement level of critical thinking. Questionnaire as a tool used here and 't' test for analysing the data used. The tutorial session for data collection was 90 minutes, 45 minutes to had given each survey. The study stressed the importance of problem-solving methods such as game-playing. The findings of the study showed the improvement in the skill enhancement after Coffee Shop game. This game could serve dual purpose, i.e. first students learn about some basic aspects of operating small businesses and second, they can develop problem-solving/critical thinking skills which considered to be not possible to be developed in a traditional lecture type method.

Ritter & Mostert (2017) studied enhancement of creative thinking skills using cognitive-based creativity training. The objective of the study was to develop domain-unspecific creativity training and test it briefly and scientifically. The sample of the study were 32 undergraduate university students, where they participated in the creativity training, and they have shown how to apply creative thinking techniques in a systematic fashion. Pre and post training test applied here in order to find out the effectiveness of the training by the researchers that was relied on

divergent thinking, convergent thinking, and creative problem-solving skills. For data analysis ANOVA has been used. The results of the study as observed by the researcher were the variety creative performance measures, which showed them improvement in the field: divergent thinking task improved as creativity level of ideas generated, creativity improvement found in cognitive flexibility, in addition to divergent thinking the training also improved convergent thinking and produced improvement in creative problem-solving skills. At last researcher stated that the findings have important implications for educational and organizational setting. So, the findings of the study indicated that creative thinking skills can be facilitated in order to enhance and to train creativity among the students.

Elif (2018) investigated the reflective thinking skills of students for problem solving. The aim of the study was to identify the students who need extra assistance to develop their reflective thinking skills. According to the researcher, reflective thinking helps students to develop a quality that becomes helpful to overcome the problems that they encounter. This was quantitative research. The researchers had used cross-sectional survey design in the study. The data were collected from 297 students included 6th, 7th, and 8th grade students in Turkey. For this study, especially the math course and the science and technology course were selected. For data analysis researchers used descriptive statistical methods like ANOVA and Bivariate correlation. The result of the study revealed that reflective thinking skills of students were above the average but there is the need to improve more. It is also found that female students were having higher reflective thinking skills or cognitive skills than the male students. The result also revealed that there is no correlation between math course reflective thinking skills, no correlation between the science and technology and reflective thinking skills of students. This study suggested that reflective thinking skills should as an investigated course but not as a predictor course.

Ojha (2018) experimented on Development of Critical Thinking Skills in History. The objective of the study was to enhance critical thinking skills and student engagement and by exploring the effectiveness of integrating student-centred measures in a social science classroom at the elementary stage. It specially focused on improving teaching in history class. Here the author believes that in order to have historical knowledge critical thinking needed to interrogate into historical information. This was action research focussed on student-centric classrooms. For this study questionnaire was used as tool. Government middle school in Haryana was the sample of the study for three months. A pre/post-test also administered to

decide whether the use of critical thinking skills improved after the intervention. There were various stages of intervention including activities like discussion. The findings of the study revealed that student-centred teaching methods provided a better understanding of history which helped in improving critical thinking skills. Also, the student-centred result of teaching method was in higher average test scores in post-test after intervention.

Hasan et al. (2019) studied activeness, critical, and creative thinking skills through study-based inquiry and cooperative learning lessons among students. The study aimed at finding out the activeness of students in the inquiry based and cooperative planned lesson, also focussed on critical and creative thinking skills here. This study followed descriptive quantitative study. The sample of the study were Senior high school students of Bengkulu. For this 't' test statistics have been used for data analysis. Tools used in this study were an Evaluation questionnaire, Essay test for creative and critical thinking and observation sheet to know the activeness of students. The observation sheets include mental and emotional components like speaking, listening, motoric, drawing. The result of the study revealed that Inquiry based lessons significantly improved students' critical and creative thinking skills in comparison to Cooperative learning lessons. And both the types of lessons were helpful in improving the activeness of students.

Ichsan et al. (2019) studied on higher order thinking skills (HOTS) from elementary to master students in environmental learning. The study aimed at to measure students' higher order thinking skills using HOTS Assessment based on environmental problems. Environmental problems like consumerism, recycling, waste avoidance, eco-labelling, climate change, global warming and other problems relating to the environment. According to this study HOTS will be helpful to students in order to analyse, evaluate and create innovation in solving environmental problems. This study used descriptive survey methods. The study taken the sample of 248 students, and this included elementary school (32 students), junior high school (100 students), bachelor program (100 students) and master program (16 students). The result of the study revealed that learning of students must be oriented toward increasing higher order thinking skills through various media like learning materials, learning models and teaching strategies and these all will be helpful in the improvement of HOTS. At last, the study concluded by stating that the HOTS score of students is still low, and it needs to be improved and hence learning needs to improve so that students have high HOTS.

Alsaleh (2020) reviewed various literature on teaching critical thinking skills. The main focus of the study was to incorporate critical thinking in the curriculum at each level of education as it is recognized as one of the important thinking skills and it provides quality learning to students. This research provided a systematic review of important literature based on teaching critical thinking skills. For conducting reviews, the researcher followed the guidelines of British Educational Research Association. The result of reviewing numerous studies indicated that many researchers agreed that critical thinking skills refer to the cognitive skills or strategy. And students will be able to master critical thinking skills through proper teaching and coaching. The study revealed that teaching approach at each level focused mainly on subjects' content but not on the development of critical thinking skills. Several studies were the supporters of that, critical thinking skills can be enhanced through the method of teaching its theoretical background and it should be taught as a dedicated course and programme. There are various methods and activities available to enhance critical thinking skills among students.

The fourth section deals with studies that focused on thinking content. There were some 16 studies reviewed here. The studies were from India and from other countries like USA, UK, Malaysia. These studies were related to the importance of thinking capacity or skills on teaching-learning. Some uses different special instructional strategies or packages for thinking enhancement like Meghani (1999), Patel (2010), Tawai (2012), Kumari (2014). They have studied the effectiveness of their developed strategies. Mostly, high school students or secondary school students were sample for all these studies. Two studied at elementary level Ichsan et al. (2019) and Ojha (2018). One author found to be studied on the adult people like age 45-47 years old that is Guevarra et al. (2017). University students taken as sample by Ritter & Mostert (2017). Thinking types like Higher order thinking skill and critical thinking were most popular here. Case study and survey methods found to be used by some authors here. Self-development tools with unstructured interviews and questionnaires have been found here. Statistical techniques like ranks, percentage, 't' test, ANOVA have been used here. The findings of these studies can be summarized by saying that the methods in teaching-learning can called improved and student-centred when it is capable to include thinking enhancement strategies in it.

2.2.5 STUDIES RELATED TO BOTH STORIES & THINKING

The studies that are related to both variables, Stories and Thinking, are coming under this section. It covered reviews from 2002 to 2024.

Gold et al. (2002) studied on argument analysis and storytelling in facilitating critical thinking. The study was based on Toulmin's (1958) theory of argumentation, with storytelling in the field of management. The aim of the study was to consider how the module (storytelling and argument analysis approach) shaped and facilitated critical thinking. This module was related to the business course, which reflects, encourages and facilitates learners for the development of new skills. The sample of the study was 8 managers randomly selected from 19, their ages ranged from 25-52. These managers had already in the program attended it from period 1998-99. Data was collected through the semi-structured interview. This interview collected information about their course work, their perception regarding the module, views on process of storytelling and argument analysis, and the impact of module on personal development and development on their activities. The findings of the study showed that the combination of argument analysis and storytelling can promote many aspects of critical thinking such as a critique of knowledge, a critique of authority, and so on.

Hunter & Eder (2010) examined the role of storytelling in understanding children's moral/ethical decision-making. The aim of the study was to explore the process of storytelling and the process of students' engagement in ethical deliberation through this. The sample of the study were 4th and 5th grade students of rural and urban areas, 45 number of students participated in this study. At the conclusion of each story, there was a small discussion, and open-ended questions were asked to them. All of this was audio taped. Data collected from them through group interview of 5-6 students. To examine relationships between different code categories for emergent themes scientific software (ATLAS.ti) was used. The study's findings indicated that storytelling facilitated students to express and share their own unique experiences and difficulty/problem in the open-ended questions. Stories reminded students about their individual experiences with friends and family. This study revealed that storytelling offered multiple opportunities for students for ethical reasoning and decision making. It evoked students' own stories in which they described their ethical decision-making process. As in the study it was clear that students interpret the story based on their daily life personal experiences, interpretation and understanding of morals drawn by students from their own experiences.

Yang & Wu (2012) explored the impact of digital storytelling for enhancing student academic achievement, critical thinking, and learning motivation. The one-year study adopted a pre-test and post-test quasi-experimental design involving 10th grade students with the 110 sample. Here the researcher considered digital storytelling (DST) as an experimental group and lecture-

type information technology-integrated instruction (ITII) as a comparison group. Both quantitative and qualitative data were collected, including English achievement and critical thinking scores, questionnaire responses for learning motivation, as well as recordings of students and teacher interviews for evaluating the effectiveness of DST in learning. Descriptive analysis, analysis of covariance (ANCOVA), multivariate analysis of covariance (MANCOVA), and qualitative content analysis were used for evaluating the obtained data. Their findings indicated that DST participants, performed significantly better than lecture-type ITII participants in terms of English achievement, critical thinking, and learning motivation. They also stated that the study highlighted the importance of educational value of DST, as interviews on students and instructors showed that DST increased students understanding of course content, willingness to explore, and ability to think critically.

Jones & Sanguedolce (2013) presented a paper of history project of a school in the 4th global conference at Prague, Czech Republic. The history project was a pedagogical approach being developed to incorporate digital storytelling to foster the learning of high order thinking skills in students 15-18 years old. The project focussed on students collecting of various stories from senior generation of various place like Italy, Norway, Germany, Belgium and the Netherlands. Stories were captured by them was related to education, life and death, love, working life, travelling and so on. The project ran for one year and interviews of senior generation were filmed and edited by students. This research was both quantitative and qualitative in nature. Case study approach was used in this study. At last questionnaire and interrogation text given to the teachers and students respectively. The project ends with many positive outputs like many stories and documents converted to beautiful videos and second is students engaged in an assessment task to create a story of their own. And as a result, the collected data from students showed that they developed high order thinking skills by taking part in the project.

Eman & Hasnaa (2014) studied on using digital storytelling and weblogs instruction to enhance EFL narrative writing and critical thinking skills. The design used in the research was one group pre-posttest. The main aim of the study was to investigate the effectiveness of digital storytelling and weblogs instruction. Weblogs is a website that allows learners to collaborate with others to establish a particular topic of mutual interest. They also focus on effective combination of audio and visual components in digital storytelling. The study was conducted in Egypt. The sample of the study were 40 third year EFL majors (students who enrolled in English section) of faculty of education. The tool used were narrative writing test, critical

thinking scale and interview. The result revealed that by integrating digital storytelling and weblogs instruction in teaching, EFL narrative writing and critical thinking skills were developed.

Bhangaonkar et al. (2016) addressed in their study about the use of storytelling for higher level thinking. The aim of the study was to examine whether narrative-based visual design framework may help students to perform better in learning. Story-tree system used by them in order to investigate narrative as a thinking framework. This story-tree is a web-based technology that allows a user to add text fragments in a tree-like visual from as nodes with a certain structure and then classify fragments into an overall report format. Here two versions of story-tree developed one narrative based and another list-based version. Self-report questionnaire scales and post-interview tool were used in the study and presented the data through SPSS statistical package and data were analysed by two-way ANCOVA. The result of the study indicated that narrative-based version of story-tree system helps students to produce reports, and it supports their thinking automatically.

Akyeampong (2018) studied promoting creativity and critical thinking through digital storytelling. A digital storytelling course was designed to develop creative and critical thinking skills, in the United States. Digital storytelling is the art of combining images, audio, and sometimes video to tell a story. The course was designed as part of a transition college class. The sample of the study was 21 including both males and females, and the research took place throughout the semester on the undergraduate students. Students were asked to select a topic relating their lives and create a story, after that a draft of digital story was prepared and was given feedback by all the students at last. Here creative and critical thinking tried to be integrated throughout the research as students involved analysis and discussion in creating stories and also giving feedback on it. Data collected through quantitative and qualitative research with online surveys and open-ended questionnaires respectively. The result of the research showed that digital storytelling improves engagement, critical thinking, and creativity.

Rajabi & Kodabakhshi (2018) investigated on the effect of creative storytelling on enhanced creativity of preschool students in Iran. The researcher examined the efficacy of creative storytelling on enhancing the creativity of pre-school students. The researcher used a randomized wait-list control design and completed pre and post training assessments by the following tools, two images for story-building, one image for drawing, and a verbal question. There were 34 students taken as a sample and randomly allocated for training or waitlist

condition. The result of the study was like; The researcher saw the intervention group's students engaging in storytelling activities, and both the boy and girl students showed increased interest in stories at later sessions, suggesting a strong link between creative storytelling and the creative thinking enhancement. The results highlighted how beneficial storytelling is for students.

Setyarini et al. (2018) investigated on the development of HOTS (Higher Order Thinking Skill) strategies through storytelling and possible challenges in it. The main objective of the study is to improve students' speaking ability and develop the thinking skill of learners. This was action research. The 7th grade students from Indonesia were the sample for the study. Data collected from classroom observation, interview and analysis of lesson plans. According to them, HOTS can be both individual and social activities. The finding of the investigation revealed that storytelling helps in developing HOTS in young English learners. Use of media like pictures and videos serve as a positive support for the thinking development of students. Also, they have identified some of the challenges faced by the teacher while storytelling; like insufficient linguistic knowledge, not sufficient ability to compose their own stories, lacking knowledge of story and storytelling process.

Pedro et al. (2019) studied improving critical thinking through the use of a story tool for self-regulated learning (SRL) training. The objectives of the study were to describe the efficacy of story tools for promoting critical thinking and self-regulated learning. This study was a narrative-based approach. The sample of the study were college 1st year students in Brazil. Here students had given SRL training which included goal setting, time management, and help seeking. This program also used story tool that is Letters from Gervase which aimed at to promote SRL strategies and critical thinking. The story tool had three important steps to follow, that is 1. Reading of the chapter/letter, 2. Reflection about the narrative content and last 3. Work on practical skills. The result of the research revealed that students who received training in SRL strategies are likely to engage deeply in school tasks that display higher order thinking skills and showed high academic achievement also. This research abled to demonstrate the effectiveness of the program.

Lee & Ooi (2020) conducted design digital storytelling for the thinking and 21st century skills encouragement. The study aimed to study perception of computer science members towards the learning of fractal and analogical thinking through digital storytelling. The study took place in the field of computer science. The study considered the 'Outcomes Based Education (OBE)

for learning is key concern for analogical thinking of the coding platforms. The researcher has investigated what types of social engagement would be good for competitive and collaborative learning. The sample of the study were from computer science field having experience of more than five years in Malaysia. The procedure of data collection was like this where participants are presented with a challenge that includes design and sharing analogies by any media. Here stories are made up of using code rather than image and word. It includes analogical posts, analogical music video, analogical art/pattern/doodle. Here the user had to post stories by using any of this mode. The findings showed that for human computer interaction for the design of learning environment for fractal and analogy thinking is convenient and interesting.

Shrestha (2024) did an investigation on storytelling and critical thinking skills. This study was based on a thematic review. The aim of the study was to know the effectiveness of storytelling as a teaching method and its connection with critical thinking skills. It also aimed at knowing the perceptions of researchers and teachers regarding this. This study was from Nepal, where the investigator considered 90 different articles from various sources related to storytelling and thinking skills. For the thematic data analysis, qualitative research synthesis (QRS) was used here. The result of the study revealed that various forms of storytelling with variety of tools and techniques are helpful. It is good method for language learning especially English. It is also helpful to students by enhancing their critical thinking skills. This investigation also explored how storytelling as a teaching method is useful for enhancing critical thinking skills among in English language classroom.

In this fifth section 12 number of studies are there that related to stories and thinking ability. Here, most of the studies were from abroad like USA, Indonesia, Nepal, Iran and Brazil. Here the studies were the supporters of critical, creative and higher order thinking skills enhancement through storytelling. These studies were related to Literacy like speaking and reading, EFL mostly. Pedro et al. (2019) developed a story tool program for college students to promote critical thinking. Lee & Ooi (2020) conducted a study on computer science field storytelling for analogical thinking. The samples here were from undergraduate students, primary school students also from 9th and 10th grade students. One research of Gold et al. (2002) was taken as a sample to some office managers. Self-development thinking scale, Interview and questionnaire were tools for these studies. One study was based on thematic analysis (Shrestha, 2024), where the investigator found strong linkage between storytelling and thinking skills and interpreted that storytelling could be good method in English language classroom

when proper tools and techniques were applied. The analysis of all other studies was different from the last four sections. Here the analysis done through ANCOVA and MANCOVA by Yang & Wu (2012), qualitative analysis through lessons, observations and different themes have been done. Some researchers had to say that thinking is automatic during storytelling session, and we don't need much effort in it, those studies are Bhangaonkar et al. (2016), Akyeampong (2018), Jones & Sanguedolce (2013) and Hunter & Eder (2010). The findings of these section reviewed studies revealed that using pictures and creative techniques, more students' involvement can be able to establish relation between thinking skills and storytelling.

2.3.0 IMPLICATIONS OF THE REVIEW OF RELATED LITERATURE

There are a total of 81 reviews of literature that have been done by the researcher. The conducted studies found were from both India and abroad. The found abroad studies were of USA, UK, Sweden, Taiwan, Iran, Singapore, Malaysia, Indonesia, Nepal, Iran and Brazil, and Turkey. The found literature was from the period of 1987 to the year of 2024. The review of previous studies was systematically done focusing mainly on the three variables, those are story, values and thinking. So, there were five sections formed by the researcher, based on those a summary was also provided in each section. Each section consisted of at least 10 reviews under it. Based on the analysis of the review of related literature, the following implications of the review of related literature for the present study can be drawn.

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. It brings some excitement into teaching-learning. Stories are effective not only in education field but also in the field like business management and medical. It is also entertaining for students. It means stories are helpful in one way or another. Just a suitable and unique technique must be added with this. Here, 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. These studies emphasize the importance of integrating storytelling into educational practices due to its ability to positively influence personal, social, and cultural values. To enhance its effectiveness, researchers suggest incorporating visual aids such as pictures, encouraging critical thinking activities, fostering greater teacher-student interaction, using appropriate body language, collaborating with technology, and providing specialized training for educators. Moreover, teaching-learning methods can be considered improved and student-centered when they include strategies that enhance thinking skills. Creative techniques and increased student involvement further strengthen the connection between storytelling and cognitive development. Consequently, studies also recommended that instructional strategies should be designed with a strong emphasis on value inculcation, ensuring that storytelling receives greater recognition and implementation in educational institutions. Here the implications derived from all the sections is that stories are related to both values and thinking. It is possible to enhance values among students through stories. Thinking enhancement with storytelling is also possible, if proper techniques will be utilized.

However, reviewing the available related literatures, the researcher observed that there are only few studies that stress either on values or thinking through stories, but no research work was found which linkage is on the enhancement of both values and thinking through stories. Many studies also found that it had been done in fields like business, engineering, IT, medical and others, so it could be a better decision if it can be implemented in the educational field. In the era 1980s-90s, studies are mostly influenced to our traditional culture that is why Stories as a teaching method also given due stressed, but the researcher observed very less, or a few studies only found in India from last few decades, it implies that Indian research not much stressing upon this popular yet traditional context- story and storytelling. Also, no studies have been identified by researchers where all the three variables together were focused i.e. Story, Values and Thinking. Both the values and thinking can possibly be enhanced among the students through stories. Therefore, the present research is only a humble attempt in that direction to enhance thinking and values through stories.

2.4.0 CONCLUSION

The conclusion derived from the reviewed literature is that story is one of the important and comprehensive approaches to inculcating values in the minds of the students. Stories help

children know the difference between knowing well and doing well and intimidate students' thinking process. This research is a small effort to bring forefront our traditional and most popular idea in the way of values and thinking enhancement, that is Storytelling. In this regard the researcher, by reviewing literature, tried to find evidence through various studies. Based on selected variables for the study a systematic description followed. Here those reviewed literatures were divided into some sections based on selected variables of the study. A brief description of each reviewed literature has been provided here. Each reviewed literature consisted of aims and objectives of the study, sample and population of the study, method and tools used, data analysis technique and finally findings of those study have been explained. After all the reviewed literatures, an implication derived from those was also provided.