

Analysis of a Set of Stories by Indian Teachers and their Educational Implications

A Dissertation submitted to the Sardar Patel University,
Vallabh Vidhyanagar in partial fulfilment of the
Requirement for the Degree of
Master of Philosophy
In
Education

Guide

Dr. Bharti Rathore

Researcher

Shambhavi Pandya

WAYMADE COLLEGE OF EDUCATION

SARDAR PATEL UNIVERSITY

VALLBH VIDHYANAGAR 388120

MAY 2015

CERTIFICATE

This is to Certify that the thesis bearing the title **Analysis of a Set of Stories by Indian Teachers and their Educational Implications** submitted by **Miss Shambhavi Pandya** is an original work of the candidate, and is suitable for consideration for the award of M.Phil(Education) Degree.

Shambhavi Pandya

Research Scholar

Date :

Place : V.V..Nagar

This is to certify that work mentioned above is carried out under my guidance.

Dr. Bharti Rathore

Research Guide

Date :

Place : V.V.Nagar

CERTIFICATE OF APPROVAL

This Dissertation directed and supervised by the candidate's Guide **Dr. Bharti Rathore**, has been accepted by Waymade collage of Education, Sardar Patel University, Vallabh Vidhyanagar in partial fulfilment of the requirement of the degree of

Master of Philosophy

In

Education

Title : **Analysis of a Set of Stories by Indian Teachers and their Educational Implications**

Researcher : Shambhavi Pandya

Guide : Dr. Bharti Rathore

Date : / / 2015

Professor & Head

Waymade College of Education

ACKNOWLEDGEMENT

The only way to exist is to co-exist. Research is a work that needs greatest co-operation of many people. So, here I am using this opportunity to express my gratitude to all who supported me in this research work. I am thankful for their aspiring guidance, invaluable constructive criticism and friendly advice during the Thesis work. I am sincerely grateful to them for sharing their truthful and illuminating views on a number of issues related to the thesis.

I will always remain extremely grateful to my Guide **Dr. Bharti Rathore** for her keen interest and guidance. She has always been a great support to me at every stage of my research. Without her whole hearted support and co-operation this thesis would not have been possible.

I am highly grateful to Professor **Dr. Shulbha Nataraj**(Head of Waymade College)for her valuable inputs in my thesis despite her busy schedule.

I am also thankful to all the faculty members who were kind enough to clear my doubts on various issues. Their ideas and inspiration will definitely leave a mark on me forever.

I fondly treasure the support and love from all my friends. I thank them for all the encouragement.

Above all, I bow to God Almighty for all the blessings showered on me throughout this research.

May 2015

Shambhavi Pandya

V.V.Nagar

CONTENT

Sr. No.	Particulars	Page No.
*	Certificate	I
*	Certificate of Approval	II
*	Acknowledgement	III
*	Index	IV-VI
*	Bibliography	VII
*	Appendix	VII
*	Diagram	VII
*	Table	VII
1.	Chapter -1,Conceptual Framework	1-18
1.1	Introduction	
1.1.1	Concept of Education	
1.1.2	Ways of Obtaining Education	
1.1.3	Literature as a way of Obtaining Education	
1.1.4	Role of Inspirational Short Stories in Education	
1.1.5	Role of Values in Education	
1.1.6	Role of Teacher in Education	
1.1.7	Chicken Soup for the Soul: Indian Teachers, A Motivational and Inspirational Book	
1.2	Rationale of the Study	
1.3	Statement of the Problem	
1.4	Objectives of the Study	
1.5	Research Questions	
1.6	Operationalization of Terms	
1.6.1	A Set of Stories	
1.6.2	Indian Teachers	
1.6.3	Educational Implications	
1.7	Delimitations of the Study	
1.8	Scheme of Chapterization	

1.9	Conclusion	
2.	Chapter -2, Review of Related Literature	19-42
2.1	Introduction	
2.2	Importance of Review of Related Literature	
2.3	Studies Conducted in India	
2.3.1	Studies based on Teachers' Skills and Behaviour in the Classroom	
2.3.2	Studies based on Content Analysis of Various Books and Theories and their Educational Implications	
2.4	Brief Overview of Researches Conducted in India	
2.5	Studies Conducted Abroad	
2.5.1	Studies based on Teachers' Skills and Behaviour in the Classroom	
2.5.2	Studies of Research Papers from Abroad	
2.6	Brief Overview of Researches conducted Abroad	
2.7	Uniqueness of the Present Study	
2.8	Conclusion	
3.	Chapter-3, Research Design	43-51
3.1	Introduction	
3.2	Methodology	
3.2.1	Qualitative Research	
3.2.2	Content Analysis	
3.3	Population and Sample	
3.4	Research Tools	
3.5	Validation of Tool	
3.6	Content Analysis Technique	
3.7	Conclusion	
4.	Chapter-4, Content Analysis	52-137
4.1	Introduction	
4.2	Content Analysis	
4.2.1	Role of a Teacher in Selected Stories	
4.2.2	Essential Teaching Skills of a Teacher	

4.2.3	Teacher- Student Relationship in Selected Stories	
4.2.4	Values to be Learnt from a Teacher in Selected Stories	
4.2.5	Characteristics of a Good Educational Institution	
4.2.6	Key Lessons to be Learnt by Students	
4.2.7	Personality of a Teacher and its Impact on Students	
4.2.8	Characteristics of a Teacher as a Role Model	
4.2.9	Uniqueness of Selected Stories	
4.2.10	Educational Implications	
4.3	Expert Views on the Stories	
4.4	Conclusion	
5	Summary, Findings and Recommendations	138-149
5.1	Introduction	
5.2	Summary	
5.2.1	Statement of the Problem	
5.2.2	Objectives of the Study	
5.2.3	Research Questions	
5.2.4	Research Methodology and Procedure	
5.2.5	Data Collection, Analysis and Interpretation of the Data	
5.3	Findings	
5.3.1	Role of a Teacher in Developing Behaviour of Students	
5.3.2	Essential teaching Skill presented in the Stories	
5.3.3	Teacher- Student Relationship	
5.3.4	Values to be Learnt from a Teacher	
5.3.5	Characteristics of a Good Educational Institution	
5.3.6	Key Lessons to be learnt by Students	
5.3.7	Personality of a Teacher and its Effect on Student	
5.3.8	Characteristics of a Teacher as a Role Model	
5.3.9	Uniqueness of Selected Stories	
5.3.10	Educational Implications	
5.4	Suggestions for Further Studies	
5.5	Conclusion	

*	Bibliography	153-157
*	Appendix	158-160
1.	Open Ended Questionnaire	
2.	Self- Made Tool for Experts - Questionnaire	
3.	Cover Page of the Book – Chicken Soup for the Soul: Indian Teachers	
	Diagram	
3.1	Steps of Qualitative Research Analysis	48
3.2	Procedure of Qualitative Analysis	48
3.3	Different Techniques of Qualitative Analysis	49
4.1	The Role and Skills of Teacher According to the Selected Stories	68
4.2	Teacher-Student Relationship	77
4.3	Values to be Learnt from Teacher	85
4.4	Characteristics of a Good Educational Institution	93
4.5	Key Lessons to be Learnt by Students	101
4.6	According to the Selected Stories: A Role Model Teacher	114
4.7	Educational Implications: A Good Teacher Should	132
	Table	
3.1	A Concept Map of Educational Implications	51
4.1	Views of Experts on the Questionnaire	133

Chapter-1

Chapter -1

Conceptual Framework

- 1.1 Introduction
 - 1.1.1 Concept of Education
 - 1.1.2 Ways of Obtaining Education
 - 1.1.3 Literature as a Way of Obtaining Education
 - 1.1.4 Role of Inspirational Short Stories in Education
 - 1.1.5 Role of Values in Education
 - 1.1.6 Role of Teacher in Education
 - 1.1.7 Chicken Soup for the Soul: Indian Teachers, A Motivational & Inspirational Book
- 1.2 Rationale of the Study
- 1.3 Statement of the Problem
- 1.4 Objectives of the Study
- 1.5 Research Questions
- 1.6 Operationalization of Terms
 - 1.6.1 A Set of Stories
 - 1.6.2 Indian Teachers
 - 1.6.3 Educational Implications
- 1.7 Delimitations of the Study
- 1.8 Scheme of Chapterization
- 1.9 Conclusion

Chapter -1

Conceptual Framework

1.1 Introduction

1.1.1 Concept of Education

“ Education is not preparation for life; Education is life itself” – **John Dewey**

As above said, all of life is a constant education. Education is an important tool that is applied in the contemporary world to succeed, as it mitigates the challenges which are faced in life. The knowledge gained through education enables individuals' potential to be optimally utilized owing to training of the human mind. This opens doors of opportunities enables individual to achieve better prospects in career growth. **Aristotle** once said, “The educated differ from the uneducated as much as the living differ from the dead.” So, education is an important human activity. It was born with the birth of the human race and shall continue to function as long as the human race lives. Education acts as a vital human virtue. Education is a need for society, paramount for joining of separate entities, gives essentialness of life, education is a sign of superiority. It is a sign of freedom, it's a controlling grace, and it is an essential basis of good life.

Like our great heroes as said, “Education is the most important in our life.”

A gift of knowledge, that cannot be stolen and can bring you to the top of your dreams. Through education, one person's knowledge can be enhanced. It's like a seed on a fertile soil, that if the seed received enough sunlight, water and air it will grow to a big tree that can give fresh fruits and shelter with clean air. In education if you are willing to get knowledge and doing your best to get it, and reading some smart stuff, it will give knowledge to you and will bring you to success.

Malcom S. Forbes said that, “The purpose of education is to replace an empty mind with an open one.” Education plays an important role in shaping an individual. The level of education helps people to earn recognition and respect in the society. Undoubtedly education is both socially & personally an indispensable part of human life and it can be said, Education is the only way to get knowledge.

As **Nelson Mandela** once said, “A good head and good heart are always a formidable combination, but when you add to that a literate tongue or pen, then you have something very special.”

Hence, education is not restricted to study hard and score good results. It also means to conquer new things towards the betterment of mankind. An educated individual can create a big difference between wrong and right or evil and good. Education is a big social responsibility of every nation.

1.1.2 Ways of Obtaining Education

Education is an important thing for everyone in this world and everyone should get educated. From researchers prospective education is not only by going to school, education can happen by a lot of ways. When your family teach you what you should do and how to do some things that's education.

Generally education is divided in two major types: Formal and informal ways of education. Formal education is classroom-based, provided by trained teachers. Informal education happens outside the classroom, in after-school programs, community-based organizations, museums, libraries, or at home. As **E. Roosevelt** said that “All of life is a constant education” the quote is basically about informal education. We learn on every step of life. This process can be done knowingly or unknowingly. Unknowingly we just listen some useful stuff and it may teach you something. Or you purposefully work and learn anything, like reading magazines, visiting museums and reading literature also falls in the area of informal education. So, it's a vivid area of education. **Informal education** (<http://en.wikipedia.org>) is a general term for education outside of a standard school setting. So, whatever we read outside the syllabus is an informal one. Reading Literature is one of them. So let's have a look on how literature can be a way of achieving education.

1.1.3 Literature as a Way of Obtaining Education

“Literature adds to reality, it does not simply describe it. It enriches the necessary competencies that daily life requires and provides; and in this respect, it irrigates the deserts that our lives have already become.” - **C.S.Lewis**

This adage is perhaps the most appropriate description of the importance of literature in our lives. Literature reminds us of stories, epics, sacred scriptures and classical works of ancient and modern times. Literature is a body of written works, especially those considered of superior or lasting artistic merit (<http://global.britannica.com>)

As stated in the quotation by C.S.Lewis, literature not only describes reality but also adds to it. Yes, literature is not merely a depiction of reality; it is rather a value addition. Literary works are portrayals of the thinking patterns and social norms prevalent in society. They are a depiction of the different facets of common man's life. Classical literary works serve as a food for thought and a tonic for imagination and creativity. Exposing an individual to good literary works, is equivalent to providing him/her with the finest of educational opportunities. On the other hand, the lack of exposure to classic literary works is equal to depriving an individual from an opportunity to grow as an individual.

“Without Literature, Life is Hell” -**Charles Bukowski**. Literature provides a language model for those who hear and read it. Good literature exposes children to correct sentence patterns, standard story structures, and varied word usage. Discussions of literature bring out reasoning related to sequence; cause and effect; character motivation; predictions; visualization of actions, characters, and settings; critical analysis of the story; and creative responses. Multicultural literature helps children value people from different races, ethnic groups, and cultures. Excellent, well-illustrated books are available for many cultural groups. Children from such populations gain self-esteem by seeing themselves represented in books, and mainstream children begin to appreciate others from culturally diverse backgrounds. Literature integrates the curriculum. Library books supplement and enrich any part of the curriculum. Instead of relying solely on textbooks, children can look for recent, brightly illustrated books on specific topics related to their theme or subject area. Literature can be helpful in these ways too.

One can understand the importance of literature by reading the quote of **Frank Zappa** who said “If you want to get laid, go to college. If you want an education, go to the library.” So, we can truly say, Literature is a better way to achieving education.

1.1.4 Role of Inspirational Short Stories in Education

Literature falls into two major types that are written and oral literature. Oral literature includes ballads, myth, jokes, folktales and fables; whereas written source has drama, novel, poetry and nonfictional literature. The other major kinds of literature are Fictional literature and Non fictional literature. Fictional literature includes Drama (Tragedy, Comedy, Melodrama, Tragicomedy etc.), Prose literature (History, journalism, philosophy, fiction and fantasy writings, scientific writings, children's literature authors and writers are included in Prose Literature), Myth, **Short stories (Inspirational, comic, feminist etc.)**, Novel (Novel can be based on comic, crime, detective, adventurous, romantic, political story etc..), Folk tale, and Poetry (Types of poetry are Sonnet, Ballad, Elegy, Ode, Allegory, Epic, Lyric); whereas Nonfictional literature includes Autobiography, narrative, Outdoor literature etc..

Literature preserves the ideals of a people; and ideals – love, faith, duty, friendship, freedom, reverence are the part of human life most worthy of preservation. This work is majorly done by Inspirational and motivational literature. Here, researcher has taken inspirational short stories to search values, responsibilities, duties and enthusiasm that Indian teacher had in the classrooms. These are the stories taken from the series of Chicken Soup’s book **Chicken Soup for the Soul: Indian Teachers**.

Long before the advent of motivational gurus, life coaches and agony aunts, India had the tradition of summing up all the words of wisdom in the form literary gems. Be it in the form of Puranans, Upanishads, Vedas, the epics like Ramayana, Mahabharata or the Bhagavat Gita or fables like Panchatantra, Hitopadesha and Arabian tales. These stories throw some light on morality and a way of leading good life. These stories are good example of application of morals in one’s student life, as we all are students of life.

Educational psychologists have long recognized the importance of motivation for supporting student learning. More recently, the Partnership for 21st Century Skills has

identified initiative as one of the life and career skills necessary to prepare students for post-secondary education and the workforce.

Inspirational short stories influence education positively. Inspirational literature builds experience. Children expand their horizons through vicarious experiences. They visit new places, gain new experiences, and meet new people. They learn about the past as well as the present and learn about a variety of cultures, including their own. They discover the common goals and similar emotions found in people of all times and places.

Inspirational short stories develop thinking skills and it helps children deal with their problems. By finding out about the problems of others through books, children receive insights into dealing with their own problems, a process called Bibliotherapy. It helps children to learn values, to understand humanity as well as one can aspire to develop their future vision and continue to work on it.

With the above positive tone, researcher has taken inspirational short stories as a research topic.

1.1.5 Role of Values in Education

Values are an important aspect of human experience. In many crucial situations of life they function as decisive determinants of human conduct and character. They motivate, sustain, direct and control human behaviour and action to a great extent. Naturally, the people differ in their behavioural structure and dynamics in many ways.

The Educational Pattern of today emphasizes more intellectual development than physical, moral and mental advancement. It lays great emphasis on individualism, competition, verbal fluency of linguistic ability and acquisition of information.

The system of Education is highly authoritarian, where values such as equality, love for truth, significance of social objectives of co-operation, team work, manual work, Promotion of skills and the building of character is neglected. Great emphasis is not paid to develop desirable social attitudes, values like fellow-feeling, leadership sacrifices, honesty, courage, sincerity and national integrity. These values of life are fast declining, in spite of adequate advancement in scientific and technical sphere. So long as the values

of life are not established in the student's life, he/she cannot develop an integrated personality.

Advances in technology and physical facilities have given rise to a materialistic outlook. It seems as values are totally changed. Some values are reshaped. Any society would naturally show concern when its long cherished values are put at stake.

Only education can put in systematic and sincere efforts in the direction of value teaching to the students. Any other agency would naturally fall short as against schools in teaching values to the children to whom the present generation is to hand over the charge of the nation in future. High expectations are obviously to be placed upon the teacher, these values may help the individuals to grow as truly universal human beings, rising above the narrow boundaries that divide mankind, such as, race, religion, nationality and ideology.

It is against this background that there is a serious thinking in our country to determine the new role that the teacher is called upon to play. These stories are defining role of a teacher to cultivate values in students.

1.1.6 Role of Teacher in Education

The teacher is the top-most academic and professional person in the educational pyramid under whose charge the destiny of our children is placed by the parents and society. The quality of education solely depends upon well educated, skilled, caring and responsible teachers.

“The quality of nation depends upon the quality of its citizens. The quality of education depends upon the quality of their teachers” (**The American Commission on Teacher Education, 2001**).

There is a paradigm shift in the role and responsibilities of modern teacher. For remaining at the centre stage of the multi-dimensional teaching learning process, the teacher has to redefine the role, has to undergo rigorous changes has to update the knowledge, to have basic human values, to have accountability to the society and to the

students. Only such a teacher can work for the formation of right habits, thoughts, actions, cultivation of values and development of right behaviour patterns in children.

An effective teacher can be the one who has a sense of humour, ability to understand the students, Ability to explain things clearly so that students can easily understand what is being taught, ability to make any subject interesting to learn, ability to control the class, ability to be ready and willing to help students when they need and ability to be as fair as possible in dealing with students. “An effective teacher is the one who quite consistently achieve goals, which either directly or indirectly focus on the learning of the students” (**Anderson, 1991**). It has rightly been said in the report of Common Wealth Conference that in order to be competent: “the teacher must have knowledge of child development, of the culture of his pupils and of some interest of his own. His skills must enable him to teach, advice, and guide his pupils, community and culture with which he is involved, his attitude should be positive without being aggressive, so that his example is likely to be followed as he transmits and implicitly the national aims, ideas and moral and social values. Teacher effectiveness course change in the overt and covert behaviour of the learner, for learning is nothing but a change in the behaviour of the pupil suiting the social and cultural expectations and norms of the society of which he is a member. The better a teacher can manifest this change in the students, the more effective he is” (**Common Wealth Conference, 1974**)

A good teacher must possess some good qualities. Intelligence and subject matter knowledge are the basics, but with this, a teacher should be good by character, by personality, by emotional intelligence and by ethics. Certain attributes of a good teacher are (**Pritam Singh, 1998**):

T- Temperance

E- Empathy

A- Academic Aristocracy

C- Commitment

H- Humor

E- Ethics

R- Reflection

A flower's bloom is loved by all and in this lies its glory. Similarly, man may be viewed as having achieved everything in life when he becomes perfect in character. If the best flowers among mankind take to teaching, society is abundantly enriched; their fragrance and beauty are then used the best. If the teacher becomes an embodiment of right conduct in thought, word and deed, the students by their association will learn virtue and develop manly qualities. They can be humanized and can live and act like better human beings. They can become thoughtful, concerned and courageous. That's why researcher has decided to explore teachers' skills, values and their relationship with student, so that these stories can set a good example and inspire to the teachers' of the whole nation.

1.1.7 Chicken Soup for the Soul: Indian Teachers, A Motivational & Inspirational Book

Learning is finding out what you already know. Doing is demonstrating that you know it. Teaching is reminding others that they just know it as well as you. You are all learners, doers, and teachers- **Richard Bach**

Chicken Soup for the Soul: Indian Teachers celebrates those classroom wonders who followed this maxim and who consequently changed lives, inspired students, and influenced the futures of the hundreds of children who passed through their care.

It is said that the best teachers teach from the heart, not from the book. Within this book lies stories about educators who helped their pupils believe in themselves, who handled youthful crises with love and humour, who went that extra mile to make learning fun and meaningful. It is written by a range of academicians and former students, **Chicken Soup for the Soul: Indian Teachers** comprises an edifying collection of inspiring stories; a salutation to those people who have made us what we are.

The stories of this book are written by Indian teachers and compile and edited by Jack Canfield, Mark Victor Hansen and Wendy M. Dickson. This book is published by Westland Books Pvt. Ltd. The book has 101 short stories with 354 total number of pages. Publication year of this book is 2010. It is written in English language. Front

page of this book is given in appendix, image 1.2. Here, researcher has presented a small introduction of founder, compiler and editors of this ‘Chicken Soup’ series.

(1) Jack Canfield

As an internationally-known success coach and speaker, Jack Canfield has been teaching people how to live their dreams and create more joy in their life for over 30 years. Along with co-founder Mark Victor Hansen, he is the co-founder of the ‘Chicken Soup for the Soul’ series, which USA Today recently named as one the five most memorable and impactful books in the last quarter century.

The CEO of the Canfield Training Group in Santa Barbara, Calif., Jack is also the founder of the Foundation for Self-Esteem in Culver City, Calif. He has conducted intensive personal and professional development seminars on the principles of success for over a million people in 23 countries, and has reached hundreds of thousands more at over 1,000 corporations, universities, professional conferences and conventions.

Over the airwaves, he has been a featured guest on “The Today Show,” “Fox & Friends,” “Inside Edition,” “Hard Copy,” CNN’s “Talk Back Live,” “20/20,” “Eye to Eye,” “NBC Nightly News” and “CBS Evening News.”

In 1990, Jack joined with fellow speaker Mark Victor Hansen to create a collection of the most inspirational, motivational and uplifting stories from their presentations. To reach their goal of 101 stories, they asked other colleagues to submit their personal tales and, after three years, finally compiled the first ‘Chicken Soup for the Soul’ book. Since 1993, books in the ‘Chicken Soup for the Soul’ series have sold over 112 million copies in the US and Canada alone, with titles translated into over 40 languages.

Today, ‘Chicken Soup for the Soul’ holds the record in The Guinness Book of World Records for having the most books on the New York Times bestseller list at one time. A syndicated columnist through King Features Syndicate, Jack’s nationally syndicated newspaper column is read in 150 papers worldwide. ‘Chicken Soup for the Soul’ has been a featured television program for both the PAX and ABC networks, and the company continues to produce specialized merchandise, including Chicken Soup for the Soul pet foods, greetings cards, music and collectibles.

A Harvard graduate with a master's degree in psychological education, Jack is also the recipient of three honorary doctorate degrees. Along with serving as a driving force behind the 'Chicken Soup for the Soul' series for the past 15 years, he has also co-authored eight bestselling books including The Success Principles: How to Get from Where You Are to Where You Want to Be, Dare to Win, The Aladdin Factor, You've Got to Read This Book and The Power of Focus: How to Hit Your Business and Personal and Financial Targets with Absolute Certainty.

(2)Mark Victor Hansen

He is affectionately called America's "Ambassador of Possibility," Mark Victor Hansen's life mission is to awaken the possibility in every soul. An internationally known speaker, Hansen cofounded 'Chicken Soup for the Soul' along with Jack Canfield, as a way to share motivational anecdotes with people all over the world.

'The Chicken Soup for the Soul' story began in 1990 when Hansen and Canfield decided their inspirational stories used in key-note speeches deserved to be shared with larger audiences. With a goal of 101 stories, they turned to the professional-speaker community and asked them to contribute their favourite story of ordinary people doing extraordinary things. The two were soon inundated with exceptional accounts, and the original 'Chicken Soup for the Soul' book was born.

Hansen's powerful messages of possibility, opportunity and action have created powerful change in thousands of organizations and millions of individuals worldwide. In addition to the 'Chicken Soup for the Soul' series, he is a prolific writer with many bestselling books, such as The One Minute Millionaire, Cracking the Millionaire Code, How to Make the Rest of Your Life the Best of Your Life, The Power of Focus, The Aladdin Factor and Dare to Win.

Hansen has had a profound influence in the field of human potential through his library of audios, videos and articles in the areas of big thinking, sales achievement, wealth building, publishing success and personal and professional development.

As founder of the MEGA Seminar Series, Hansen hosts MEGA Book Marketing University and Building Your MEGA Speaking Empire. Through these annual conferences, Hansen coaches aspiring authors, speakers and experts on building

lucrative publishing and speaking careers. Other MEGA events include MEGA Info-Marketing and My MEGA Life.

Hansen has appeared on “Oprah,” CNN and “The Today Show.” In addition, he has been featured in Time, U.S. News & World Report, USA Today, The New York Times and Entrepreneur and has had countless radio interviews, encouraging worldwide audiences that “you can easily create the life you deserve.”

A philanthropist and humanitarian, Hansen works tirelessly for organizations such as Habitat for Humanity, American Red Cross, March of Dimes, Child help USA and many others. He is the recipient of numerous awards that honour his entrepreneurial spirit, philanthropic heart and business acumen. He is a lifetime member of the Horatio Alger Association of Distinguished Americans, an organization that honoured Hansen with the prestigious Horatio Alger Award.

(3) Wendy M.Dickson

With a doctorate in Irish-American Drama, Wendy M.Dickson has 33 years of teaching experience. She lives in Bangalore. Wendy M. Dickson is a teacher by profession and passion. Her career spans thirty-three years of teaching classes from the kindergarten to the post-graduate. Wendy has published articles for more than twenty years. Her first book, ‘A Hint of Jacaranda: Recollections of Beauty in the Ordinary’, was released in 2009.

➤ About the Title

‘Chicken Soup for the Soul’ publishes the famous ‘Chicken Soup for the Soul’ series of books that, for over 20 years, have allowed people to share extraordinary stories that can change someone’s life, or even the world. Today it has expanded beyond the bookshelf. Their mission is to share happiness, inspiration and wellness through everything they do, so that whatever we’re doing, wherever we are, ‘Chicken Soup for the Soul’ is always there to inspire people. The name is ‘Chicken Soup’ because European and American believe that chicken soup is a healthy soup and it is considered good for the heart. So, the way Chicken Soup care for the heart, the same way this series of ‘Chicken Soup’ cares for the soul. So, with this thought the author has accepted this name.

➤ **Facts and Figures**

- ‘The Chicken Soup for the Soul’ book series of over 250 titles has sold more than 110 million copies in the U.S. and Canada.
- ‘Chicken Soup for the Soul’ books have been translated into 43 languages, have been published in over 100 countries, and have sold more than 500 million copies worldwide.
- Retail sales of ‘Chicken Soup for the Soul’-branded products exceed \$100 million per year in the U.S. and Canada.
- Total worldwide retail sales of ‘Chicken Soup for the Soul’-branded products have exceeded \$2 billion.
- ‘Chicken Soup for the Soul’ is one of the world’s best-known brands. In the U.S., according to a Harris Poll, 88.7% of the public recognizes ‘Chicken Soup for the Soul’.
- ‘Chicken Soup for the Soul’ receives hundreds of millions of monthly media impressions as a result of 5 weekly columns syndicated to newspapers by King Features, a radio network of over 200 radio stations covering over 65% of the United States, a blog network with over 9.5 million monthly unique visitors and press coverage.
- In 2007, USA Today named ‘Chicken Soup for the Soul’ one of the five most impactful books of the past 25 years.
- In 2008, ‘Chicken Soup for the Soul’ became the best-selling trade paperback series of all time.
- In 2008, ‘Chicken Soup for the Soul’ began distributing its books in the U.S. and Canada through Simon & Schuster.
- Since 2009, the number of stores selling ‘Chicken Soup for the Soul’ books has expanded from 9,000 to over 30,000.
- In 2013 Kerner Entertainment and Alcon Entertainment agreed to produce a major motion picture based on ‘Chicken Soup for the Soul’.

From the above writing, it’s been clear that it’s a well-known book and had a great impact on western countries and so researcher has taken it to find out educational implications from it.

1.2 Rationale of the Study

Several reasons for the selection of this qualitative study are given below.

- (1) Researcher has developed personal interest in this specific area through reading various editions of Chicken Soup books like, Chicken Soup for the College Soul, Teenager Soul and Travellers' Soul etc. The researcher found it interesting as well as highly motivating one. So, the researcher decided to work on it.
- (2) It is a source of motivation for not only teachers, but also for the students, management and overall all the people related to education. So, it may help bringing positive perceptions and attitude towards education.
- (3) The goal of this study is to focus on qualitative findings in order to gain an in-depth understanding of how to develop healthy relationship between school students and authorities. So, by this study, we will be able to know, what kind of atmosphere should be provided to children so that they can learn effectively.
- (4) Teacher being the part of community is accustomed to be aware of the needs and demands of the community. Good rapport with society, participation in community affairs and courtesy to the members of the community etc. demand attention from teachers. In this sense, the community expects a lot from the teachers and all this could be guided by these inspirational stories of teachers. The present research work is an endeavour to study skills and ethics for teachers as propounded by some educators.
- (5) The study would provide guidelines and suggest certain type of exposure to develop teachers and institutes in many ways.
- (6) These are some stories of success achieved in education field by teachers of India. So it will provide great motivation and bring in educational implications from it.

1.3 Statement of the Problem

Keeping in mind what has been stated so far, the topic of the present study is framed as under -

Analysis of a Set of Stories by Indian Teachers and their Educational Implications

1.4 Objectives of the Study

Objectives of the present study are considered as follows

1. To study the role of the teacher in developing students' behaviour as presented in the stories
2. To know about essential teaching skills as presented in the stories
3. To study the teacher - student relationship as presented in the stories
4. To study the values to be learnt from a teacher as presented in the stories
5. To study the characteristics of a good educational institution as presented in the stories
6. To know about key lessons to be learnt by students as presented in the stories
7. To study the personality of teacher and its effect on students as presented in the stories
8. To study the characteristics of a teacher as a role model as presented in the stories
9. To trace the uniqueness of selected stories of the book
10. To derive Educational implications from the stories

1.5 Research Questions

In this qualitative type of study, the researcher has formulated following questions.

1. What is the role of the teacher in developing behaviour of a student as presented in the stories?
2. What are the essential teaching skills presented in the stories?
3. How is the teacher-student relationship described in the stories?
4. What are the values to be learnt from a teacher as presented in the stories?
5. What are the characteristics of a good educational institution as presented in the stories?
6. What are the key lessons to be learnt by students as presented in the stories?
7. How is the personality of a teacher described? What is the impact on students?

8. What are the characteristics of a teacher as a role model as presented in the stories?
9. What is the uniqueness of selected stories of the book?
10. What are the educational implications derived from the stories?

1.6 Operationalization of Terms

Each word has meaning, but in study it is necessary to mention meaning of every word. Due to which the meaning become clear and understanding become easier. Thus the researcher decided to give classical and operational definition of the terms used in the title of the study.

1.6.1 A Set of Stories

A bunch of a narrative, either true or fictitious, in prose or verse, designed to interest, amuse or instruct the hearer or reader. (<http://dictionary.reference.com>)

For this study, Set of Stories means the stories selected by the researcher for her research from the 'Chicken soup for the soul Indian teacher' book. These stories are selected on the basis of their uniqueness.

1.6.2 Indian Teachers

A person whose job is to teach students about certain subjects is a teacher and a teacher who is from India is called an Indian teacher.

Here, Indian Teachers are those Teachers from India who sent their stories of school or college life to the publishers of Chicken soup series and shared their experiences. These teachers shared their classroom experience and interaction with students. Their aim was to make the readers aware about the effect of teachers on the students.

1.6.3 Educational Implications

Educational implications are the consequences or likely consequence of education. The term could also be used in reference to the consequences of something on education.

For this study educational implications mean the use of the stories in developing teaching – learning process. Here, the conclusion and suggestion that can be drawn from the book *Chicken soup for the soul of the Indian teacher* will be considered as Education Implications.

1.7 Delimitations of the Study

Limitations of the present study can be stated as follows

1. The present study is limited to the stories of a book ‘Chicken Soup for the Soul of Indian teacher’, English version, published in 2010.
2. There are in all 101 stories presented in the book. The researcher has selected 30 stories of different themes for the present study.
3. The researcher has limited herself to study the educational implications only. She has not tried to study the stories from other point of view such as language, style, character and plot.

1.8 Scheme of Chapterization

Chapter 1: Conceptual Framework: In the first chapter the researcher has described conceptual framework, rationale of the study, statement of the problem, objectives, research questions, operationalization of terms and delimitations of the study.

Chapter 2: Review of Related Literature: This chapter focuses on significance of reviews, studies conducted in India, studies conducted abroad, overview of studies conducted in India and abroad, special features of this research and conclusion.

Chapter 3: Research Design: After obtaining understanding of the area of the research in depth, the researcher presents in chapter 3 research design, which includes introduction of methodology, proposal for the study, structure of the sample for the study, methods used in research, steps used in research, content analysis technique and conclusion.

Chapter 4: Content Analysis: This chapter consists of content analysis and interpretation. In this chapter the researcher has found values and skills of teacher, student- teacher relationship related with the selected stories of ‘Chicken Soup for the Soul of Indian Teachers’ and derived some implications from those stories.

Chapter 5: Summary, Findings and Recommendations: In this chapter the researcher has presented summary of research, findings, suggestions, recommendations for further research and conclusion.

1.9 Conclusion

This chapter is followed by the second chapter ‘Review of Related Literature.’ In chapter 2 review of related research done at M.Ed. and Ph.D. level has been presented.

Chapter-2

Chapter- 2

Review of Related Literature

- 2.1 Introduction
- 2.2 Importance of Review of Related Literature
- 2.3 Studies Conducted in India
 - 2.3.1 Studies based on Teachers' Skills and Behaviour in the Classroom
 - 2.3.2 Studies based on Content Analysis of Various Books and Theories and their Educational Implications
- 2.4 Brief Overview of Researches Conducted in India
- 2.5 Studies Conducted Abroad
 - 2.5.1 Studies based on Teachers' Skills and Behaviour in the Classroom
 - 2.5.2 Studies of Research Papers from Abroad
- 2.6 Brief Overview of Researches conducted Abroad
- 2.7 Uniqueness of the Present Study
- 2.8 Conclusion

Chapter – 2

Review of Related Literature

2.1 Introduction

Research is a systematic and scientific search for pertinent information on a specific topic. Research is the movement from the known to the unknown. It is actually a voyage of discovery. In this journey, it becomes important to have a look on related literature, to get a overall view of what to do and how far these type of work has been done. So, in the present chapter, an attempt has been made to review the related studies done in the similar area.

2.2 Importance of Review of Related Literature

Every research has to take advantage of the knowledge which has been accumulated in the past as a result of constant attempts. Review of the related literature is an indispensable aspect of every research work.

W. R. Borg and M. D. Gall said, “The review of the literature in educational research provides you with means of getting to the frontier in your particular field of knowledge. Until you have learned what others have done and what remains still to be done in your area, you cannot develop a research project. That will contribute to further improve knowledge in your field. Thus the literature in any field forms the foundation upon which all future work must be built.”

It allows the researcher to acquaint herself with the existing knowledge in the field in which research is to be conducted. To select her problem of research, the researcher has to choose it meaningfully by becoming adequately and critically aware of what already stands lighted up in the field of her choice and what remains enveloped in darkness in that field. Research can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to the study, the researcher is motivated to undertake. Review of related literature made the researcher familiar with existing research works, their objectives, population, sample, tools etc. The researcher understood the statistical techniques and findings of these studies. Keeping the broad frame work in mind certain decisions could be taken in the process of

this research. It helped the investigator to justify the need and importance of the present study. It threw light on the methodology employed and present problem remaining unsolved provided the direction of the present study.

In this chapter, review of related literature is presented in two sections. In the first section, the review of related researches in India and in the second section research conducted abroad are presented. Research conducted between 1982 to 2014 are presented in this chapter. In both the sections, research studies have been presented with their objectives, methodology, and major findings.

2.3 Studies Conducted in India

2.3.1 Studies based on Teachers' Skills and Behaviour in the Classroom

Jain, B. (1982) studied the 'Classroom Behaviour Patterns of Teachers in Relation to their Attitude towards Profession' and found that teachers with positive attitude towards child centred practices, educational process, pupils and teachers devoted more time to asking questions in the classroom while guiding the more content oriented part of the class discussions. Such teachers reacted to ideas and feelings of pupils, frequently created an emotional climate in the classroom. Pupils interacted more in the classes of teachers having a positive attitude towards teaching profession, pupils and teachers. Teachers with a high aesthetic value did not have a favourable attitude towards teaching profession and teachers. Teachers with the high religious value had favourable attitude towards teaching profession, educational process and pupils and teachers.

Khatoon, T. (1985) worked on 'A Study on the Relationship between Teacher's Classroom Verbal Behaviour and Attitude towards Teaching' for the degree of Ph.D in Maharshi Dayananda University. Her objective was to find out teacher's attitude towards teaching and its influence in classroom. The research method was survey method. The sample included 300 senior secondary teachers. The major findings of the study were, 70% of teachers attitude towards teaching was positive and it had high influence in classroom.

Pandey, K. (1987) conducted a study on 'Values of Creative Teachers' for the degree of Ph.D in Allahabad University. This study is an attempt to find out the values of creative teachers. One hundred Male and 100 female pupil teachers were randomly selected from Allahabad city. The personal value questionnaire of Shery and Verma (1972) was administered to measure ten most essential values of highly creative and low creative teachers. The findings of the study were: The Male and female high creative teachers differ significantly on religious, aesthetic, knowledge and family prestige values. This study reveals that more aesthetic sense, more knowledge and economic value may be responsible for teachers' creative expressions. Therefore, a teacher training programme must be conducted in a manner which helps to develop not only the creative potential of the teachers but also positive values in them.

Ramakrishnaiah, D. (1989) carried out research on 'The Attitude of College Teachers towards Teaching Profession' for the degree of Ph.D in Shri Venkateshwara University. His objective was to find out college teacher's attitude towards teaching and its impact over teaching. It was found that (i) generally college teachers have a favourable attitude towards teaching (ii) Teachers below 35 years of age have a more favourable attitude towards teaching than the middle age group and the high age group. (iii) attitude towards teaching profession is a significant predictor variable of success in teaching.

Panigrahi, M.R. (2006) worked on 'A Study on School Effectiveness at Primary Level in relation to Community Participation and Classroom Teaching' for the degree of Ph.D in Jamia Millia Islamia University. Main objectives of this study was, To find out the relationship between the school effectiveness and classroom and to derive Educational Implications. The total numbers of 27 more-effective and 35 less-effective primary schools were selected as a sample of the study. The tool used by researcher was, Classroom teaching Observation Schedule: (General Teaching Competency Scale (GTCS) by Prof. B. K. Parsi) For Classroom Observation. The findings of the present study revealed that there is a real association between school effectiveness and classroom teaching as overall and in terms of all the five dimensions viz., Planning, Presentation, Closing, Evaluation, Managerial. The findings also show that all these processes/activities are higher in case of teachers belonging to more effective schools in comparison to less-effective schools. Better teachers profile, healthy student-teacher

interaction and effective teaching and evaluation process are the parameters for effective learning which lead to higher school effectiveness.

Pal, B.K. (2009) conducted a study 'The Core Teaching Skills of In-service Primary Teacher in relation to their Self-concept and Adjustment' for the degree of Ph.D in Jamia Millia Islamia University. Main objectives of his paper were: 1. To study the core teaching skills of in-service primary school teachers of Delhi schools. 2. To suggest implementation strategies to make teaching more effective in Primary schools. A Sample of 200 teachers 100 male and 100 female was taken. The main finding showed that female primary teachers are showing more skill deficiencies than male primary teachers. The result also showed that teaching competency of male and female is equal. Sex wise there is no significant difference in their Core Teaching Skills of primary teachers. The core teaching skills of teachers were: to create live atmosphere, passion towards teaching profession and good communication skill.

Dabas, N. (2011) carried out research on 'A Study of Teacher Effectiveness among Elementary School Teachers of Haryana in relation to their Attitude towards Teaching and Self-concept' for the degree of Ph.D in Maharshi Dayanand University. Some major objectives were, to study the level of attitude towards teaching, to study the level of teacher effectiveness and to study the self-concept of elementary school teachers of Haryana. Findings of the thesis were, teachers with a long experience of teaching had low attitude towards teaching in comparison of newly joined teacher. Skilful teachers were very less in numbers and their self-concept was also poor in general.

Sharma, R. (2011) worked on 'A Study of Secondary School Teacher Morale with Reference to Different Variables' for the degree of Ph.D in Gujarat University. Some major objectives were, To identify and study the morale of teacher of secondary schools, To study the effect of school related variables on teacher morale of secondary schools. The data were collected from 497 sampled teachers in Ahmadabad district using the survey questionnaire method. The findings of the study were, 1. There is no significant effect of school related 'nature of school' variable on teacher morale of Secondary school teachers. 2. There is no significant effect of personal related 'gender' variable on teacher morale of Secondary school teachers.

Loomba,P.(2014) conducted a research on ‘Professional Ethics for Teachers as propounded by some Indian Educational Thinkers’ for the degree of Ph.D in Guru Nanak Dev University. Some major Objectives of this research were, To delineate critically the principles of Professional Ethics found in the educational thought of selected Indian thinkers and to compare the ideas of educational thinkers having bearing on the following:- a. Teacher-pupil relationship b. Teacher-Teacher relationship c. Teacher-community relationship. Philosophical and Historical Method of research is followed for this research. Some major findings were: 1. Educational thinkers are one in holding that teachers play a paramount role in motivating pupils. 2. Although the educational thinkers stand for moral and spiritual development of pupils, they state their different views regarding ways and means.

Ronad, S.H. (2014) conducted ‘A Study of Teacher Values and their Relationship with Teacher Attitudes and Job Satisfaction’ for the degree of Ph.D in Karnataka University. Some major objectives were, 1. To study the teacher attitude as well as values and its dimensions of secondary school teachers working in different types of management of schools. 2. To study the teachers values and its dimensions of secondary school teachers with varying teaching experience. The study was descriptive survey method by nature. The random sampling technique used to select 500 secondary schools teachers from Dharwad district. It was concluded that, the teachers of secondary schools belonging to unaided schools have higher theoretical, economic, political, religious and social value scores followed by Government and aided schools and The urban secondary school. Teachers have higher attitude towards teaching profession scores as compared to rural secondary school teachers of secondary schools.

2.3.2 Studies based on Content Analysis of Various Books and Theories and their Educational Implications

Jani,H. (1985) studied ‘The Educational Values in Panchatantra’ for the degree of M.Ed in Saradar Patel University. The objectives of her research are, to study the concept and types of values, to analyse the values narrated in Panchatantra. The researcher followed descriptive method and content analysis technique. As the sample he use one standardise copy of Panchatantra which narrates the educational values. The

researcher concluded that the educational values are primary values whereas the social values are secondary. The economic, religion and political values are less emphasised. The educational values explain the human of that society and approaches of his existence.

Malankar,P. (1986) conducted a research on ‘The Educational Ideas depicted in the Literature of Father Wallace’ for the degree of M.Ed in Saradar Patel University. The objectives of his studies were: to study the concept of education according to father Wallace, to study his ideas about the role and duty of a teacher and about education system. As the sample, the researcher took the literature of father Wallace. The researcher concluded that education should be life-oriented and the knowledge should be used in new situation. His ideas emphasis on teaching by mother tongue, reading, curriculum in easy language, self- discipline, self- experience and all round development. The researcher involves all the aspects of life such as educational, social, and religious. The whole provides directions to the teachers, students and youth.

Garasiya,K.(1988) has studied ‘The Educational Ideas as depicted in the Upanishada’ The main objectives of the study were: to study the education ideas and to give education implications and to interpret some educational situations. The sample of the study was 11 Upanishadas’ out of 108 Upanishadas. The researcher concluded that the goal of human life and education is self –realization so human should abandon the likeable things and accept the goal to reach the divine. Every human being should aim to be free from the turns of life and death. The researcher emphasizes mainly on self-realization and self-knowledge which are the very essence of human life.

Sharma, I.(1992)carried out a research on ‘A Critical Evaluation of J. K. Krishnamurthy’s thought on education.’ The objectives of the studies were to analyse J.K. Krishnamurthy thought on education, to trace the uniqueness in the education thought of J. K. Krishnamurthy. The findings of the study were; J.K .Krishnamurthy had denied the existence of permanent soul and holds the view that the ultimate reality is homeless immensity. It is yetnot discovered by science. His views about religion and God were secular. The school should be home for the students where he can flower in

the environment of fear, competition, comparison, ambition and reward. It should not create jealousy, envy, hatred and war in long run.

Singh, G. (1999) conducted a study on 'Education Philosophy of Guru Arjun Dev and Its Contribution to Modern Indian Education.' The objectives of the study were to study the educational philosophy of Guru Dev to study the contribution to modern Indian Education. The major findings of the study were: Guru Arjun Dev gave more importance to the development of spirit than intellect. He emphasized vocational efficiency, economic development, social development, intellectual development and character building along with the other aim of education to promote value system. Guru Arjun Dev has given primary place to subjects like philosophy, history, ethics, moral and language. But science comes next to the subjects of humanities, moral and language. The pedagogy which is used by Guru Arjun Dev was suitable to the situation and person whom he convey his messages. He used varieties of methods, media, techniques, devices, and approaches to communicate messages. His katha and kirtan were very educative. His educational thought were deeply rooted in Indian tradition to acquire self-realization and self-manifestation. Truth, love, beauty and bliss are the fourth doors of building of spiritual education.

Rathod, H.S. (2002) conducted a research on 'Bhagavad Gita and its Implications to Teacher' for the degree of M.Ed in Saradar Patel University. The objectives of the study were: to identify the school in the Bhagavad Gita related to teacher, to study the implication to identified Shloka in present days. The researcher followed the technique of Content Analysis. The major findings of the study were: Advestha, satisfaction, truthfulness, fearlessness, charity and mercy are the important quality of the teacher. A teacher must not have hatred and rigidity towards student. A teacher should be friend towards his discipline as well as friend to everybody in the classroom irrespective of the difference among students. A teacher should be free from the sense of possession. The teacher should be aware about the facts that sorrow and happiness are the parts of our life. These qualities should implicate by the present teachers.

Patel, A.B. (2003) worked on 'The Ideas of Education in the Novel Totto-Chan.' The objectives of the study were: To study the educational practices of the principle depicted

in the novel. To study the education achieved through the outer experience and to suggest new educational plan. The researcher followed the descriptive method and content analysis technique. As the sample of the study, researcher has studied the Gujarati version of Japanese Novel 'Totto-Chan'. The researcher found that the primary education is necessary for the balanced development of a child's future. The children should be provided an environment of new experiences which makes them active. The authentic, direct and informal knowledge indicates the true nature of primary education.

Panda,R.(2004) studied, 'The Educational Philosophy of Epic Poem The Mahabharata' for the degree of Ph.D in Maharaja Sayajirao University. Main objectives of this study were: to study education in the context of Mahabharata, to study the education system and role of a teacher in Mahabharata. The study was based on content analysis. The major findings were: Mahabharata presents education of rising to the reality, knowledge of wisdom, victory of good over evil, humanism, self-actualization, quest of salvation and relevance of Dharma and God gift profess. For a self-realized soul, the entire cosmos is manifestation of God; there is nothing more purifying on this earth than knowledge, mundane man should go through Bhagavad Gita to liberate the set of Maya and one should adopt the path of Dharma.

Patel, P. (2004) conducted a study on 'Educational Implication as reflected in the work of Saint Kabir' for the degree of M.Ed in Saradar Patel University. The objectives were to study the educational implication of Saint Kabir in relation to nature of the self, Theory of action and art of living, Goal in human life, Value Education, Importance of Guru and Sadhans. Her findings were, 1). The world is transitory, painful and full of sorrow. The way to have happiness is to surrender oneself at the mercy of God. 2) One must control one's mind and ten senses of knowledge and action and follow the middle path. 3) All human being and other living creature are the expression of the supreme reality. 4) The purpose human life is serve the mankind, because service to man is service to God.

Joseph, L.(2006) carried out research on 'A study of Educational Philosophy of Jiddu Krishnamurti and its Implications for the Contemporary Education System' for the degree of M.Ed in Saradar Patel University. Her objectives of the study were, to highlight Krishnamurti's Educational Philosophy, to suggest educational implications of the philosophical thoughts of J.Krishnamurti in the present context. His major findings were as below. Krishnamurti's idea of education is not limited to acquiring knowledge or gathering and co-relating facts so, that it can be used selfishly. Education should help to create global outlook so that the idea of 'Vasudhaiv Kutumbakam' can be realised. The educational activities should be such that they enable the students to achieve the highest level of academic achievement. The teacher should not only make the student outwardly but also make him free inwardly by removing from him all kinds of fear. Thus, is responsible for bringing about the psychological freedom of the child.

Senjaliya, R.(2007) studied, 'Philosophy of Bhagavad Gita in Managing Human Relations in School Organizations.' His objective of the study were, to study the determinates of human relations as reflected in Bhagavad Gita, To draw implications for Bhagavad Gita to manage human relation in school organization. Major findings of his study were: The task of education is to unite the world mentally, intellectually, Spiritually and not only Physically. This is the need to understand in cultivating healthy relations in school. To overcome this concrete platform is required to be built based on the philosophy of Gita, if understood with an open mind, has strength to promote unity of the mind, intellect and soul. Gita is a force which can guide the world today and forever.

Parmar, V.S. (2008) studied, 'Education Concern as Depicted in Selected Novels of Paulo Coelho.' The objectives of the study were: to analysis the education concern in the novels under study with a view to ascertaining philosophical and psychological insight, to derived educational implications from the Paulo Coelho's Novels, to study Paulo Coelho's idea on intuition, love and fear, to define educational philosophy of Paulo Coelho. the researcher followed the method of content analysis. The major findings of her research were: realization of dream is the task of man. Education is all about learning this. Arousing one's power of institution is the first step to achieve one's

dreams. Education operates through making students understand the mystery of universe because it's helps in the journey of life. Reflective way is a way of understanding mystery. Development of a person takes place through the language of love. Education works for the unification of all in one's soul. Education also means knowing the best road to follow.

Kureshi(2011)worked on 'A Study of Educational Implication of Quran.' Objectives of his studies were to study education as proposed in the Quran with respect to curriculum, Methods of teaching, and role of the teacher and to study values cited in the Quran. His method was qualitative and he has used content analysis technique. His major findings were as below: teacher is not merely responsible for the educational activities of the students, but also for the elevation of their moral character and for bringing them into contact with the eternal varieties of life. The teacher of a learned man should always fear God. The teacher should always be dignified and his demeanour should be grave. The Quran curriculum speaks about several areas such as academic learning value education, technological proficiency, observation of nature, religious education, activity based education and peace education. The religious Islam invites us to worship, Allah, the ultimate in truth, virtue and beauty, the creator of all things.

Banerji, A. (2012)conducted a study on 'Tagore's philosophy: A Study from Selected Sources.' The objectives of her study were to study Tagore's philosophy, to study the components of Tagore's philosophy as reflected in the Gitanjali, to draw out the implication from Tagore's philosophy and to study the relevance of Tagore's philosophy in modern age. Her method was qualitative and she has used content analysis technique. The findings of her study were: the scholastic study of Gitanjali is reflection of the idealistic and naturalistic of the poetic sense on aesthetic platform. Rabindranath Tagore has expressed that mind, body, spirit and the ideas the reality. He has said that the main aim of the life is exaltation and realization of life. The major contribution of the Tagore is the field of education with his idealistic approach of life through his poem. His poem has universal expression. Politeness, modesty, honesty, liberty, justice, truth and integrity are some of the values he feels are important for any individual.

Padhiyar, T. (2012) did her study on 'Education Implications based on Selected Chapters of Ramcharitmans' for the degree of M.Ed in Saradar Patel University. The objectives of her study were Education implications based on selected chapters of Ramcharitmans, to know about the values presented in Ramacharitmanas, to know about the life skills presented in Ramcharitmanas to know about the importance of Nature for human beings. The findings of her study were Chaupaies of Ramcharitmanas are full of moral values. There are values like respect for elders, Devotion to God, Discipline, Love, Aesthetic sense, modesty etc. Ramcharitmanas not only presented values but it is also full of poetical suggestion about leading life. It gives us suggestion about solving, decision making etc. The Ramcharitmanas presents ideal characters in all fields. Tulasidas has skillfully shown that how people should behave. The book plays very important role in order to build up a moral character. Due to its richness in content in ancient time who so ever recites the chaupai of Ramcharitmanas considered as learned one, the fact that cannot be denied that in ancient time when girls got married, their father gifted them Ramcharitmanas, the Ramcharitmanas has written by common man with uncommon intention which is very sacred.

M. Rani (2014) conducted a study on 'Educational Philosophy of Yogananda Paramhansa and its relevance in Modern Time' for the degree of Ph.D in Himachal Pradesh University. Some major Objectives were, To identify the spiritual and philosophical concept and ideas which form the core of Yogananda's educational system and To critically examine the relevance of educational philosophy of Sri Paramhansa Yogananda in Modern world. The study was philosophical in nature. The method used is mainly construction and creation of new knowledge through criticism. It was concluded that education must necessarily be viewed as the primary agency responsible for the salutary status of the culture of which it is a part, and an exploration of a contemporary philosophical development. And Yogananda's educational philosophy gives emphasis on adjustment and adaptation to live an ideal life. Yogananda embodied what his name signified—'Yoga Ananda', bliss through yoga. Recognition of the soul's essential oneness with the God, the transcendent Spirit, is the pivotal principle of Yogananda's educational philosophy.

Purohit, H. B.(2014)carried out ‘A Study of ‘Mari Shikshangatha’ Teacher’s Educational Narrative in Different Educational Perspectives’for the degree of M.Ed in Saradar patel University. Major objectives of this study were, to be familiar with teacher student relation, role of teacher and role of student in ‘Mari Shikshangatha’, and to study ‘Mari Shikshangatha’ in perspective of school life. Her method was qualitative and she has used content analysis technique. The major findings of the research were given as below. The relation of teacher- student is life-long. Activity centered learning becomes more effective. Student should give activities which improve their inner potential and power. Teacher should try to improve various values like truth, love, honesty in students to give equal concentration on every child.

2.4 Brief Overview of Researches Conducted in India

Here in all 28 reviews are taken from India, in which 10 studies are based on Teacher’s Skills and behaviour in the classroom and 17 studies are based on content analysis of various books, theories and its educational implications.

The studies based on Teacher’s skills and behaviour in classroom is include in it because this study is deals with skills, values, role, role model, teacher-student relationship, personality of teacher. So for that its necessary to know what previous studies has concluded about it. Researcher has taken these 10 studies from different universities: three studies are from Maharshi Dayananda University, two studies are from Jamia Millia Univesity, one is from Allahabad University, one is from Shri Venkateshwara University, one is from Gujarat and one is from Guru Nanak University and last is from Karnataka University. All the studies are done at Ph.D level. Total sixresearches were based on survey method and two were based on experimental based and 2 were based on qualitative research.Time period of these studies is from 1982 to 2014.

Major objectives of these researches were: to study classroom behaviour pattern of teachers (**Jain,1982**), to find out teacher’s attitude towards teaching and its influence in classroom(**Khatoon, 1985**), to find out values of creative teachers (**Pandey, 1987**), to find out teacher’s attitude towards teaching, and its impact over teaching (**Ramkrishnaih, 1983**), to find out effectiveness of school and its educational

implication (**Panigrahi, 2006**), to study the core teaching skill (**Pal, 2009**), to study the effectiveness of school (**Dabas, 2011**), to study and identify morale of teachers (**Sharma, 2011**), to find out teacher-student relationship and values of teachers (**Loomba, 2014**), and to study teachers values (**Ronad, 2014**).

Most of the studies had included teacher, principal, parents and students as research sample and major tools were observations, interview and questionnaire.

Findings of these studies were : pupils who interacted more in the classes of teachers had a positive attitude (**Jain, 1982**), 70% of teachers had positive attitude and it had a high influence in classroom (**Khatoon, 1985**), more aesthetic sense, more knowledge and economic value was responsible for teacher's creative expressions (**Pandey, 1987**), attitude towards teaching profession is a significant predictor variable of success in teaching (**Ramkrishnah, 1989**), better teacher profile, healthy student teacher interaction and effective teaching and evaluation process are the parameters for effective learning (**Panigrahi, 2006**), to create live atmosphere, passion towards teaching, and good communication skill were the core teaching skills of teacher (**pal, 2009**), skilful teachers were less in numbers, and their self-concept was also poor in general of Harayana district (**Dabas, 2011**), there was no significant effect of school related 'nature of school' variable on teacher morale of secondary school teacher (**Sharma, 2011**), educational thinkers are one in holding that teachers play a paramount role in motivating pupils (**Loomba, 2014**), and teacher had higher theoretical, economic, political, religious, and social values in government school and aided schools (**Ronad, 2014**).

The above reviewed studies were related to these study as they also tried to find out same objectives as this study have but most of the studies were done by survey, experimental research and comparative study whereas this study is keenly interested in analysing content of stories to find out same objectives like above. So, it is different than above mentioned studies. Here, researcher has used content analysis technique to reach to the conclusion whereas above mentioned studies were done by statistical way or descriptive way. This way also, this study differs from above mentioned studies.

Second part has included studies based on content analysis of various books and theories and its educational implications. These all studies had used the qualitative method. These studies were also based on content analysis of various matters, so

researcher has included these studies to review. These are 17 in number. 14 studies are taken from S.P. University and of M.Ed level. One from Himachal Pradesh University and of Ph.D level, one is from Guru Nanak University and Ph.D level and one is from M.S. University and of Ph.D level. Time period of these studies is from 1985 to 2014.

Major objectives were to analyse the values narrated in Panchatantra (**Jani, 1985**), to study the ideas of Father Wallace about the role and duty of a teacher and about education system (**Malankar, 1986**), to study the education ideas and to give education implications and to interpret some educational situations(**Garasia, 1988**),to analyse J.K. Krishnamurthy thought on education(**Sharma, 1992**),to study the educational philosophy of Guru Arjun Dev(**Singh, 1999**), to study the Bhagavad Gita and its implication to identified Shloka in present days (**Rathod, 2002**), to study educational practices of the principle depicted in the novel Totto-Chan (**Patel, 2003**), to study education in the context of Mahabharata (**Panda, 2006**), to study the educational implication of saint Kabir in relation to value education, importance of guru and goal in humanlife (**Patel, 2004**), to highlight Krishnamurthy's educational philosophy (**Joseph, 2006**), to draw implications for Bhagavad Gita to manage human relation in school organization (**Senjaliya, 2007**), to derived educational implications from the Paulo Coelho's novels (**Parmar, 2008**), to study education as proposed in the Quran with respect to curriculum, methods of teaching and the role of a teacher (**kureshi, 2011**),to study the components of Tagore's philosophy at reflected in the Gitanjali(**Benerji,2012**),to study educational implications and values based on selected chapters of Ramcharitmanas (**Padhiyar, 2012**), to identify the spiritual and philosophical concept and ideas from the core of Yogananda's educational system (**Rani, 2014**) and to be familiar with teacher student relation, role of teacher and role of student in 'Mari Shikshangatha'(**Purohit,2014**).

Most of the studies were based on books and used content analysis method, like this study. Their major objectives were also related to this study as it were to study educational implications, role of a teacher and values. This particular study also includes characteristics of role model teacher, a good educational institution, personality of a teacher, skill of a teacher and teacher-student relationship. So in these ways, this study is different than above mention studies.

Findings of these studies were : the educational values are primary values and more important to learn (**Jani, 1981**), Father Wallace's ideas emphasis on teaching by mother tongue, curriculum in easy language and self-discipline(**Malankar, 1986**),Every human being should aim to be free from the turns of life and death(**Garasia, 1988**),The school should be home for the students (**Sharma, 1992**), Truth, love, beauty and bliss are the fourth doors of building of spiritual education(**Singh, 1999**),advestha, satistaction, truthfulness, fearlessness, charity and mercy are the important quality of the teacher (**Rathod, 2002**), the authentic, direct and informal knowledge indicates the true nature of primary education, according to the novel Totto- Chan (**Patel, 2003**), Mahabharata represents education of rising to the reality, knowledge of wisdom, victory of good over evil and humanism (**Panda, 2004**), one must control one's mind and ten senses of knowledge and action and follow the middle path according to saint Kabir (**Patel, 2004**), the educational activities should be such that they enable the students to achieve the highest level of academic achievement, according to J. Krishnamurti (**Joseph, 2006**), the task of education is to unite the world mentally, intellectually, spiritually and not only physically, according to Bhagvad Gita (**Senjaliya, 2007**), education works for the unification of all in one's soul (**Parmar, 2008**), the Quran curriculum speaks about several areas such as a value education, technological proficiency, observation of nature and religious education (**Kureshi, 2011**), Tagore has given Importance to Politeness, modesty, honesty, liberty, justice, truth and integrity for any individual (**Benerji,2012**), Chaupaies of Ramacharitmanas are full of moral values like respect for elders, devotion to God, discipline, love, aesthetic sense etc., (**Padhiyar, 2012**), recognition of the soul's essential oneness with the God, the transcendent sprit, is the pivotal principle of Yoananda's educational philosophy (**Rani, 2014**) and Student should give activities which improve their inner potential and power(**Purohit, 2014**).

Past studies had focused on understanding, evaluating and implicating various books and thoughts of great personalities. But this study is on the book which is yet not done by previous researcher as far as researcher has searched out. This book is far more different than others because its deal with student-teacher relationship in depth and gives a clear idea of role, values, importance, and characteristics of a teacher. Researcher reviewed that limited progress has been made in this area. So, with the above reasons researcher has taken this study.

2.5 Studies Conducted Abroad

2.5.1 Studies based on Teachers' Skills and Behaviour in the Classroom

Louis, P. (1989) endeavoured to 'Describe, Analyse and Compare Teacher-Student Interactions and Teaching Effectiveness of Student, Novice and Experienced Physical Education Teachers.' The study found that no significant differences in teacher-student interaction patterns were observed. Statistical tables consistently indicated a trend showing the experienced teachers to be the most interactive with the students and non-experienced teachers displayed the least amount of interaction patterns. Experienced teachers scored significantly higher than non-experienced teachers on the variables of variability. This study also commented that interaction variable of teaching may be improved through experience.

Steffens, P.J. (1990) made 'A Case Study to Examine the Perceptions of National State Teachers of the Year in Relation to Specific Condition and Characteristics of Effective Teaching and Learning.' Major objective of his studies are: To characterize role of teacher and to know the characteristic of effective teaching. The major findings of the study indicated that the most important characteristics necessary to be effective teachers are knowledge of the subject matter, a caring and compassionate personality, enthusiasm, classroom organization, a sense of humour and love for children. Effective teacher organise various co-curricular activities, celebrates all festivals and important days and teacher teaches organisation and management of various activities to students.

Englund, L. (1996) worked on 'Ethics Education Programme: A Case Study of Creating the Thoughtful Schools.' This study identified parent, staff and student attitudes about ethics education and described the process through which a school and community built consensus on integrating character education into the culture of the school. The research aimed at identifying attitudes towards twelve specific core values and the importance of

developing these positive character traits through school curriculum and environment. Findings revealed a high level of consensus on twelve core ethical values and the importance as well as need for character education in the environment and curriculum. Implications of the school leaders were that a character education implementation plan must address the concerns emerging from the survey/interview process so that the school could be pro-active rather than reactive in its approach to obstacles and inhibitions about moral instruction. The teachers must be provided with all ongoing, in-depth training about character education which supported but did not supplant the core curriculum.

Gudjonsdottir, H. (2000) conducted a study to gain a better understanding and knowledge of how teachers who faced the challenges of teaching a diverse group of students internalize and use theoretical understanding, shape and develop their teaching practice and work to improve their professional growth. The results of the study indicated that professional educators took on general roles in their practice and pedagogies, reflective and critical problem solvers, researchers and change agents, creators of knowledge, writers and adult educators and authoritative voices in the community. Important elements in establishing an inclusive practice were maintaining an openness to diversity and becoming responsive professional educators.

George, K.S. (2002) investigated 'Classroom Behaviour of Teachers and its relationship with their Creativity and Self-concept.' Some of the objectives of the study were: (i) to find out the nature and extent of relationship, if any, between self-concept of teachers and teacher behaviour, (ii) to factor analyse the test space due to the total samples and (iii) to suggest measure for incorporating the application of findings of study in Indian educational system. The study found that there is no significant relationship exists between creative teacher and classroom behaviour. But a positive relationship exists between creative teacher and teacher's talk. There is no relationship between self-concept of teachers and pupil initiation ratio.

Hamilton, J. (2002) investigated the perceptions of moral development among educational leaders of the schools to search the need for developing

and implementing an ethics management programme and to investigate influence of an established code of ethics in making professional ethical decisions. The data revealed honesty, authority, endurance, courage, self-assuredness, creativeness, problem-solving skills and boldness were important personal values used by the organizational leaders.

Lee T. (2006) aimed to find out how the behaviours of primary school teachers affected their students' engagement. The teachers were observed on how they presented their lessons on one of the units of text-books. The study concluded that students' engagement was influenced by the following psychological factors: (1) Autonomy, competence and relatedness of self-determination. (2) Self-efficacy. (3) Students' learning goal orientation. In order to elevate students' engagement, teachers have to provide learning opportunities at a suitable level of difficulties for the students and at the same time challenging and exciting. Teachers should let students to have enough autonomy when they are striving hard for success.

Chen, J. (2010) carried out research on 'Teachers' Conceptions of Excellent Teaching in Chinese Middle Schools' for the degree of Ph.D in University of Auckland, New Zealand. Main objectives were, To Know how Chinese teacher perceive excellent teaching in middle schools and to know how they relate to their conceptions of teaching in to practice. Their conceptions of excellent teaching were analysed using narrative inquiry. The study identified 47 characteristics of excellent teaching and 45 characteristics of teaching practice. The study found out the role of teacher as follow: Teacher As Developing Lifelong Learners, Teacher As Student Focused, Teacher As Responsible For Engaging Students In Learning, and Teacher As Professional Learner. Excellent Teacher is one who is in Charge, conduct Examination Practice, Use Novel Variety Methods, Beyond Classroom Connections, and Encouraging Student Involvement. It showed that most teachers' conceptions of excellent teaching were related to their conceptions of teaching practice.

2.5.2 Studies of Research Papers from Abroad

Brophy, J. and Thomas, L. (1984) presented paper on 'Teachers' Behaviour and Students' Achievement.' It focuses on research done in K-12 classrooms during 1973-83, highlighting several large-scale, programmatic efforts. Attention is drawn to design, sampling, measurement, and context (grade level, subject matter, student socioeconomic status). Objectives of this paper were: 1. To know teacher's role in the classroom and to know classroom management. To know active instruction given by the teacher. Finding of this paper was, strong criticism of students was correlated negatively with achievement gain and positive correlate included warmth, enthusiasm, organisation, variety in materials, academic activities and high frequencies of clarity, structuring comments and probing questions asked as follow up to initial questions. Role of the teacher is to provide positive reinforcement to the student.

Chidolue, Mercy E. (1996) conducted a study on 'The Relationship between Teacher Characteristics, Learning Environment, Student Achievement, and Student Attitude.' High school biology classes were studied in an experimental design involving 11 teachers and 375 biology students in Nigeria. Significant positive relationships are found between teacher experience, teacher locality, student attitude and achievement.

Slater, Robert O. (2008) studied 'American Teachers: What Values Do They Hold?' Objectives of this paper were to know the values that teacher taught to student consciously and unconsciously. They conclude that teacher teaches values in the course of teaching these subjects. They teach, for example, the value of hardwork, of doing things that you might not like, of persevering in the face of difficulty, of listening to and respecting the efforts of adults, of self-initiated effort, of postponement of gratification, and of meeting deadlines. All of these simple lessons were moral instruction, lessons about what is important and about what ought to be taken seriously. Such are the lessons teacher taught with teaching.

Pantic, Natasha and others (2012) studied 'The Role of Teachers in Inculcating Moral Values: Operationalization of Concepts'. Dealing with values and moral issues is recognized as an integral part of teachers' roles. The study reported in this article explores different conceptions of teachers' moral roles aiming to develop an instrument for assessing teacher beliefs about those roles that could be used in teacher development. Paternalist, liberal and social-relativist conceptions of teachers' moral roles

were operationalized using data collected in three focus groups with teachers from Bosnia & Herzegovina and Serbia discussing cases of school practices involving value-laden issues. Initial items for construction of a questionnaire for teachers were generated from teachers' utterances to ensure ecological validity. Implications for teacher development and future research are discussed. It is found that the role of teachers in inculcating moral values is very prominent and effective.

Greenwood (2013) presented a paper on 'Educational change and International Trade in Teacher Development.' The study in one country to support the development of education in another is a regular event in the field of contemporary tertiary education, and it is likely to grow as developing countries accelerate their educational development projects and as Western universities seek international student funding. This article reports the case study of a specific teacher development project and examines the degree to which local development goals were met (or not) within an overtly international study experience. It then offers a working model that nominates key elements for fair academic trade, and briefly reports on further collaborations that are growing out of the case study.

2.6 Brief Overview of Research Conducted Abroad

Above are some reviews of qualitative research, related to present study. With the study of these reviews, the researcher got to know how to carry out work in this particular area. These reviews paved a way to carry a qualitative research work.

Total 13 reviews are taken from abroad researchers. 8 studies are based on teacher's skills and behaviour in the classroom and 5 are researcher papers conducted abroad. Researcher has taken all these studies from various universities. All the studies are done at Ph.D level. Time period of these studies is from 1989 to 2013.

Major objectives were: to analyse and compare teacher-student interactions (**Louis, 1989**), to characterize role of teacher and to know the characteristics of effective teaching (**Steffens, 1990**), to identify parent, staff and student attitudes about ethic education (**Englund, 1996**), to gain better understanding and knowledge of how teacher faced the challenges of teaching a diverse group of students (**Gudjonsdottir, 2000**), to

investigate classroom behaviour of teachers and its relationship with their creativity and self-concept (**George, 2002**), to investigate the perception of moral development among educational leaders (**Hamilton, 2002**), to find out how the behaviours of primary school teachers affected their student's engagement (**Lee, 2006**) and to know how Chinese teacher perceive excellent teaching in middle schools (**Chen, 2010**), major objectives of research paper were : to know teachers role in the classroom and to know classroom management (**Brophy and Thomas, 1984**), to study teachers characteristic and classroom environment (**Chidolue, mercy, 1996**), to know the values that teacher taught to student consciously and unconsciously (**Slater, Robert O., 2008**), to study moral values of teachers (**Pantic, Natasha and others, 2012**) and to work on case study of a specific teacher development project (**Greenwood, 2013**),.

Most of the studies are based on case study method and other qualitative methods. Most of the studies had included staff, principal, parents and students as research sample. Observation, interview and questionnaire were most used tool in above researches.

Findings of these studies were: Interaction variable of teaching can be improved through experience (**Lousis, 1989**), most important characteristics for effective teachers are knowledge of the subject matter, a caring and compassionate personality, enthusiasm and love for children (**Steffens, 1990**), character education implication plan is must need of today's world (**Englund, 1996**), important elements in establishing rapport with diverse group were maintaining an openness and work as a change agents (**Gudjonsdottir, 2000**), a positive relationship exists between creative teacher and teacher's talk (**George, 2002**), honestly authority, endurance, courage and creativeness were important personal values used by the organizational leaders (**Hamilton, 2002**), student's engagement was influenced by autonomy, self-efficacy and student's learning goal orientation (**Lee, 2006**), and the role of a teacher is to work as lifelong learner students focused, responsible for engaging students in learning and novel methods (**Chen, 2010**).

Major findings of the research papers were : teachers' role in the classroom is to provide warmth, enthusiasm, organization and variety in materials (**Brophy and Thomas, 1984**), significant positive relationships are found between teacher experience, teacher locality, student attitude and achievement (**Chidolue, Mercy, 1996**), teacher teaches values unconsciously like hard work, respecting the efforts of adults and of meeting

deadliness (**Slater, Robert O., 2008**), the role of teachers in inculcating moral values is very prominent and effective (**Pantic, Natasha and others, 2012**) and last research paper offers working model that nominates key elements for fair academic trade (**Greenwood, 2013**).

An overview of the related research literature on teacher shows that in the last few decades the studies on teacher are voluminous and approached from a number of the theoretical perspectives. The review of studies shows that teacher skills which include factors like knowledge of subject matter, use of various teaching aids, maintaining discipline in the school, relationship with teachers, students and guardians, personality characteristics like; self-confidence, adjustment, attitude, sense of humour, imaginative thinking, Love for profession and childhood, job-satisfaction and emotional intelligence etc. Though it is a multi-prolonged problem, it remain still the question of further research: as the deeper it is studies, the more tangible it is liable to yield the yet more explored areas to be probe in, to contribute to the teaching -learning process, hence its relevance for the study in hand.

There seem to be very few studies conducted in India relating teacher's values, role, characteristics and student-teacher relationship. The present study makes a humble attempt to study the same.

2.7 Uniqueness of the Present Study

From above, reviews of related literature, it can be concluded that all research studies are unique in the methodology and content. This study is also unique due to below points.

1. This study is different from other studies as the researcher try to analyse and interpret the view points of the real classroom teachers.
2. This study presents viewpoints of Indian teachers about classroom interaction, students' behaviour and teaching-learning process.
4. This study tries to understand teaching- learning experience from the perspective of the teacher involved, rather than explaining it from outside.

5. Analysis of the stories is not only based on the researcher's interpretation but also on experts' views on various points.

2.8 Conclusion

It was essential to understand the magnitude of the work done in this area. This enlightened the researcher about the direction and the findings. Thus, the chapter- 2 presented the review of the related literature or research findings of prior studies in the area of this study. In the next chapter, the researcher has presented the research design.

Chapter-3

Chapter 3

Research Design

- 3.1 Introduction
- 3.2 Methodology
 - 3.2.1 Qualitative Research
 - 3.2.2 Content Analysis
- 3.3 Population and Sample
- 3.4 Research Tools
- 3.5 Validation of Tool
- 3.6 Content Analysis Technique
- 3.7 Conclusion

Chapter 3

Research Design

3.1 Introduction

After reviewing the available research literature the next step is to plan out the present investigation. The present chapter gives a detail of plan and procedure of the study.

Formulation of research design is a very significant aspect of scientific social research. It is based on sampling technique and may be termed as the road map of the research project. Research design is a choice of a researcher as per objectives of research and needs of its hypothesis or questions.

The term ‘design’ means drawing an outline or planning or arranging details. Research design is planning a strategy of conducting research. Reduced to the simplest of terms, ‘Research design is a mapping strategy. It is essentially a statement of the object of the inquiry and the strategies for collecting the evidences and reporting the findings’ **(Sharma, 2011)**.

There should be below characteristics in a good Research: **(Pathak, 2011)**

1. Systematic Approach
2. Objectivity
3. Reproducible
4. Relevancy
5. Control

Keeping in mind above characteristics, researcher has discussed and designed of the study as given below.

3.2 Methodology

Research method may be broadly classified under two heads namely qualitative and quantitative methods. Design of this study is Qualitative.

3.2.1 Qualitative research

In qualitative, the data is usually gathered using less structured research instrument. The findings are more in-depth since they make greater use of open ended questions. The result provides much more detail on behaviour, attitudes and motivations.

According to the nature of the problem and the type of data required to explore, researcher has selected qualitative method for her research. As no statistical technique is used to analyse data but the content is analysed descriptively.

3.2.2 Content analysis

Content analysis is a method of social research that aims at the analysis of the content – qualitative and or quantitative- of documents, books, newspapers, magazines and other forms of written material. The basic goal of content analysis is to take a verbal, non-quantitative document and transform into quantitative data. **(R.Mohan, 2013)**

Ahuja(2014), quotes Berelson(1952), “Content analysis is a research technique for the objective, systematic and quantitative description of the manifest content of communication.” The word communication here refers to ‘available written material or print media’.

Content analysis involves the same steps as in other methods of research, namely, Selection of the area of research, formulation of research topic, designing research, collecting data and analysing data. The difference in content analysis other method lies only in the ‘content’ of each step. **(Sarantakos,1998)**

Content Analysis is defined as a procedure for the categorization of verbal or behavioural data for the purpose of classification, summarization and tabulation. **(Chotalia,1992)**

Gardner (1975) has referred to four characteristics of content analysis as under:

1. Objectivity
2. Systematic
3. Generality

4. Quantification

According to Sanders and Pinhey (1983) there are five types of Content Analysis: **Ahuja(2014)**

1. Word Counting Analysis
2. Conceptual Analysis
3. Semantic Analysis
4. Evaluation Assertion analysis
5. Contextual Analysis

Here the researcher read between the lines and analysed the hidden meaning significant for the objective of the study.

The entire study had been carried out through content analysis technique.

3.3 Population and Sample

A set of people or events from which the sample is selected and to which the study result will generalise is called population **(Marion, 2004)**

A representative proportion of the population is called sample. **(Uchat, 2009)**

There were total 101 stories from which 30 stories are analysed by researcher. Stories were selected by purposive sampling method.

3.4 Research Tools

Researcher studies the book and it is based on analysis of book so the book itself is a tool. Researcher has made notes to point out main objectives from each story.

To get the different view point of expert, to enrich her content analysis, to eliminate subjectivity and personal bias and to triangulate data, the researcher has taken different viewpoints of experts by questionnaire.

3.5 Validation of Tool

1. The researcher constructed the questionnaire on the basis of the objectives and research questions.
2. The researcher showed it to guide and got it corrected. She incorporated the suggestion made by the guide.
3. The researcher further got the questionnaire validated by the experts in the field of English language and literature.
4. Experts provided some suggestion and she incorporates the suggestion.

3.6 Content Analysis Techniques

Qualitative analysts may have two different goals. Some view analysis of a text as a way to understand what participants really thought, felt, or did in some situation or at some point in time. The text becomes a way to get “behind the numbers” that are recorded in a quantitative analysis to see the richness of real social experience. Other qualitative researchers have adopted a hermeneutic perspective on texts—that is, a perspective that views a text as an interpretation that can never be judged true or false. The text is only one possible interpretation among many (**Patton 2002:114**). Here, researcher has adopted the second type of ways to interpret the text.

Qualitative data analysis is an iterative and reflexive process that begins as data are being collected rather than after data collection has ceased. Next to her field notes or interview transcripts, the qualitative analyst jots down ideas about the meaning of the text and how it might relate to other issues. This process of reading through the data and interpreting them continues throughout the project. The analyst adjusts the data collection process itself when it begins to appear that additional concepts need to be investigated or new relationships explored. This process is termed progressive. Here a diagram 3.1 shows the three main steps of qualitative data analysis. The process of conducting a qualitative research study would include the continuous procedure of notice thing, collect things and think about things. That is shown in diagram 3.2.

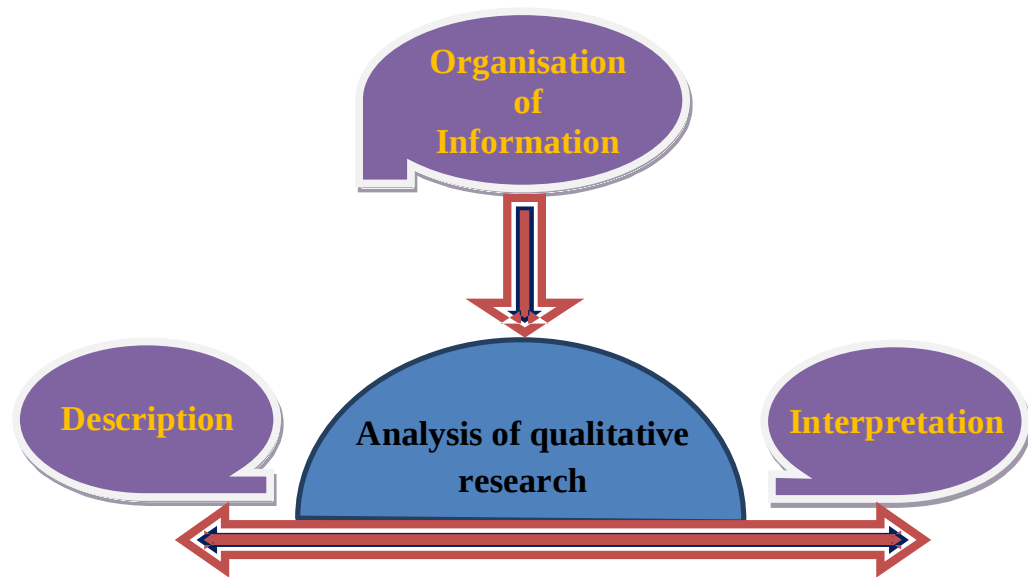


Diagram 3.1 : Steps of Qualitative Research Analysis

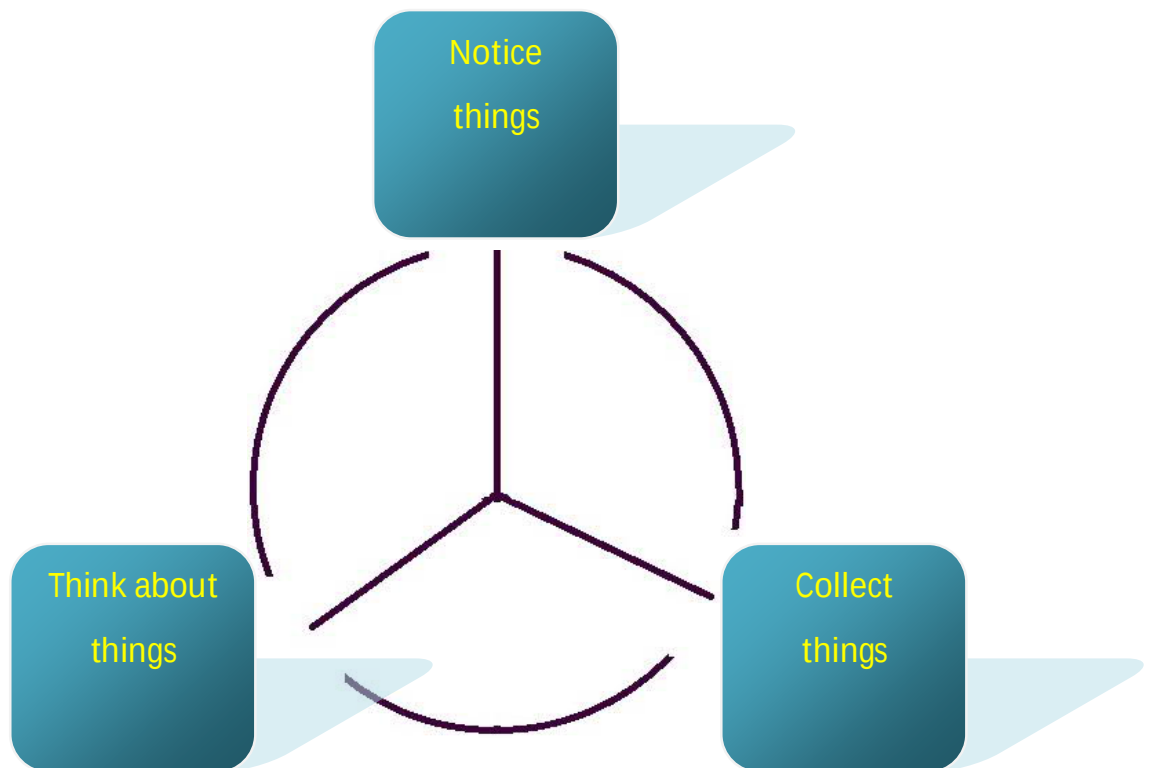
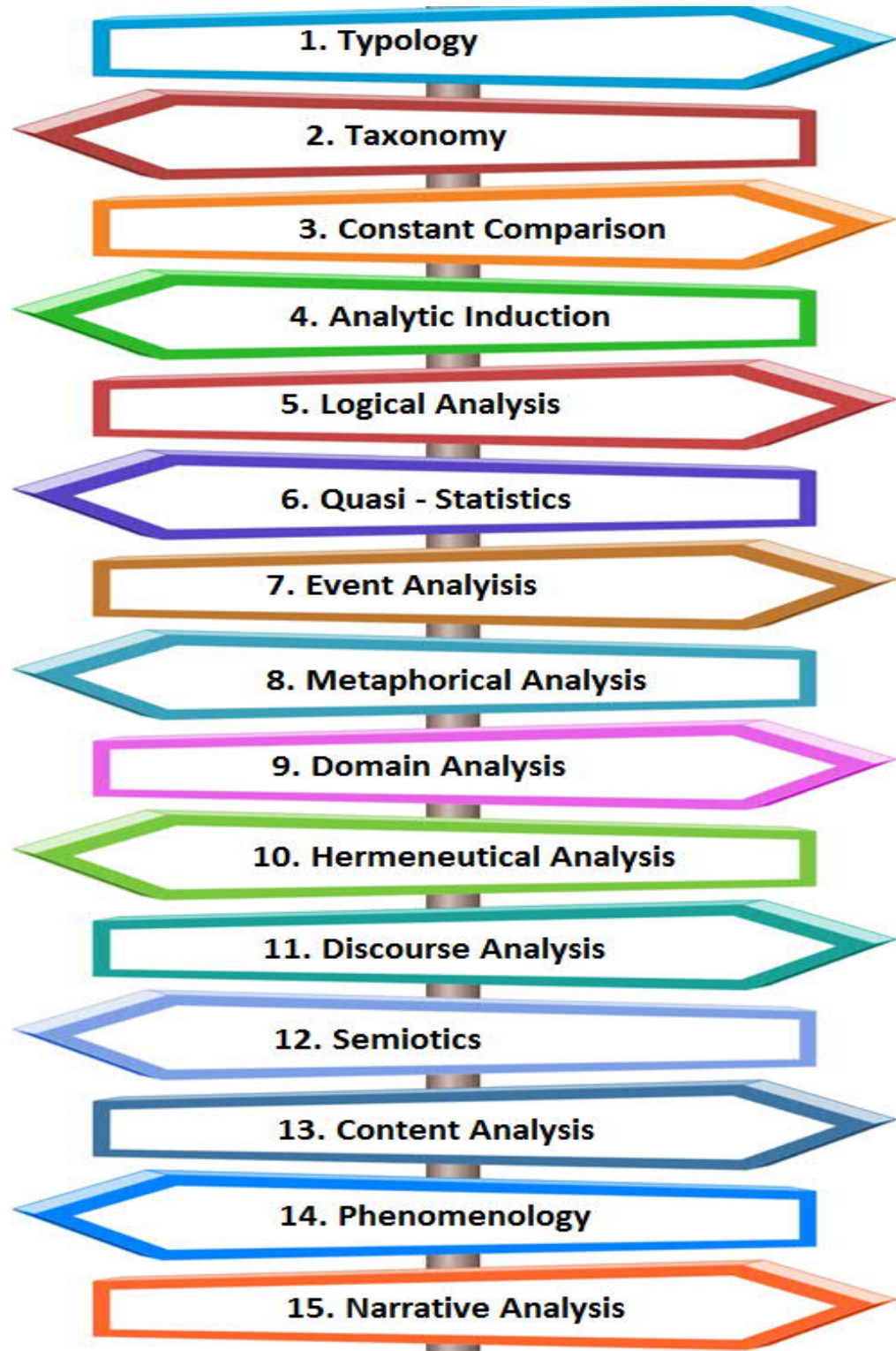


Diagram 3.2 : Procedure of Qualitative Analysis

There are 15 different types of techniques for analysis of qualitative Information. These different types of techniques are presented here by a Diagram 3.3. For the present study the Content analysis method has been adopted.



Diagrams 3.3 : Different Techniques of Qualitative Analysis

Researcher adopted above quoted content analysis method to analyse the book. Categorising and evaluation of the textual data through consideration of certain objectives are devised in this given steps. The steps of analysing the data are followed –

(1) Primary reading of the text

The original work is critically and objectively studied to glean out the ingredients of skills and ethics as applicable to different dimensions of the role of teacher. The primary reading of the selected text only give a general overview of the ideas and major themes involved in the texts. The researcher went through all of the stories of the book, Chicken soup for the soul of Indian Teacher.

(2) Selecting the Stories

The primary reading of the text helped the researcher to note down some of the important and main ideas of the book such as role of a teacher and values and skills presented in the content of a book. So, researcher here, selected the main stories that was underlined with the first reading.

(3) Secondary reading of the selected Stories

The researcher had go through the selected stories once again. Various events were mark discovering the main ideas for future interpretation. Researcher had find out the main themes of the stories while reading the text second time.

(4) Dividing the content under various themes

Researcher had finalized the classification according to research objectives with the help of guide. Researcher had found out ten different themes underlying the stories like, Role of a teacher in developing students behaviour, Teacher- Students relationship, Essential teaching Skills, Values to learn from teacher, Characteristics of a good Educational Institution, Key lessons to learn by students, teachers appearance and its impact on the students, Characteristics of a teacher as a role model, Uniqueness of a story and Educational Implications derived from the stories.

(5) Compiling the content according the various theme

Researcher had compiled the content with the help of key words and had given researcher's interpretation about the key words. Researcher had than synthesize the major ideas of the book by developing sequence and tables, as given below.

Table 3.1 : Ex. A concept map of Educational Implications

Sr.no.	Title of the Story	Key Sentences of the Story	Interpretation by the Researcher

(6) Summarizing, and findings

With the help of the key words, events, ideas, thoughts and incidence researcher had derived interpretation of the text and answer the research questions.

3.7 Conclusion

The present chapter described the methodology adopted for the study. To reiterate, this is an interpretative study where in the focus is on descriptive analysis. As the literary text are analysed through content analysis technique, its steps have been explained in detail here.

Chapter-4

Chapter – 4

Content Analysis

- 4.1 Introduction
- 4.2 Content Analysis
 - 4.2.1 Role of a Teacher in Selected Stories
 - 4.2.2 Essential Teaching Skills of a Teacher
 - 4.2.3 Teacher Student Relationship in Selected Stories
 - 4.2.4 Values to be Learnt from a Teacher
 - 4.2.5 Characteristics of a Good Educational Institution
 - 4.2.6 Key Lessons to be Learnt by Students
 - 4.2.7 Personality of a Teacher and its Impact on Students
 - 4.2.8 Characteristics of a Teacher as a Role Model
 - 4.2.9 Uniqueness of Selected Stories
 - 4.2.10 Educational Implications
- 4.3 Expert Views on the Stories
- 4.4 Conclusion

Chapter – 4

Content Analysis

4.1 Introduction

This chapter deals with the analysis and interpretation of the selected stories on the basis of objectives of the studies. The stories here are analysed and interpreted objective wise, that is all the 30 stories have been analysed objective by objective. There are 10 objectives hence, there are 10 major subjects in this analysis. Each objective has 30 stories that is interpreted and analysed by the researcher below the key sentences.

4.2 Content Analysis

4.2.1 Role of a Teacher in Selected Stories

Story – 1: The Greatest is Love – by Colin Sequeira

Key Sentences from Story: “As I struggled with the loss of my brother, I never guessed that a rare gesture of solace would come to me, from, of all places, the sequestered retreat of a retirement home, in my faraway hometown of Bangalore.”

Interpretation by the Researcher: Teacher considered his student as not only a student but as a family. So at the age of 93, when one of his students died, he consoled his brother on his loss, by calling, as a family member. So, role of a teacher is beyond four walls of classroom.

Story – 2: The Key to Rebecca – by Manjula Belliappa

Key Sentences from Story: “We gave her loads of encouragement. We boosted her deflated self-esteem, consoled her when she cried, helped her make friends, and encouraged her classmates to accept her as a productive member of the class team.”

Interpretation by the Researcher: From the above paragraph, it is interpreted that the role of a teacher is to make special children feel comfortable with peers, encourage their self-esteem and provide them undivided attention.

Story – 3: Mirrors and Roses – by Rosalind David

Key Sentences from Story :“ She did not look at her with pity but with a twinkle in her eyes when she came out with her father.”

Interpretation by the Researcher:Teacher’s role is to make their students’ feel comfortable at school, by greeting them warmly. Here, a teacher gives a sparkle look to new student despite her ill look.

Story – 4: When Less was Much More– by Deepa Braganza

Key Sentences from Story : “As my turn approaches, I can see her looking at me. Our eyes meet. And I know that she knows I haven’t done the work.”

Interpretation by the Researcher : It is interpreted that teacher’s role is to know his students so well that without having words, he understands them. Having keen knowledge of each and every student and reading his behaviour is the role of a teacher.

Story – 5: Turning Over a New Leaf– by Manjula Rao

Key Sentences from Story: “Mrs. Shreelata come into my office visibly upset. A child in her class had come in with Rs. 4000. Her parents were sent for and where in my office in an hour.”

Interpretation by the Researcher: It is interpreted that, if a teacher finds something wrong in the behaviour of a child he should take instant steps and do not neglect it. Here, they called her parents immediately. So, teacher’s role is to note down behaviour of each student and if something goes wrong, one should take appropriate steps, like above.

Story – 6:Transcending Plateaus - by Lakshmi Viswanatha

Key Sentences from Story : “She received every response and opinion with a certain sense of excitement and encouragement, because, as she told us at the start of the hour, she wanted us to share, to participate, however diffidently”.

Interpretation by the Researcher :The role of a teacher is to make all students able to answer, to ask questions, to share and to participate in the class room.

Story – 7: Remembering a Paper Doll – by Wendy M. Dickson

Key Sentences from Story : “ Miss Rukmini Nair, a wonderful young woman with a kindest smile and the warmest heart, welcomed me into my new one.”

Interpretation by the Researcher: Here, the role of a teacher is to welcome students warmly into school and make them feel, a school, as homely place.

Story – 8: K. P. Sir to the Rescue – by Naomi Thommy

Key Sentences from Story : “ He brought to the lessons that special something that my other teachers had somehow failed to inspire-the desire to learn the subject, an awakening of interest in the finer aspects of its study, and the patience and commitment to start from the beginning instead of forecasting a dismal end.”

Interpretation by the Researcher : Here, the role of a teacher is to create deep interest for the subject he taught. If a student is not taking interest at a time, give him time, keep patience and be committed and affirmative towards job.

Story – 9: Flying beyond the Horizon – by Monika Pant

Key Sentences from Story : “I was afraid of breaking the spell. I knew that she wanted to share, but I also knew that it had taken a lot of effort for her to come and speak to me about her pain.”

Interpretation by the Researcher : The role of a teacher is to understand the feelings of his students. A teacher should be very careful in choosing words while talking with students. A teacher should take care of sensitivity of child and he should be prepared and patient when student wants to share their pain.

Story – 10: ‘Midsummer’ Magic – by Suryakumari Dennison

Key Sentences from Story: “If we displayed discernment, she was quick to commend. Dealing with dullness, she enthused and encouraged. Under Mrs Singh’s exceptional tutelage, my fondness for literature increased. I performed consistently well in her subject, earning her warm approbation.”

Interpretation by the Researcher: Role of a teacher is to create interest and inquisitive behaviour to develop healthy attitude towards subject. When teacher gets to know that

student's mood is dull, then teacher has to create lively atmosphere first. Students fall in love with subject, by the treatment given by teacher to their subject.

Story – 11: A Lesson for the Teacher – by Leela Ramaswami

Key Sentences from Story : “ In the span of a week, Sumana handed over Rs 250. She had sold all the books and wanted five more. ‘Good luck’, I told as I gave her the books, but I was uneasy at heart. How had she managed to lay her hands on so much money? ”

Interpretation by the Researcher : Role of a teacher is to study the behaviour of students. Here a girl collected money for charity very soon, that raises question in the mind of teacher. So a teacher has to keep eye on behaviour of students as well as if they notice something strange, it is the duty of teacher to know. So that if they went on wrong way teacher can mould it on right. Students' behaviour is carefully monitored and appropriate actions are taken to pre-empt misbehaviour. It is the role of a teacher.

Story 12: Ode to a Teacher – by Laila Amarendran

Key Sentences from Story: “The old man patiently helped the little girl pick out books. As she stands before her class, all she wants to do is make the children see the beauty of the English language and enjoy the imagery that words can create.”

Interpretation by the Researcher : Role of teacher is to ignite love for reading in students. For that, help them to choose good books. Try to create atmosphere according to lesson. Describe the beauty of subject matter in such a way, that student can actually imagine it, in classroom.

Story – 13: Model Mentor – by Olivia Thomas

Key Sentences from Story: “ This is not surprising, considering the care my daughter bestows on her wards, lending an attentive ear to their adolescent joys and sorrows.”

Interpretation by the Researcher : A teacher's role is to take care of their students and share the joy and sorrow. He has to actively take part in all the types of adolescent feelings of child. Teacher should always be ready for listening students' problems or queries and try to solve them.

Story – 14: Remembrance among the Ruins – by Clement Campos

Key Sentences from Story: “ But those words gave the little boy’s mind an insight into what was really important in life. It also made him aware of the depth of the love his father shared with his wife.”

Interpretation by the Researcher:Here, the role of a teacher is to make students realise what is actually more important in life. When between money and family if you have to choose one, a student should choose family. Because, human share love and strong bonding with family. Teacher teaches such lessons of life by living in it.

Story – 15: Race against the Dying of the Light – by Maureen Prakash

Key Sentences from Story: “She loves reading. She was the one who gave me books when I was a little girl. Any occasion for a gift was one for a book.

Interpretation by the Researcher:To develop a reading habit in students, teacher gives a book on every occasion. So, to cultivate habit of reading is the role of teacher.

Story – 16: A Principal Who Said Sorry – by Joe mannath

Key Sentences from Story: “Father Murphy would never, never come out with anything like, ‘ just do it the way I teach you.’ His typical reply was, ‘ I will look it up, and tell you in the next class.’ We knew he would not bluff us. He replied promptly to letters, writing them in his own hand.

Interpretation by the Researcher:It is interpreted that role of a teacher is to listen students carefully, and clear his doubts. If a teacher doesn’t know the answer of student’s question, he says it honestly, and prepared it next day. It helps in gaining faith of students. Teacher replies each letter from students personally. So, teacher is one who always is there to answer student.

Story – 17: Chak De, Old Chap! - by Jacqueline Colaco

Key Sentences from Story: “ Mr. Naidu was there to guide us with his sense of spotting our individual talents on the hockey field, and moulding them into gaining victory for our team.”

Interpretation by the Researcher:It is interpreted that the role of a teacher is to inspire, to provide positive energy and enthusiasm to students to upgrade their self-esteem and make them believe in themselves. By this, students can win in every field of life.

Story – 18: One of a Kind – by Andaleeb Wajid

Key Sentences from Story: “She encouraged me to interrupt her when I didn’t understand something. That was one thing which seemed to make a huge difference to me.”

Interpretation by the Researcher: Role of teacher is to allow student to question at any minute. It encourages student’s inquisitiveness.

Story – 19: Tribute - by Wendy M. Dickson

Key Sentences from Story: “In her class, grammar was never tedious and composition always imaginative and fun. The teacher who brought him alive with so much passion and sensitivity”

Interpretation by the Researcher:The role of a teacher is to make boring subject likable, by adding fun and imagination. Add sentiments in lesson and teach with deep passion to make any subject easy for students.

Story – 20 : Miss Shanmugam - by Heera Nawaz

Key Sentences from Story: “She used to encourage students to take part in extracurricular activities, like sports, acting and debating.”

Interpretation by the Researcher : The role of a teacher is to encourage students to take part in other activities of school for overall development.

Story – 21 : She Set Me on the Write Path – by Indu Balachandran

Key Sentences from Story :“When my English teacher, Mrs G, Began purging my essays of its vague words, archaic words, annoying or pompous words, she also made me delightfully aware of funny words, picturesque words, and alliterative attention-grabbing words.”

Interpretation by the Researcher :Language teacher's role is to refine the language of their students. Make them aware about their mistake as well as try to provide meaning of words in such a way, that student himself attract and go for a search of a meaning.

Story – 22: The Eleventh Hour – by Sandeep Shete

Key Sentences from Story : “Sir, we need some help in organic chemistry. Sure. Which chapter? Ganesh Sir asked.”

Interpretation by the Researcher :It is interpreted that a teacher should always be ready to clear the doubts of student, at any time. Teacher is always a teacher whether he is at home or outside.

Story – 23: A Teacher Learns a Lesson – by Rehana Ali

Key Sentences from Story: “She was so nervous I could see the pulse beating at the temple. I smiled my warmest smile and immediately became the epitome of the understanding, loving, surrogate parent that a teacher is meant to be.”

Interpretation by the Researcher:The role of a teacher is to sense the nervousness of students and to treat them with care. Teacher should give the warmest smile and assure them that he is with them, so that they can come to share their problem with teacher.

Story – 24: A Story of Faith Restored – by Roy Thomas

Key Sentences from Story: “His heart of gold and he was concerned with the well-being of his students, most of whom he knew by name.”

Interpretation by the Researcher:Teacher is one who has no malice, envy or hatred in heart for students. Role of a teacher is to keep on working for goodness of student. Teacher has to know all students personally for their wellbeing.

Story – 25: The Rightness of Wrong – by Soma Sarkar

Key Sentences from Story: “Her paternal grandmother gave us a hint of what the child was being subjected to at home. When she did tell us, things fell into place, and we knew exactly why the child was lagging behind in studies.”

Interpretation by the Researcher:The role of a teacher is to know the actual position of student, in study as well as at home. Collect information from child's well-wisher or family members to find out the reason behind students unpreparedness.

Story – 26 : Ode to 2009 – by Judy Balan

Key Sentences from Story: “You were God’s special agent sent to teach me some lesson in humility and take me to the next level. You gave me clarity and a sense of purpose.”

Interpretation by the Researcher:The role of a teacher is to teach a lesson of humility to their student to make their behaviour humble. Teacher is considered as God’s special agent, so, it should be reflect from the treatment of teacher. Role of a teacher is to clear doubt of student, help them to find out their purpose and aspire to achieve their goal.

Story – 27: All Her Sons – by Wendy M. Dickson

Key Sentences from Story: “Greek grammar, and pass on the knowledge of it, with patience and perseverance to those who came to learn from him. And now, at the end of a lifetime of poverty, shut up in study and classroom.”

Interpretation by the Researcher:The role of a teacher is to consider teaching as life. His home becomes classroom and students becomes family. He teaches student with utmost patience and perseverance.

Story – 28: Writing a Testimonial – by Rehana Ali

Key Sentences from Story: “I have seen these children grow from wobbly four-year-olds to bubbly pre-teens to dignified young ladies of eighteen, walking tall, their eyes shining with a million dreams.”

Interpretation by the Researcher :Teacher’s role is to make an unshaped child, in a perfect shape. He is the creator of child’s fortune. His role is to provide courage, confidence and dreams to children.

Story – 29: For the Girls – by Wendy M. Dickson

Key Sentences from Story: “Somewhere along the line, you fell in love with drama and poetry. You became a joy to teach.”

Interpretation by the Researcher:The role of a teacher is to create love and interest for the subject. Teacher himself enjoys teaching and creates love for learning.

Story – 30: The English Teacher – by Beatrix D’Souza

Key Sentences from Story: “He said, Can I be Yousuf, Ma’am? ‘Joseph? That would be great,’ I said. There had been peace on the earth and good will among men.”

Interpretation by the Researcher:Here, a Palestinian boy Yousuf become Christian Joseph the Jew, in the Christmas party. Teacher encouraged him with motivating words. So, teacher’s role is to spread brotherhood, peace and respect towards all religions.

4.2.2 Essential Teaching skills of a Teacher

Story – 2: The Key to Rebecca

Key Sentences from Story: “We had sessions with her parents, teaching them stress management techniques. We each gave her a special seat in class, next to ourselves.”“.... One of us sat with her during her exams, coaxing her to answer each question. We gave her extra time.”

Interpretation by the Researcher :Teaching skills for a special child are report their parents, keep them always near the teacher, solve their learning disabilities by proper techniques, encourage them for writing answers in exam and seat with them and provide them extra time to answer. The above sentence reflects special care taken by the teachers to help the special child.

Story – 3: Mirrors and Roses

Key Sentences from Story: “Her Maths Miss was fun. She would call people to the blackboard to solve problems, and if they were going in the right direction she would hum a jolly tune: if not, a slow and warning one.”

Interpretation by the Researcher:Here teacher call her students to solve sum on blackboard and to make it interesting she hum a tune and if it is jolly in mood, then it indicates that student is doing right, and if she whistles a warning tone, that means

student is doing some mistake. So, it is the unique skill of teacher to teach math subject with fun. It also encourages students and deepened their interest.

Story – 4: When Less was Much More

Key Sentences from Story: “My mum taught history. She talked of human behaviour patterns as repetitive, cyclical, as stories for us to learn from for the future.”“.... My answers were factual and more; some were read out to the class as examples of how initiative and careful thought could raise the standard.”

Interpretation by the Researcher:Before teaching any subject, it is very important to let students know why they are studying it. That makes teaching interesting and effective. Read out an exemplary answers is a good trick to admire brilliant student as well as to inspire other student to learn like wise.

Story – 6: Transcending Plateaus

Key Sentences from Story:“She peered rather sternly over her glasses at the sea of students seating before her.” “ The first piece she did with us was *O Moon* by Philip Sydney, followed by a discussion on the poem to explain its meaning.”

Interpretation by the Researcher:To maintain silence in the classroom, the most effective trick is to look sternly, without speaking a word, to the class. This teacher uses this technique. Here, it is group discussion skill which is used by the teacher, to involve each student. Discussion is on poetry so that, each student can talk what they understood and their point of view can be heard.

Story – 7: Remembering a Paper Doll

Key Sentences from Story: “After each of us had received our own special dolls, and each a kind or sweet word to go with it, our teacher spent the rest of the afternoon showing us how to make tiny paper dresses and hats. Our paper dolls now had a new set of cloths! It was an art and craft lesson with a difference. Tucked into it, was a lesson for life.”

Interpretation by the Researcher:Here, a teacher teaches a lesson of life, of uniqueness, with art and crafts, which was learned by the students in joyful atmosphere. This is a skill of teacher to say a philosophical lesson in a very light way.

Story – 8: K. P. Sir to the Rescue

Key Sentences from Story: “He taught me Hindi from scratch. He took special classes for me after school and was extremely patient even after I continually messed up.”

Interpretation by the Researcher: Here, a teacher, constantly work positively to improve a dull child in his subject, without losing patience. He arranges special class means he provides his extra time to this student. He starts from the basic topic of subject Hindi in which his student was poor. He cleared all the doubts. So, skill of teacher is improving a doomed student with extreme hard work and constant teaching.

Story – 9: Flying beyond the Horizon

Key Sentences from Story: “At that moment it was my student who needed counselling. I tried to make her focus on the road ahead.” “...of course, I meant to speak to her parents.”

Interpretation by the Researcher: Here teacher saved a girl from delicate situation. A very depressed girl come to her with thought of suicide but teacher is able to turn her thought on other side. Here teacher is playing a role of counsellor. It is the skill present here that how to overcome deprived student. Teacher also plans to meet her parents. These are skills a teacher should have.

Story – 10: ‘Midsummer’ Magic

Key Sentences from Story: “Mrs Singh brought A Midsummer Night’s dream to life, investing its lilting lines with meaning and melody. Day after day, I was transported to a wondrous world, where the less fascinating facets of the ISC curriculum temporarily receded, and fantasy held sway.”

Interpretation by the Researcher: Here a teacher teaches so excellently that, by listening her melodious sound, student can visualize the whole drama and they started taking deep interest in drama. Here teacher described and present it in a dramatically way to create interest and that is a skill of teacher.

Story – 12 : Ode to a Teacher

Key Sentences from Story : “ They discussed the book after the little girl had read it. He always guided the little girl to reach her own conclusions, and then ensued hours of

discussion as to why her conclusion was right or wrong. Every statement had to be defended with concrete proof.”

Interpretation by the Researcher: Skill of teaching presented here are discussion method, and question probing method. Teacher here asks questions to students till they come to conclusion. Teacher also makes sure that her students reach to right conclusion.

Story – 13: Model Mentor

Key Sentences from Story: “He was not critical of my inadequacy, and did his best to make his classes interesting. Lessons were interspersed with jokes and anecdotes.”

Interpretation by the Researcher: Teaching skill of the teacher was very unique. He never criticizes lack of knowledge of students but, he tries to make his subject topic more interesting with jokes and stories.

Story – 14: Remembrance Among the Ruins

Key Sentences from Story: “As they gazed up into the bright shining stars they would learn something of astronomy as they were taught to recognise some of the planets. Or else it was time to learn about the culture and the people of his native Goa and his beloved village, Saligao, through the ancient method of storytelling.”

Interpretation by the Researcher: Teaching skill used here are travel method, storytelling way, learning in natural atmosphere and learning by nature.

Story – 16: A Principal Who Said Sorry

Key Sentences from Story: “We noticed also that he always came prepared for his classes and talks, even if the speech was a mere three-minute, informal address to a group of young people. No wonder many of us, his former students, can recall some of his talks even today, at the distance of forty years.”

Interpretation by the Researcher: A teacher has a skill to present a best and very effective lecture or speech. One way is to work very hard on it and come prepared be it of two minute speech. It creates long lasting effect on the mind of students.

Story – 17: Chak De, Old Chap!

Key Sentences from Story: “He would not just shout out instructions, but actually demonstrated moves and tactics, cajoling at times. He ran the endless rounds of warming up alongside us and did the exercises too.”

Interpretation by the Researcher: Teacher has a skill of presenting lesson by demonstrating method. Teacher also obeys what he teach only instruction is not prove effective.

Story – 18 : One of Kind

Key Sentences from Story: “Although we were supposed to study, in those two hours we would invariably talk about numerous other things, like movies, boys, make-up everything.”

Interpretation by the Researcher:Teaching means not to teach only textbooks. To make teaching interesting, teacher used to talk about girl’s personal life. This helped to decrease distance between teacher and student. It is one of skill of teacher.

Story – 19: Tribute

Key Sentences from Story : “In her class, characters from Shakespeare took flesh and blood and walked around the room, breathing the air we did, fighting for first place in our affections. In her class, Macbeth and lady Macbeth become so real and so familiar, that my best friend and I knew their speeches by heart and ended up playing them countless times on stage, opposite each other.”

Interpretation by the Researcher:Here, teacher teaches literature, with so much of passion, that the students can actually see the characters roaming around the class. Teacher describes each character so well that students are confused about who is the best to love. All charactersbecome their favourite. They become familiar with all characters and because of such a good skill of describing, students are encouraged to play a role.

Story – 21: She Set Me on the Write Path

Key Sentences from Story: “As I’ve told you a thousand times, stop exaggerating, she said one day. I remember how much I laughed when the wit of that line hit home!”

Interpretation by the Researcher:Here, teacher's skill is to present things with example. She gives instruction by using the same thing in a sentence. It helps student to understand concept well.

Story – 22 : The Eleventh Hour

Key Sentences from Story: “Starting with the very definition of the term organic chemistry, our teacher started packing inside our minds the course material of an entire year, knowing fully well that he only had a few hours to do it.”

Interpretation by the Researcher:Skill presented here is, to complete important matter in one night, making it very simple for the two dull students. Skill of making course clear and concise is presented.

Story – 23: A Teacher Learns a Lesson

Key Sentences from Story: “I went a step further and asked the class to ‘put away’ their texts. I would speak, I would write and sketch on the blackboard; they would listen, see, and understand. ”

Interpretation by the Researcher:Here, teacher applies no use of textbook method. She herself draws diagrams on board, explains it, and writes it on the board. Student has to listen, and understand in class. Her method was not exam oriented, but students' knowledge oriented.

Story – 26 : Ode to 2009

Key Sentences from Story: “You stooped down, picked me up in your big, strong arms and made me see that I was asking the wrong questions. It's when I learnt that you don't answer Whys. So for the first time in all those months of misty, asked you what now?”

Interpretation by the Researcher:Here, the teacher wants his student herself realize that she has been asking wrong question and for that he does not reply to her. Skill of teacher is to make her student able to ask questions of ‘what now’ and not ‘whys’. ‘What next is student can do?’ is important for teacher and not past stories. This is how skilfully teacher creates value of ‘now’ in the minds of students.

Story – 27 : All Her Sons

Key Sentences from Story: “Others recalled the day he had entered her class as a timid newcomer, and tearfully confessed in Kannada, ‘English gottia, Miss’ (I don’t know English). Whereupon, my mother calmly installed a special seat, at her own desk, a place he occupied for the rest of the year, as she painstakingly taught him English alongside the syllabus for Class II.”

Interpretation by the Researcher:A Teacher recalled a challenge to teach English to little student. For that she gave her total attention. Teacher taught him from basics to the syllabus individually and continuously. Skill of teacher is to handle slow learner with so much of care that they improve to the level of others.

Story – 29: For the Girls

Key Sentences from Story: “Passionate Hopkins and the mysterious Yeats-they were the men in our lives. And together, we got to know them so well. Together we shared staid Tennyson’s pain, and the fairy-tale love of Robert and Liz.”

Interpretation by the Researcher:Here, skill of teacher is to create lively and pictorial atmosphere with well descriptions and narration. Teacher is able to make students feel that, those authors, and poets are living with them.

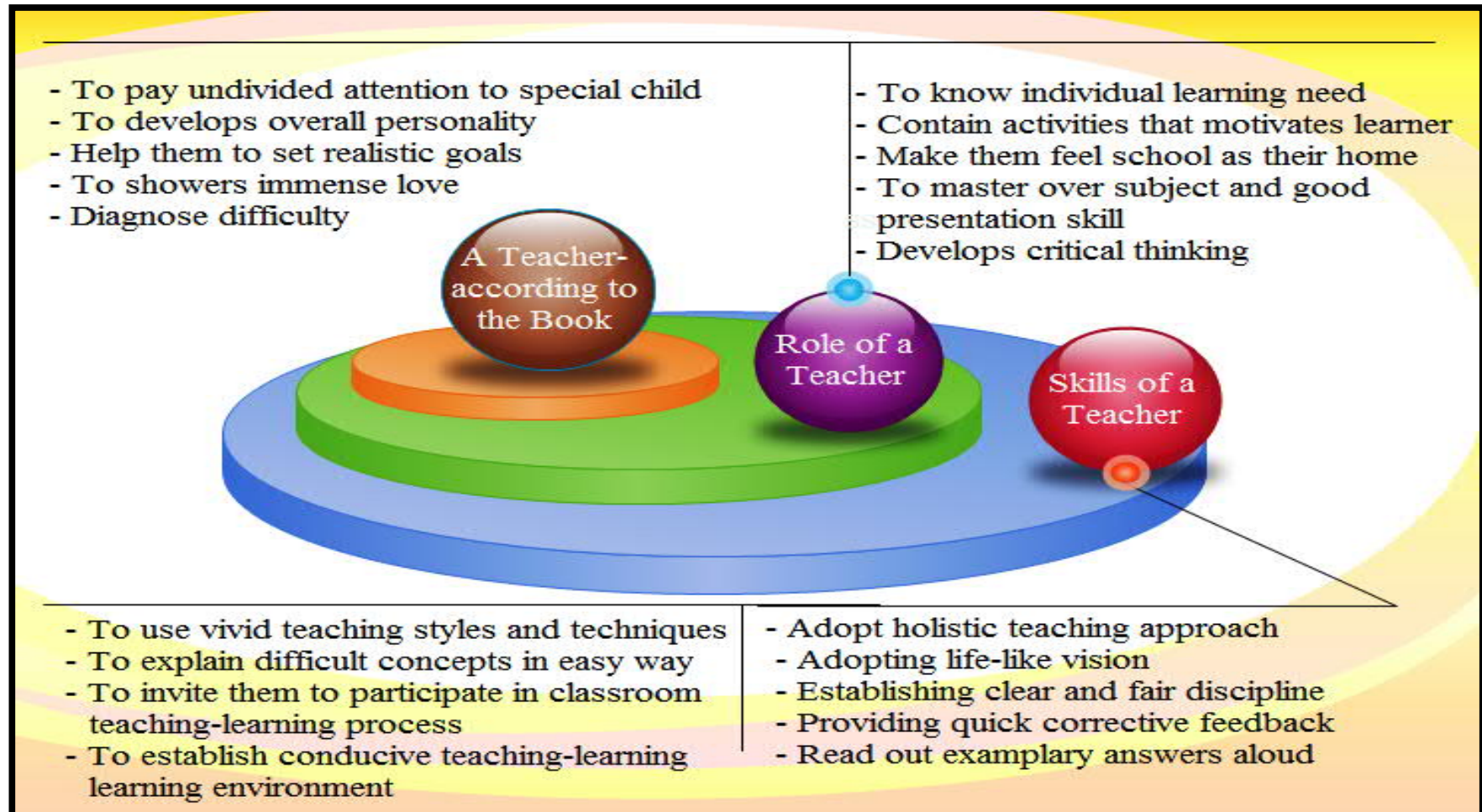


Diagram 4.1 : The Role and Skills of a Teacher According to the Stories

4.2.3 Teacher Student Relationship in Selected Stories

Story – 1: The Greatest is Love

Key Sentences from Story : “Mr. Alvares was more than just your regular teacher. He was a man with mission, one which did not end with academic success of his students, or with his retirement, when he walked out of his classroom for the very last time.”

Interpretation by the Researcher: Teacher and student have never ending relationship and life long bond.

Story – 2: The Key to Rebecca

Key Sentences from Story: “We smiled at each other whenever her laughter was heard.”

Interpretation by the Researcher: A teacher feels happy when his/her efforts make an aloof child happy. They work for bringing happiness on each child’s face. A teacher shares joy and sorrow of their students.

Story – 3 : Mirrors and Roses

Key Sentences from Story: “When Miss hugged her, she wept with her head on her chest as if something had burst inside her.”

Interpretation by the Researcher: Here, teacher student shares their grief together. Miss helps her student to come out from her illness, with her extra care and concern. Miss treats her student as her own child.

Story – 4: When Less was Much More

Key Sentences from Story: “She knew. I knew. She knew that I knew. But she had the grace – I can think of no other word to describe it – to realise that the humiliation I felt was enough. And so she did not reveal it to the rest of the class.”

Interpretation by the Researcher: Here, it seems that, teacher and student are having good understanding of each other’s feelings. They understand each other perfectly well.

Story – 5: Turning Over a New Leaf

Key Sentences from Story : “ ‘Mrs. Shreelata, will you be Tania’s friend?’ I asked, turning to her teacher. ‘Gladly’, she smiled at Tania.”

Interpretation by the Researcher: Here, teacher and student relationship becomes friendly and that helps to create faith in Tania’s mind. So, friendly relationship between student and teacher is required.

Story – 6 : Transcending Plateaus

Key Sentences from Story: “Without even knowing it, she had created a very special place for herself in my heart, and it is hard for me to describe what I feel for her.”

Interpretation by the Researcher: It is interpreted that, a teacher has a remarkable place in students’ heart. They admire, respect and a teacher becomes a role- model for students.

Story – 7: Remembering a Paper Doll

Key Sentences from Story: “I didn’t know what it meant to be loved by anyone outside my family, and certainly not by a teacher, until I entered Class – III, as a new girl.”

Interpretation by the Researcher: Teacher is presented here as a part of a family. She proved that, a teacher is not outsider, but like a family member. Student’s confidence is boosted when she gets love from her teacher.

Story – 8 : K. P. Sir to the Rescue

Key Sentences from Story: “He had refused to believe that I would fail. And, I believe, it was for that very reason that I hadn’t.”

Interpretation by the Researcher: A teacher and students had a deep belief on each other.

Story – 9 : Flying beyond the Horizon

Key Sentences from Story: “And she knew that I was always there for her.

Interpretation by the Researcher: A teacher is always stand for the student in any crisis, pain, grief or aloofness.

Story – 10: ‘Midsummer’ Magic

Key Sentences from Story: “Are you unwell? She said gently, as two of her most articulate students struggled to muster a ‘No’ between them if not, was there something wrong with her teaching? There must be, if her ‘prize pupils’ did not care to attend her classes.”

Interpretation by the Researcher: Here, teacher and students both are honest. Students don’t lie, on ‘why they were not in class’, and teacher too is very humble and promise them to present more enthused class. So, here honesty in teaching as well as in learning is found. So, teacher students’ relationship is based on trust, faith and honesty towards each other.

Story – 12: Ode to a Teacher

Key sentences from Story: “When the little girl went to the old man’s house for summer vacation, the first place they visited was the library.”

Interpretation by the Researcher: Here student goes to the teacher’s house, as well as, they both visit the library. So, student- teacher relationship seems very friendly and sharing. Teacher is like her family member and teacher treats her as his daughter. So, it shows strong and emotional bonding.

Story – 13: Model Mentor

Key Sentences from Story: “Every Teacher’s Day, I marvel at the cards and calls my daughter receive from her present as well as former students. In fact, throughout the year, several of those whom she taught years ago keep in touch through text-message and e-mail, and visit her whenever possible.” “... Such is the lasting bond between a grateful student and a great teacher.”

Interpretation by the Researcher: Here, teacher student share touching relationship. It is a very strong life-long bond. Students remembered her teacher even after school and teacher too reply by chat, e-mail or meet personally. They share sympathetic and progressive relationship.

Story – 14 : Remembrance among the Ruins

Key Sentences from Story: “He was not a teacher by profession. He was an engineer with the heart of a teacher who delighted in instructing and correcting. He was a teacher to the end.”

Interpretation by the Researcher: It shows that, a teacher never retired. He is a lifelong teacher and learner. He enjoys instructing or correcting his students. So, teacher-student relationship is delightful and enjoyable where they learn with fun.

Story – 15: Race against the Dying of the Light

Key Sentences from Story: “The doctor says it is only a matter of time before I go blind. So why don’t you come over and let me see you before that happens?”

Interpretation by the Researcher: Here, teacher asks one of her students to visit her. So, here teacher and student are having lifelong caring relationship. Students are like family members for teacher, to whom they can call to meet them personally in sickness too. Lots of interaction between teacher and students take place.

Story – 16: A Principal who said Sorry

Key Sentences from Story: “No wonder we had complete trust in this man; the transparency of his character won us over.”

Interpretation by the Researcher: Here relationship between student and teacher is very transparent. It is because of honest from both sides. It creates deep faith and trust between them.

Story – 17: Chak De, Old Chap!

Key Sentences from Story : “ He gave us that sense of being able to depend on him to do what was good for us, a fatherly figure despite his strictness, especially to a few of us who were still schoolgirls.”

Interpretation by the Researcher: Here it is interpreted that, student teacher share a father- child relationship. They share flexible and democratic relationship.

Story – 18 : One of a Kind

Key Sentences from Story: “Our relationship was never that of a teacher and student. She seemed to enjoy reading with me, and soon we read everything together. To her, I was not just another student whom she had to teach, to make some extra money. I was a real person, a friend.”

Interpretation by the Researcher: Here, student-teacher share friendly relationship. They have good bonding. They read together and share thoughts. They have human relations. For teacher, teaching is just not a job but to work with human like her. They share good understanding as well as mutual respect and rapport with each other.

Story – 19: Tribute

Key Sentences from Story: “She became a dear and cherished friend. She had actually been reading and loving my soul. Just as I read and loved everything she gave me.”

Interpretation by the Researcher : Student teacher relationship is very friendly and they enjoy their relation. Teacher loves her student’s soul and tries to understand her student always. They share closeness and concern with each other.

Story – 20 : Miss Shanmugam

Key Sentences from Story: “Miss Shanmugam, had given many a girl her ample shoulder to cry on.”

Interpretation by the Researcher: Here student-teacher share emotional and sympathetic relationship. Teacher has always been there when, her student wants to share anything personal or school related matter. Teacher listens it carefully and consoles the student. They share trustworthy and democratic relationship.

Story – 21: She Set Me on the Write Path

Key Sentences from Story: “I went to her and said, Mrs G, please write me an opening line and I’ll take it from there. She neatly wrote in my note book, ‘*I woke up one morning and found myself famous*’. Go on. Continue from there!”

Interpretation by the Researcher: Here, student can meet and ask question to teacher without any hesitation. Teacher too solves her students query immediately. So, teacher student relationship presented here is frank. Teacher provides one to one attention

Story – 22: The Eleventh Hour

Key Sentences from Story: “We were on my scooter, heading towards the residence of the only man on earth who could save us, Mr Ganesh, our chemistry teacher.”

Interpretation by the Researcher: Here, students have full faith in their teacher that he will solve their problem. So, student-teacher relationship presented here is trustworthy and depending. Teacher is the only hope and a true sense mentor for student.

Story – 23 : A Teacher Learns a Lesson

Key Sentences from Story: “I was ashamed of my harsh handling of the little girl. I had not only shown my students how weak I was; I had frightened them, lost their trust, and hurt their feelings. When Ananya entered I called her over. Ananya, I’m sorry for getting angry with you yesterday. The next day Ananya ran up to me.”

Interpretation by the Researcher: Here, a teacher feels sorry for her harsh behaviour with one of the students. So, she said sorry to her student, next day. So teacher has no ego or attitude for being teacher. She and student share equal ground. When teacher called student, before saying sorry, she feels hesitated to go to teacher but from next day she runs towards her. It means student also understands her teacher and her mood. Students admire and respect their teacher.

Story – 24 : A Story of Faith Restored

Key Sentences from Story: “They looked at each other for some time, then the tears from the boy’s eyes slowly started flowing. The man held the boy in a gentle hug as the sobs wrenched his frail body. Then slowly he became calm, and as he looked up at the gentle face of the man holding him, a sense of peace seemed to fill him.”

Interpretation by the Researcher: Teacher stood by student’s emotional breakdown. He provides his shoulder to cry. Teacher gives him strength. Here, teacher stood for the student, in his money crisis. Such is the kindness of heart of teacher. Student teacher share deep relationship.

Story – 26 : Ode to 2009

Key Sentences from Story: “I was stubborn, rebellious and extremely slow to learn. You would have to be one tough task-master to get anything accomplished. And I was surprised at just how faithfully you carried out your mission.”

Interpretation by the Researcher: Here, student is slow learner and teacher works so hard to teach her. Likewise the teacher fulfils his duty towards students. It seems that student- teacher relationship is dedicated and faithful. There is fulfilment and clarity of duty from teacher’s side. Student also feels sorry for being a stubborn and rebellious student. So respect towards teacher is there in the relationship.

Story – 27 : All Her Sons

Key Sentences from Story: “They were all her ‘sons’. She would keep a little box full of shirt buttons in her desk, and, as her boys came up to have their works corrected, she would stop to sew on their missing buttons then and there. She would have them clean their shoes and comb their hair with the brushes and combs kept in her cupboard.”

Interpretation by the Researcher: Here, a teacher-student relationship is like mother and child. Teacher is the caretaker of students. She would sew their button, clean their shoes and comb their hair. It means she takes care of student’s behaviour, personality and knowledge too.

Story – 28 : Writing Testimonial

Key Sentences from Story: “This reluctance to tear herself away from the haven that school is her alma mater.”

Interpretation by the Researcher : Teacher is feeling pain because students are leaving the school. So, teacher considers student as her own child going far from her. They considered this institution as very own. As if it is a home of them. So, school is not a formal place but it is a kind of family. They are sharing strong bond and affection towards each other.

Story – 29: For the Girls

Key Sentences from Story: “I look at to you now. I’ve yelled you and goaded you; laugh with you and glared at you. I know I’m going to miss you very much.”

Interpretation by the Researcher: Here, teacher cannot bear the distance between her and her students. They lived together for so many years in school, enjoy all the phrases of life together, and so, teacher is missing those days. It shows strong emotional bonding between student and teacher.

Story – 30 : The English Teacher

Key Sentences from Story: “Money? Relax, Ma’am. It’s our party. Santa Claus arrived. The children squealed and so did I.”

Interpretation by the Researcher: Here, student can firmly and with right, proclaimed that they will handle all the stuff. So, it shows that they share outspoken, freely and frank relationship. Teacher starts whistling with student in program, that shows teacher-student relationship very liberal. Teacher is very enthusiastic and motivates his students.

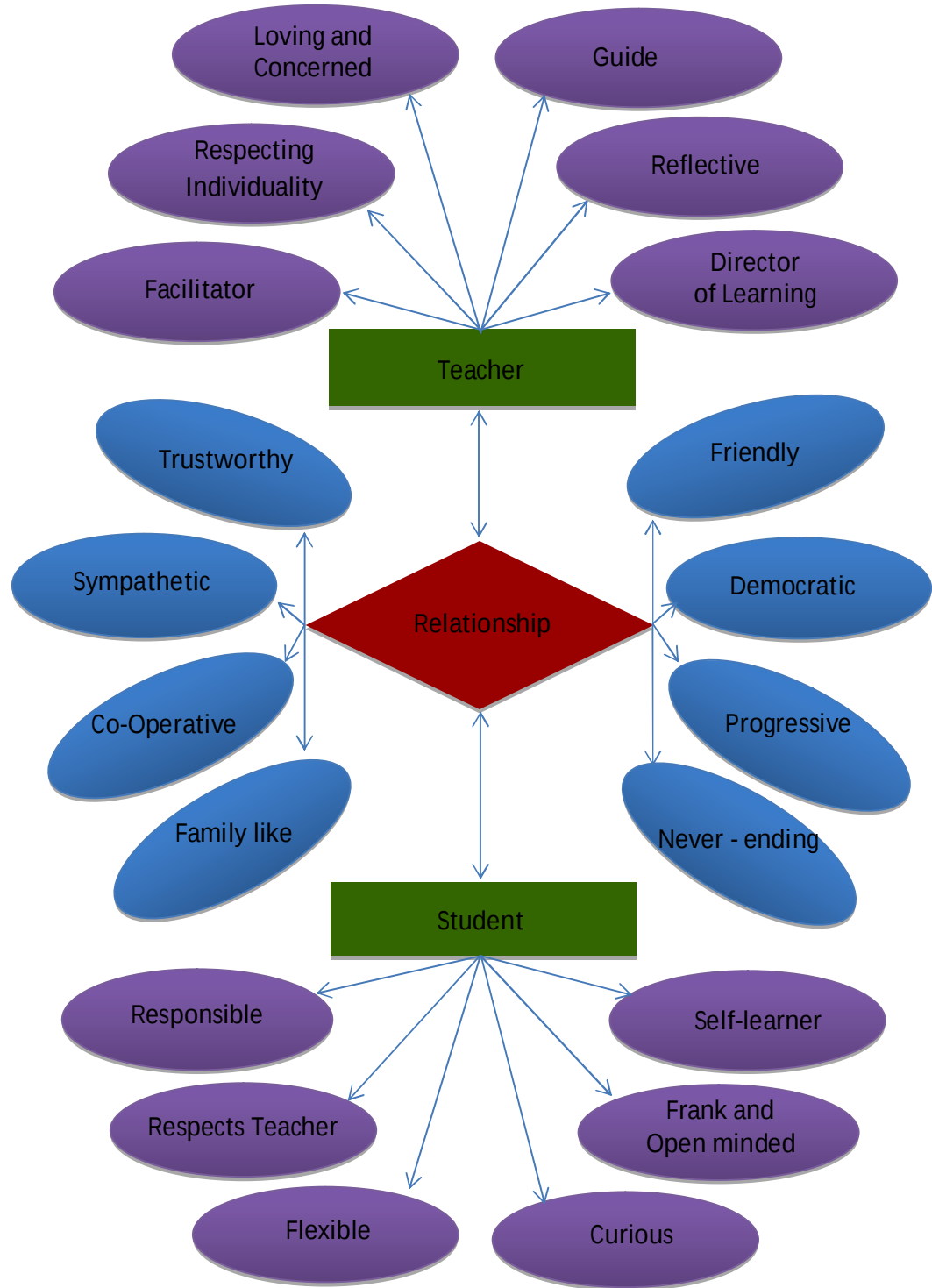


Diagram 4.2: Teacher – Student Relationship

4.2.4 Values to be learnt from a Teacher

Story – 1: The Greatest of love

Key Sentences from Story: “The singular gesture of loving concern for me, I, who was just one among the hundreds of boys who must have passed through his hands in his long and illustrious career, remains permanently, etched in my mind.”

Interpretation by the Researcher: Values presented here are, teacher’s gesture of love and concern towards all the students, all the time.

4.2.4.2. Story – 2: The Key to Rebecca

Key Sentences from Story: “I, along with a small group of teachers, came forward to help the child cope. We gave Rebecca our undivided attention. We showered her with love and affection.”

Interpretation by the Researcher: Love and affection, care and extra effort, help and devotion towards profession, encouragement quality, including others, team work, dedication and determination are the values to be learnt by teachers.

Story – 3 : Mirrors and Roses

Key Sentences from Story: “It was the kindness and love of a special young teacher, my Maths Miss which gave me heart, as I took the first, tentative steps towards knowing, loving and accepting myself, scars and all.”

Interpretation by the Researcher: Values presented here are kindness and love towards children. Teacher develops confidence in vulnerable child and praises student despite her non-attractive face. Teacher has a pure heart and feeling of acceptance.

Story – 4: When Less Was Much More

Key Sentences from Story: “But she had the grace, I can think of no other word to describe it – to realise that the humiliation I felt was enough.”

Interpretation by the Researcher: Here, The teacher shows sympathy, kindness, grace towards a brilliant student, who didn’t complete his work. So, sometimes, teacher should understand student’s perspective too and should be kind enough to forgive. He/she should show care while correcting.

Story – 5: Turning Over a New Leaf

Key Sentences from Story: “I was more concerned about Tania now, than that she’d stolen money. I was angry with her parents for behaving like puppets.”

Interpretation by the Researcher: Values presented here are care about students’ betterment. The teacher tries to understand her problem and indulges in finding solution, show kindness and concern towards child.

Story – 6: Transcending Plateaus

Key Sentences from Story: “She constantly encouraged me to think critically and put my thoughts into writing.”

Interpretation by the Researcher: Values presented here are having faith and positive attitude towards students and encouraging students to think critically.

Story – 7: Remembering a Paper Doll

Key Sentences from Story: “Looking back, I marvel at the patience of this remarkable young woman, who must have sat up many nights, drawing, cutting out, and painting each of those dolls, in preparation for the class.”

Interpretation by the Researcher: Values, presented here are,patience, hardwork, creative nature, readiness to work for student and advance preparation for the class. These values make one a great teacher.

Story – 8: K. P. Sir to the Rescue

Key Sentences from Story: “His idiosyncrasies were numerous, but his dedication to discipline and simplicity, his patience and kindness overrode everything else.”

Interpretation by the Researcher: Values presented here are simplicity, simple living high thinking, extreme patience and kindness for students. Teacher has a high value of discipline and dedication.

Story – 9: Flying beyond the Horizon

Key Sentences from Story: “I made her understand that she had to prove herself right even if she faced hurdles along the way. Slowly she regained her self-esteem.”

Interpretation by the Researcher :Value presented here are good understanding of a teacher and soft corner for student.

Story – 10: ‘Midsummer’ Magic

Key Sentences from Story: “Are you unwell? Began Mrs Sing. If not, was there something wrong with her teaching? There must be, if her ‘prize pupils’ did not care to attend her classes. She would make them livelier in future, she promised, in the hope that we would henceforth be regular.”

Interpretation by the Researcher:Values presented here, are commitment and dedication towards teaching. Teacher is doing best in classroom and still she wants to improve herself so she can make it so lively that no one can bunk her class. A teacher is a lifelong learner.

Story – 11:A Lesson for the Teacher

Key Sentences from Story:“That would be in keeping with its motto, ‘Working in unit to serve the community”

Interpretation by the Researcher:Values presented here are devotion and compassion towards society, working in unity and fulfilment of duty towards society. Teacher encourage student to work for the society, when neighbouring state suffers from earthquake.

Story – 12: Ode to a Teacher

Key Sentences from Story: “He had the courage to debar the son of a minister who was caught coping during a board examination. He was the little girl’s hero.”

Interpretation by the Researcher:Values presented here are: courage, truthfulness, very strict belief in rules and righteousness.

Story – 14: Remembrance among the Ruins

Key Sentences from Story:“The Lord gives; the lord takes away.” “The moment I stop talking an interest in what goes on around the word, I stop being alive.”

Interpretation by the Researcher: Values presented here are deep faith on God, spiritual nature, no worry for money and deep interest in learning. She was a voracious reader so she always keeps herself in touch with latest facts of world.

Story – 15: Race against the Dying of the Light

Key Sentences from Story: “I thought, gosh there’s no time left, so let me read as much I can before I go blind.”

Interpretation by the Researcher: Values presented here are strong passion for reading, strong desire to learn more, tiresome efforts, use of every moment and punctuality.

Story – 16: A Principal Who Said Sorry

Key Sentences from Story: “He seemed to us incapable of the slightest dishonesty or deceit. He did not pretend to know what he did not.” “If he lost his temper with anyone, whether a staff member or student, he would approach the person that same day, and apologise.” “He would mix with the students freely, a big smile on his face and a kind word for everyone.”

Interpretation by the Researcher: Values present here are, honesty, transparency in behaviour, humility, acceptance of his limitations, apologizing for his strictness, very friendly, social, freedom giver and cheerful.

Story – 17: Chak De, Old Chap!

Key Sentences from Story: “He was a disciplined and disciplining man. For him principles came first and punctuality and good behaviour was paramount, complemented by neat grooming and smartness, both on and off the field.”

Interpretation by the Researcher: Values presented here are love for discipline, following principles, punctuality, good behaviour, purity, neutrality and transparency.

Story – 18: One of a Kind

Key Sentences from Story: “She was patient, and she treated me with respect. I try to remember how she taught me, with kindness, patience and humility.”

Interpretation by the Researcher:Values presented here are patience, calmness, respect, kindness and humility.

Story – 19: Tribute

Key Sentences from Story: “She stood out for both brilliance of mind and beauty of soul. She had taught them and touched their lives, just as she had mine, all those years ago.”

Interpretation by the Researcher:Values presented here are, pure soul, intelligence and treating every one as equal.

Story – 20: Miss Shanmugam

Key Sentences from Story: “In my middle school years, I had the fortune of having a really dedicated teacher. Miss Shanmugam had given many a girl her ample shoulder to cry on. Miss Shanmugam was a firm believer in positive thinking.”

Interpretation by the Researcher :Values presented here are dedication towards profession, sharing of emotions of students and positive thinking.

Story – 21: She Set Me on the Write Path

Key Sentences from Story: “Through smile and giggles and tears and hugs, I heard her famous infectious laugh again.”

Interpretation by the Researcher:Values presented here are positive attitude towards life, establishing assertive mind-set, jolly nature, love, affection and concern for student.

Story – 23: A Teacher Learns a Lesson

Key Sentences from Story: “I was determined to always be calm, smiling and approachable; and most importantly, to be a picture of confidence my students. Self-assurance would be my main trait.”

Interpretation by the Researcher:Here, a teacher wants to follow some values like to be calm and happy, mingle with students with ease, being confident and with no doubts in classroom. Such values should adopt by a good teacher.

Story – 24: A Story of Faith Restored

Key Sentences from Story: “The principal was left with no option but to proceed against the boy. His heart bled at the thought. Finding it hard to control himself, the principal and then gently placed his hand on the boy’s shoulder.”

Interpretation by the Researcher: One student is not able to pay the fees, and principal had to show the door to student, as trust said. So, he pay remorse for student. here values presented are pity and love for student, grief for his own limits and sensitiveness.

Story – 25 : The Rightness of Wrong

Key Sentences from Story: “Moral issues are best resolved from the heart, with a certain degree of empathy and compassion.”

Interpretation by the Researcher: Here it is said that a teacher should solve moral issues from heart. So, a teacher should have empathy and compassion towards child.

Story – 26: Ode to 2009

Key Sentences from Story: “I was surprised at just how faithfully you carried out your mission.”

Interpretation by the Researcher: Values present here are dedication, faithfulness, time management, value for time and continuous efforts to achieve goal.

Story – 27: All Her Sons

Key Sentences from Story: “She was praised for her selfless devotion and unstinting dedication to her task of grooming batches of boisterous boys to become the gentleman they were today a task she had taken very seriously, even as she taught them to spell and read and add and multiply.”

Interpretation by the Researcher: Values presented here are selfless devotion and dedication. She was tough taskmaster, believed in gentleman ship and hard work. She took her profession seriously so, she had a sense of seriousness towards her duty.

Story – 29: For the Girls

Key Sentences from Story: “Together we learned the poets, wonderful lessons of beauty and love, God’s grandeur and the folly of man.”

Interpretation by the Researcher:Teacher here has no proud for having an authoritative job. She believes in work together and in participatory approach. She considers herself as lifelong learner. She is humble.

Story – 30: The English Teacher

Key Sentences from Story: “Our general English classes wanted to come. I said, ‘all are welcome.’”

Interpretation by the Researcher:Here, teacher invites all the school students in her class party, so, it can be interpreted that, teacher is liberal, friendly, valued each person, generous and large hearted person.



Diagram 4.3 : Values to be Learnt from Teacher
4.2.5 Characteristics of a Good Educational Institution

Story – 2: The Key to Rebecca

Key Sentences from Story: “Being the head of the department, I, along with a small group of teachers, come forward to help the child cope.”

Interpretation by the Researcher: Head of any institute should be aware of each child and specially about a special child. With that, head of any institute must have a capacity to work in a group of teacher. His/her work is not only to order but to participate also. Here it shows leadership values, effective Principal and involvement of faculty for the betterment of students.

Story – 3: Mirrors and Roses

Key Sentences from Story: “She was welcomed with screams of delight by her classmates. Miss took her hand and led her to the table. Look, God himself has sent you a present.”

Interpretation by the Researcher: Here, classmate celebrated little Rose’s birthday with all enthusiasm. Good education institute is that which celebrates all students special day and gifts them wonderful memories. It shows supportive nature of the institute.

Story – 5: Turning Over a New Leaf

Key Sentences from Story: “Mrs. Sreelata, will you be Tania’s friend?’ I asked, turning to her teacher. ‘Gladly’ she smiled at Tania.” “... I assured her that she would come to no harm. But I told her that I needed to speak with her parents.”

Interpretation by the Researcher: A head is requesting other teacher to be friend with problematic child. Here, it is an example of healthy relation among teachers. Head has full trust in his staff, which is very important in any educational institution. It is interpreted that, a good educational institution always conducts parent teacher meetings and solves problems of child together.

Story – 7: Remembering a Paper Doll

Key Sentences from Story: “It was an art and craft class, at the end of the school day, and my teacher gave me that doll.”

Interpretation by the Researcher: A good educational institution is organised such that it provides creative activities for fun and to search innovative and creative ability of their children. This school organises such activity, in the last hour of school. This is the time when, children feel bored, after learning all day long. So a good educational institute should keep this time for such activities.

Story – 8: K. P. Sir to the Rescue

Key Sentences from Story: “I was doomed, my Hindi teachers reiterated, and one even went so far as to tell me that I was a national disgrace and would never marry a Hindustani man.”

Interpretation by the Researcher: A good institutional teacher never demotivates his student. Teacher should not exaggerate their failure, by commenting inhuman or disgraceful word.

Story – 9: Flying beyond the Horizon

Key Sentences from Story: “I thought her parents needed counselling.” “..of course, I meant to speak to her parents.”

Interpretation by the Researcher: A good educational institution also counsels parents of students. If there is any particular case as described here then an institution should go for personal parental counselling.

Story – 10: ‘Midsummer’ Magic

Key Sentences from Story: “The dark day dawned our Hindi teacher swooped down and hauled us unceremoniously to Mrs. Sing’s class.”

Interpretation by the Researcher: Here, a teacher saw two students sitting outside the class so, she sent them back to their class. A good institution has healthy relations among staff members so they can interfere. It also shows good communication system among school persons.

Story – 11: A Lesson for the Teacher

Key Sentences from Story: “I told them what the school proposed to do. A raffle would be held. A booklet with ten leaves priced at Rs. 5 each, would be given to every student. Each student was expected to sell at least one book. There would be prizes, including one of Rs. 500 for the child who sold the highest number of books.”

Interpretation by the Researcher: A good education institutional stands for the society in crisis. It starts charity programme as given here. A good institution tries to get support of everyone and for that, they encourage student by providing them prizes for better performance. A good institution works in unity and humanly to give back to the society. Such institutions focus on cultivating core values in students by doing exemplary work.

Story – 13: Model Mentor

Key Sentences from Story: “No matter how hard I tried, I could not pass in Tamil and neglected it completely. I got away with such indifference for a while, getting promoted regularly with just a word of warning.”

Interpretation by the Researcher: Here, A student who is not capable of learning Tamil language adequately is easily promoted to the next class, with just some word of warning and she failed afterward. So, it is interpreted that a good institution should not promote their student just by saying a few words.

Story – 14: Remembrance among the Ruins

Key Sentences from Story: “As they gazed up into the bright shining stars they would learn something of astronomy as they were taught to recognise some of the plants. Or else it was time to learn about the culture and the people of his native Goa and his beloved village, Saligao, through the ancient method of storytelling.”

Interpretation by the Researcher: A good education institution organizes educational tour to make student learn in different ways. Learning from nature is given importance here. Institute organises city tour to learn about culture also. A good institute is always rich in activity and resources. So, that student can have better understanding.

Story – 15: Race against the Dying of the Light

Key Sentences from Story:“She has been a principal of prestigious institutions and is still requested to ‘come at least once a week. Ma’am, your presence motivates the other teacher and the students.”

Interpretation by the Researcher:A good education institution is one that arranges well-known and learned person’s lecture in their school to motivate students. It has a good management of activities so that such things also can be included in it.

Story – 16:A Principal Who Said Sorry.

Key Sentences from Story:“When the shocking news of his sudden death reached people, all the education institutions of the town closed in his honour.”

Interpretation by the Researcher:Here it is interpreted that, someone who has done remarkable works in the field of education should always be remembered by all Students and teachers. All educational institutions should pay honour to such personality when he died.

Story – 17: Chak De, Old Chap!

Key Sentences from Story:“Even when representing the state, all we were given was one pair of shorts and a shirt, and perhaps a stick. God help us if we had to play matches on consecutive days-our clothes would be starched with perspiration.”

Interpretation by the Researcher:It is interpreted that, an institute should provide satisfactory equipments to the students, be it of sport, music or else.

Story – 18: One of a Kind

Key Sentences from Story: “I don’t have that many friends, and it was sadly connected with my performance in class, because no one wanted to befriend the underachievers.”

Interpretation by the Researcher:Here a girl has no friend, because she is poor in study. So, a good education institute creates team spirit. Teacher should emphasis on friendly relations among all students.

Story – 20 : Miss Shanmugam

Key Sentences from Story: “Girls, as editor of the school magazine, I want to say that all those who have scored above eighty per cent in English have to contribute to the magazine. Also, so as not to discourage those who haven’t, anyone with a liking for poetry, quotations and riddles can also contribute. Let’s try to make this magazine the best possible one.”

Interpretation by the Researcher: Good educational institute always publishes school magazine with the help of students and teachers. Here one good way of distributing work is presented. Students who scored above 80% will contribute article and others will contribute puzzles and quotations. It is a good way of encouraging all the students. It has a student- centred approach.

Story – 21: She Set Me on the Write Path

Key Sentences from Story: “She neatly wrote in my notebook, ‘*I woke up one morning and found myself famous.* Go on. Continue from there!’ She challenged me. I remember simply racing home to do my homework that day.”

Interpretation by the Researcher: Here, teacher inspired a student for doing homework. A good educational institution always indulges in such activities that leads students to do better than before. Student is able to ask the teacher. So it can be concluded that institution is governed by democratic principles.

Story – 23: A Teacher Learns a Lesson

Key Sentences from Story: “I wrote, ‘Dear Mr Bose, I apologise for scolding Ananya. Having thought the matter with a cooler head, I realise I may have been too fast for her.’”

Interpretation by the Researcher: In a good educational institution teacher is always in touch with parents of students. Here a teacher wrote a letter to one of parent at home. It means, teacher thinks about school’s matter at home too. A good institution constructs by such an ideologist teacher.

Story – 24: A Story of Faith Restored

Key Sentences from Story: “The school, run by the church, catered mainly to lower and middle-class children from the neighbourhood. The fees were not much.”

Interpretation by the Researcher: A good educational institution works for the poor children. It reserves some seat for poor students, and takes very low fees. It also provides possible scholarship to poor and intelligent students.

Story – 25: The Rightness of Wrong

Key Sentences from Story: “One of my students, a ten-year-old girl, a very affectionate child, had just failed in all her subjects. Under normal circumstances, we wouldn’t think twice about notifying the parents. But the situation was different in this case.”

Interpretation by the Researcher: Good educational institution is one where sometimes teacher overlook the rules, and tries to understand or handle unique case. Here though a child failed in all the subjects, they don’t notify their parents because their parents will then not allow her to come to school. So, teacher decides to help her without involving her parents. Good institution treats each child in a unique way.

Story – 27: All Her Sons

Key Sentences from Story: “The announcement of her passing had been posted on the ‘Old Students’ website and passed along on mobile phones, and here they were.”

Interpretation by the Researcher: A Good education Institution always pays its gratitude towards all honourable teachers. Here a school is in touch with its teachers and students by a website. At the death of one teacher all students gathered to pay her last tribute. So such institute always remains in touch with all the members of schools and have latest technological gadgets with its proper use.

Story – 28: Writing a Testimonial

Key Sentences from Story: “I also remember the day when she was made a school prefect, jumping high with happiness.”

Interpretation by the Researcher: A Good institution, encourages student’s concern about cleanliness. For that it organises competition of school perfect girl or boy. Likewise, a good institution cultivates good habits in students.

Story – 29: For the Girls

Key Sentences from Story: “My tuneful trio-stalwarts of my soprano line in the college choir.”

Interpretation by the Researcher:A good education institution organises all type of activities in the school. Such institute recognizes the capability or skill of the students and provides them or develops them accordingly. Music is the must teach subject. So such institution organises music related programme regularly.

Story – 30: The English Teacher

Key Sentences from Story: “They decided to invite the children of the staff, peons and the Gurkha watchmen.”

Interpretation by the Researcher:Good educational Institute invites all school family in the smallest function to the big one, with respect. It does include peons and watchman too. So, that, students value them and understand their importance.

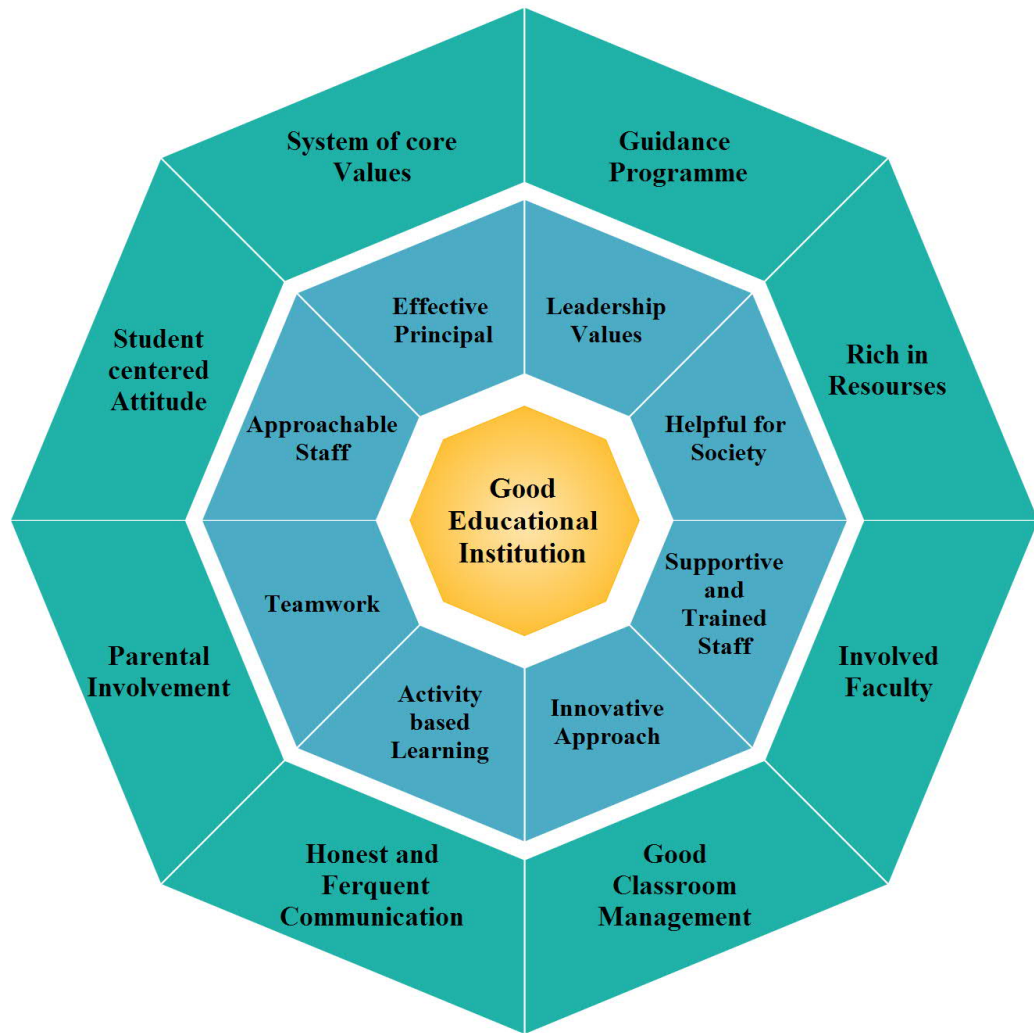


Diagram 4.4 : Characteristics of a Good Educational Institute

4.2.6 Key Lessons to be learnt by Students

Story – 1: The Greatest is Love

Key Sentences from Story:Title – ‘The Greatest is Love’

Interpretation by the Researcher:Education is to teach love for mankind. Love is the strongest bond of all. A heart full of love can evaporate hatred.

Story – 3: Mirrors and Roses

Key Sentences from Story: “Thus began my journey towards self-acceptance. I came to accept that my face would never launch a thousand ships, but it was uniquely my own.”

Interpretation by the Researcher: Student learnt that it is not outer look that matters, but what you think of yourself is matters. So, it teaches a lesson of self-acceptance and uniqueness.

Story – 4: When Less Was Much More

Key Sentences from Story: “And she had the grace to not mention it to me ever again. In that moment, I loved her- this dumpy, uninspiring, boring, pedantic teacher.”

Interpretation by the Researcher: Here, a brilliant teacher, judges his history teacher by her look, but at the end he gets to know, the emotions of her towards him. So, a lesson to be learnt for students is, don’t judge a persons, only by outer look. One should also try to understand their emotions and behaviour.

Story – 5: Turning Over a New Leaf

Key Sentences from Story: “A few months later, on New Year’s Day, the phone rang, and I was delighted to hear a sweet little voice wish me a happy new year. It was Tania, bubbling with joy and confidence as she told me how well she was doing in school.”

Interpretation by the Researcher: It is interpreted that, a student should keep in touch with their well-wisher teachers, and should tell them how important they are in your life. Expression of feeling is the lesson to be learnt by student for better life.

Story – 7: Remembering a Paper Doll

Key Sentences from Story: “When many years later, I completed my doctoral studies, and had my thesis published, I mentioned three of my school teachers as being my inspiration, in the Acknowledgements. I thought it fitting that her name led the rest, as she had been the first to ever believe in me.”

Interpretation by the Researcher: A student mentions teacher's name, in her doctoral thesis. From that a lesson to be learnt is show your gratitude towards those who changed your life entirely. It also shows deep impact of the teacher on the child.

Story – 8: K. P. Sir to the Rescue

Key Sentences from Story: "There was much joy and celebration in my household the night that happened."

Interpretation by the Researcher: A student learnt that his effort can bring joy for his near ones. A student should understand responsibility of learning so that, they can provide satisfactory smile on the face of their parents.

Story – 9: Flying beyond the Horizon

Key Sentences from Story: "One of the most difficult times. I have experienced as a teacher is when a seventeen-year-old came to me in the depths of depression."

Interpretation by the Researcher: A student learnt to share his problems with teacher. A teacher can guide students on a right path. So, students should keep faith and dedication towards teacher.

Story – 10: 'Midsummer' Magic

Key Sentences from Story: "Under Mrs. Singh's exceptional tutelage, my fondness for literature increased. Long before we reached Act IV, I had read the whole play."

Interpretation by the Researcher: Here, a student likes the subject, his teacher teaches and so to learn it better he read before the teacher taught in class. So, a lesson to be learnt by student is the desire to learn the subject taught by the teacher in an interesting manner.

Story – 11: A Lesson for the Teacher

Key Sentences from Story: "Last year I was in the community service programme. We visited the slums during the floods and this changed me completely." "It was then that I resolved to help the poor as much as I could. I use my pocket money."

Interpretation by the Researcher:A lesson learnt by student is to work for the betterment of society, by her pocket money and try to do good something on every day. Such empathy student should develop.

Story – 12: Ode to a Teacher

Key Sentences from Story: “As she watched her children struggle with teachers who never enjoyed teaching but had become teachers because they could not think of a better profession.”

Interpretation by the Researcher:Key lesson to be learnt by student is to choose a career in which one is thoroughly interested. Teaching profession is a profession of lots of responsibilities, where laziness and disinterestedness affects the child’s future. So keep faith in action you do and be responsible towards it.

Story – 13:Model Mentor

Key Sentences from Story:“I was filled with a strong desire to shine in the dreaded subject, if only to spare Mr Gopalan disappointment. Determined that his efforts should bear fruit, I worked hard and eventually sailed through my SSLC with merit.”

Interpretation by the Researcher :Here, a student started learning Tamil, because she didn’t want to disappoint her teacher, who was doing so much of effort to teach her.A lesson to be learnt by student isto respond positively towards teachers hard work and have a self-belief.

Story – 14: Remembrance among the Ruins

Key Sentences from Story:“I wished he was there-to see and touch and breathe the air of that ancient civilisation.I was going to write to him, describing in detail all that I had seen and the welter of emotions I had experienced. I knew in my heart that he would enjoy this visit vicariously.”

Interpretation by the Researcher:One student remembering his teacher on a foreign land, who once taught him about the culture of this country. He has so much love and respect for teacher for such a great values and lessons he taught. So, in returns, he decided to writes a letter of his visit. So, lesson to be learnt by student is to realise the value of the teacher and say thanks from the bottom of his heart. Student should

cultivate values like empathy, humanistic perspective and think for the welfare of others.

Story – 16: A Principal Who Said Sorry

Key Sentences from Story:“One day, at the start of a speech on public speaking, he told us, boys, before I came here to give this speech, I felt slightly nervous. It was a surprise and a great encouragement in the long run for us to hear that this much admired public speaker too experienced moments of nervousness.”

Interpretation by the Researcher:Student learnt that every person experienced nervousness while speaking on stage. So, face the nervousness and try to overcome it. Practise is the only way to remove fear.He learnt values of courage and acceptance.

Story – 17: Chak De, Old Chap!

Key Sentences from Story:“He used to emphasise that our foolishness or selfishness could lose us a game, and therefore responsibility and teamwork in our every move was the only sure shot to wining a match.”

Interpretation by the Researcher:Lessons of teamwork and co-operation are learnt by student. Positive support of classmates and work as a team can lead learners to the success. Student learnt to develop wider vision of success.

Story – 18: One of a Kind

Key Sentences from Story: “I couldn’t bring myself to actually tell them about my dismal failure in school, so I scribbled my feelings and thoughts on a note and passed it on the maid who brought me lunch every day. ‘Give it to Ammi,’ I told her. I also realised that if I understood something first, I would have a better chance of remembering it.”

Interpretation by the Researcher: Key lesson to be learnt by student is honesty. She writes about her failure to her parents. Second thing is realization and reorganization of mistake. She realizes that cramming is not knowledge and because of that she is behind other students. It is the understanding that leads to success.

Story – 19: Tribute

Key Sentences from Story: “And I knew, in that singular, shining moment, that this was what I wanted to do for the rest of my life. To read literature, to teach literature. And to do it, please God, at least half as well as she.”

Interpretation by the Researcher: A student is so much impressed by her teacher and she also wants to be teacher. She wishes to be as good as her teacher in teaching. There is a deep impact of the teacher on child. So, student not only learnt course book, but also good values, manners and skills from teacher.

Story – 21: She Set Me on the Write Path

Key Sentences from Story: “She pointed out the difference between merely hearing, and listening and suddenly I began listening better: to the rhythm, rhyme, and meter of a bunch of words strung together, and the endless possibilities of fun you could have with contradiction.”

Interpretation by the Researcher: Here, a student pays full attention on what her teachers is teaching, understands it well and then uses her knowledge in practice. Likewise, student learnt to grasp maximum of knowledge of teacher and put it into practice.

Story – 22: The Eleventh Hour

Key Sentences from Story: “Under Ganesh Sir’s focused and exclusive guidance, Ankur and I were actually grasping the most arcane subject we’d come across that year.”

Interpretation by the Researcher: A lesson learnt by student is, that if they willingly try to understand the course, they could easily raise their confidence in particular subject. Teacher always helps student and wants to see him/ her students progress.

Story – 23: A Teacher Learns a Lesson

Key Sentences from Story: “I looked up to see a timid little girl standing before me. Placing her text book before me, she said: ‘Miss, please could you mark the portion in the book that you taught yesterday? You’re giving us a test tomorrow and I couldn’t follow what you taught.’”

Interpretation by the Researcher: A lesson learnt by student is to have courage to ask their doubt, related to subject matter. Teacher may be angry upon student at that time but then she definitely thought on students' problem and came with the solution. So, student should always solve his doubt by asking questions.

Story – 24 : A Story of Faith Restored

Key Sentences from Story: “No, said another voice, the money is not yours. Remember what your mother taught you about honesty and the lesson that you learnt in Sunday school about having a clear conscience?”

Interpretation by the Researcher: key lesson learnt by student is to hear first instinct or inner voice which always, leads towards right path. Student should always remember what their teacher or parents taught, before commit any wrong.

Story – 25 : The Rightness of Wrong

Key Sentences from Story: “The little girl had been coping with her problems entirely on her own. She had not spoken to anybody about it.”

Interpretation by the Researcher: Here because of student's silence and not sharing her problem, she suffers at schools too. A lesson to be learnt by student is to share her problem and express feelings with the teacher. So, that teacher can understand student well and can guide them well.

Story – 26: Ode to 2009

Key Sentences from Story: “That was probably the first lesson you taught me, which was that I couldn't live in the past. Just as I cannot live in the future. The only time to live in is *now*.”

Interpretation by the Researcher: Key lesson to be learnt by student is to start live in present. Past is over and future is probability. Where student can work is today to make future bright. So, proper use of time and time management are the lessons to learn from this story.

Story – 27 : All Her Sons

Key Sentences from Story: “He had consciously and conscientiously taught them Greek grammar, and, unconsciously valuable lessons for life, which his students imbibed from the simple and sterling example of his own life. And now they had come to do him honour.”

Interpretation by the Researcher: Here, old student gathered in the last ceremony of one of their teacher, who taught them many lessons of life. So, students learnt to remember the goodness of teacher throughout life. One should not forget the helping hand of anyone who contributes in success.

Story – 28: Writing a Testimonial

Key Sentences from Story: “I’ve watched her trying to pluck up the courage to speak to the teacher about her poor grades.”

Interpretation by the Researcher: Key lesson to be learnt by student is to question to the authority, when he feels or sees something wrong. To get the right information is our right. Old set pattern of not to counter question to elders is wrong. Student learnt to be active participant.

Story – 29: For the Girls

Key Sentences from Story: “I must have been a worrisome sight, now doubled up with helpless laughter. Your scripts could have made it without a fight into the Guinness Book of World Records.”

Interpretation by the Researcher: Here, students fulfil the wishes of his teacher by doing good in paper. They are inspired by her teacher. A lesson learnt by student is to consider teacher as a role model, and work accordingly.

Story – 30: The English Teacher

Key Sentences from Story: “Permission granted and the students took over. It was to be an English department only affair. ‘Santa Claus?’ Of course!”

Interpretation by the Researcher: Here, students handle the whole program. So, students learnt to take responsibility. They organized a program that cultivate brotherhood message, and they work for the equality and learnt to be the change. They also learnt a lesson of management.

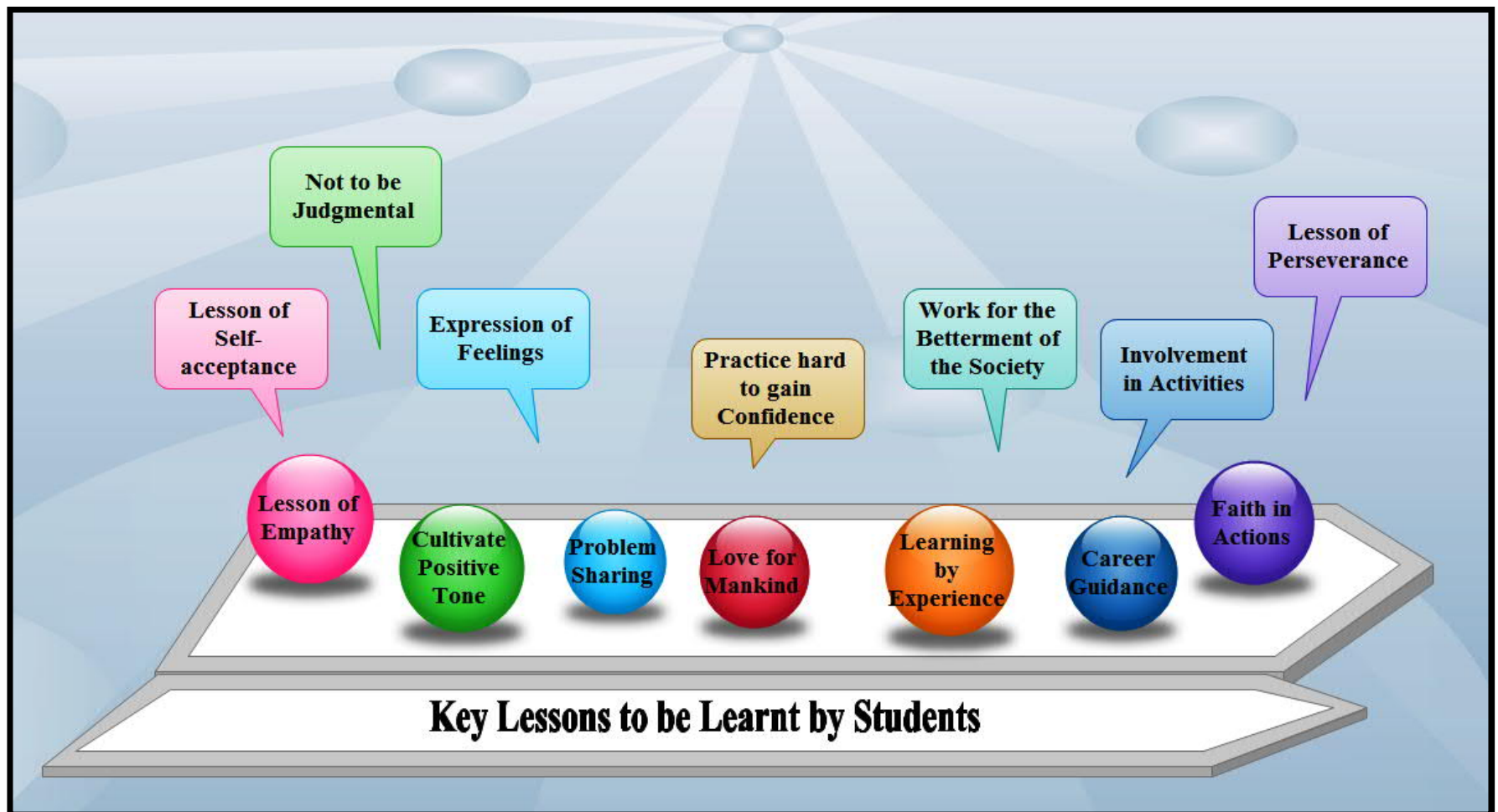


Diagram : 4.5 Key Lessons to be Learnt by Students

4.2.7 Personality of a Teacher and its Impact on Students

Story – 4: When Less was Much More

Key Sentences from Story: “She was old-fashioned, pedantic, her pronunciation accented, her language archaic. Plump with escaping wisps of greying hair, she was hardly the sort to impress a bunch of fourteen-year-olds.”

Interpretation by the Researcher: Here, teacher is very old fashioned, pedantic which was not at all liked by her class. Use of archaic language invites boredom to students and so they talk in between the class. It is interpreted that old fashioned and old accent not please the student and it affects negatively.

Story – 6: Transcending Plateaus

Key Sentences from Story: “And then one of the English lecturers, a tall middle- aged woman with short hair, walked into the room. She was well-dressed in a neatly draped sari.” “The sharp drop in decibel level and discontinuation of paper balls flying across the room convinced me further that this teacher was indeed someone to watch out for.”

Interpretation by the Researcher: Short hair and well draped sari, brings an impression of strict teacher. So, the whole class turns into pin drop silence. It is interpreted that outer look of teacher brings seriousness.

Story – 7: Remembering a Paper Doll

Key Sentences from Story: “My earlier experience, in a different school, had taught me that teachers scolded, sometimes beat and often punished you, even when it wasn’t your fault.”

Interpretation by the Researcher: Here a general impression of teacher is, who scold, beat and punish his students, without paying much attention on cause behind any scene. Here students are afraid of such teachers.

Story – 8: K. P. Sir to the Rescue

Key Sentences from Story: “I met K.P.Sir. A quiet man with twinkling eyes.”

Interpretation by the Researcher: Here personality of a teacher is quite and still an inquisitiveness alive in his eyes. He has a sparkling eyes and student attracts towards teacher to learn.

Story – 10: ‘Midsummer’ Magic

Key Sentences from Story: “Mrs Singh herself possessed as arresting a personality as any of the characters she dramatically described. Of commanding height and regal bearing, with salt- and- pepper hair held back in a bun, she was always elegantly attired in silk saris, although no one dared trifle with her, Mrs Singh was by no means as the severity of her spectacles suggested.”

Interpretation by the Researcher : Mrs Singh’s appearance seems very strict to the students because she perfectly wore and matched everything. Her spectacle gives stern or stiff look. Here appearance is contradicted with her nature. Actually she is very jolly and enthused person. Perfectly draped sari and good etiquette is generally understood as a strict personality, though always it’s not so.

Story – 14: Remembrance among the Ruins

Key Sentences from Story: “Everyone had experienced the perfectionist and the stern disciplinarian and it was now, in retrospect, a matter of amusement. But blindness was no excuse to withdraw from the world. He continued to be involved in and take a deep interest in life.”

Interpretation by the Researcher: Teacher’s appearance was very strict and perfectionist. He believed in strict discipline. He was very learned person too. So, student used to be afraid of him whereas he was actually very enthusiastic and had a deep interest in life also.

Story – 15: Race against the Dying of the Light

Key Sentences from Story: “She is grey-haired, pleasant-faced, plump, moves with difficulty. This is a lady who loves learning and teaching.”

Interpretation by the Researcher: Here a lady is now old and physically ill, but still she loves reading and teaching so it gives impression of physically weak but very strong internally.

Story – 16: A Principal Who Said Sorry

Key Sentences from Story: “His strict side was matched by an equally strong caring side. This basically ‘serious’ man was gifted with a wonderful sense of humour. While being strict about duty and conscience, he lived and related with a light heart and delightful wit.”

Interpretation by the Researcher:It is interpreted that, he was very strict person as well as had a good sense of humour. He was mixture of both, strictness with care. It has very positive impact on students.

Story – 18: One of a Kind

Key Sentences from Story: “The pretty, young woman who was seated at my desk smiled brightly and I smiled back automatically. I was taken aback by her appearance. With her cropped hair and jeans, her darkly lined eyes and dusky skin, she looked young enough to be a college student.”

Interpretation by the Researcher:Here it is interpreted that a charming good looking and wearing western dress by teacher astonished students. They feel happy by bright smile of teacher because their old assumption about teacher was that he has a boring personality. Such desirable teaching personality helps in maintain learning environment in which student feel comfortable and motivated to learn.

Story – 20: Miss Shanmugam

Key Sentences from Story: “Tall and strapping and fresh from her B.Ed. training institute, she wore bright, colourful saris complete with a neatnet around her bun and a huge matching power bindi on her forehead. Her enthusiasm was infectious. I was a bit shy in her class, intimidated by her overall aura and charm.”

Interpretation by the Researcher:Here a teacher’s appearance is very perfect and students hesitate to talk with then because of her strong personality.

Story – 22: The Eleventh Hour

Key Sentences from Story: “His prominent nose and bushy whiskers, that we had often poked fun at behind his narrow back, now represented hope and deliverance. The

spare-built man was dressed in a spotless white kurta, quite becoming a person of his formidable intellect.”

Interpretation by the Researcher:Here, unique type of nose and mustache of sir, become popular in the students, and they used to make fun of it. So, if a teacher is strict, students start making fun of him, behind him back, because they could not talk to them. When the same teacher, helps and loves them well, their all childishness is abolished and personality of teacher makes no differences to them.

Story – 24 : A Story of Faith Restored

Key Sentences from Story: “He was strict with the students. The very thought of his cane sent shivers down the spine of many a recalcitrance student. His stern visage and demeanour, however, actually disguised a heart of gold and he was concerned with the well-being of his students.”

Interpretation by the Researcher:Here principal carries a mask of strictness, to discipline student but actually he is sensitive and is always concerned for his students.

Story – 27: All Her Sons

Key Sentences from Story: “This was a man above all others, a rare human being, whose life, simple and sequestered, has been hidden from public view. Others recalled her perfect diction, her elegant style of dress, her beautiful handwriting and the discipline she unceasingly demanded from her boys.”

Interpretation by the Researcher:Personality of this teacher is very simple and full of solitude. He never wishes to be a public image. He likes to work silently. Her style was elegant. She speaks so perfectly and has a beautiful handwriting. It gives full inspiration to the student and they attract towards teacher to learn.

Story – 29: For the Girls

Key Sentences from Story: “By the end of the year, people said I looked quite distinguished with my rapidly greying hair. I smiled and gave the credit all to you.”

Interpretation by the Researcher:Here, a teacher’s hair starts becoming grey due to age and students start liking that. They said that with such colour, their teacher was

looking batter. So, It interprets that students always remember their teacher by, their unique features.

4.2.8 Characteristics of a Teacher as a Role- Model

Story – 1: The Greatest of Love

Key Sentences from Story:“This old man, well into his ninety-three year, was nevertheless possessed of an incredible memory, and on that day, and in that obituary notice, he recognised the name and the face of a boy, a young Josephite, whom he had taught, more than forty years ago.”

Interpretation by the Researcher:Teacher, who has an incredible memory and deep love towards his student can be a role model for other teachers.

Story – 2: The Key to Rebecca

Key Sentences from Story: “We gave her listening ears and helping hands.”

Interpretation by the Researcher:A total devotion towards child, to make her capable to learn and do effort beyond one’s work list, can be a role model.

Story – 3: Mirrors and Roses

Key Sentences from Story: “She handed her a small pot with a weedy looking rose plant. Rose thought the plant was like her: unattractive, with dry leaves and a hard stump for its stem. However, Miss, when she looked at her unhappy face, said, all that it needs is a little nourishment, water, some manure and ... lots of love.”

Interpretation by the Researcher:Here teacher sprouts confidence in a dull girl, by giving her a dry plant to grow. After some days it starts blossom. Teacher indirectly taught her that with love and nourishment, she too will blossom and teacher will work for it. So, a role model teacher is one who understands each child’s need and works according to it.

Story – 4: When Less Was Much More

Key Sentences from Story: “I am going to be humiliated in front of the class. My turn comes. she asks me, ‘have you done the work?’ ‘yes,’ I answer. Is it a second that passes or a minute? I don’t know. She looks me in the eye and says, ‘Sit down, next please.’”

Interpretation by the Researcher: A role model teacher is one who, sometimes, let brilliant students go and does not punish for their unpreparedness, because she knows that humiliating such student will not work. So, just looking in his eyes, and messaging that she knows, was enough as punishment. Such teacher knows which type of punishment will work for a particular student.

Story – 6: Transcending Plateaus

Key Sentences from Story: “While she was particular about behaviour and discipline, she was also extremely passionate in her love for her subject.”

Interpretation by the Researcher: A teacher who has mastery over his subject and love for teaching can be a role model. A teacher who is combination of both, strict in the matter of discipline and enjoys teaching too can be a role model.

Story – 7: Remembering a Paper Doll

Key Sentences from Story: “Even now, forty-two years later, when I look back, I see that moment as the turning point in my life. And so I recall a tall, gawky girl named Vijaya, not much good at studies, blossoming under her praise as she excelled on the sports field.”

Interpretation by the Researcher: A role model teacher is one who changes the life of a student entirely in a positive way. This teacher praises his students and makes them believe in themselves and so, weak students are also able to do something better in other field.

Story – 8: K. P. Sir to the Rescue

Key Sentences from Story: “K.P. Sir invested much of his time and put in more effort than I did, into teaching me the finer aspects of the language.”

Interpretation by the Researcher: A teacher who joins this profession with deep sense of responsibility, hardly pays attention on time while teaching student and a teacher who works more than his students, can be a role model. Such teacher monitors the progress of students and fosters their success.

Story – 9: Flying beyond the Horizon

Key Sentences from Story: “One of the most difficult times I have experienced as a teacher is when a seventeen-year-old came to me in the depths of depression.”

Interpretation by the Researcher: If students come to the teacher in any crisis for solution then, it means, that students has trust and faith in their teacher. A teacher, who is considered as a dear one, friendly and intimate then such a teacher, can be called a role model.

Story – 10: ‘Midsummer’ Magic

Key Sentences from Story: “When I am affronted at student indifference, ingratitude or insensitivity, I recall the black mark on my own distant scholastic scroll, and silently salute the Singhy Dinghy charm that so magically erased it.”

Interpretation by the Researcher: Here, A student remembers his teacher’s humbleness for life time. It is interpreted that a role model teacher would not frustrate and punish his student but try to make more effective and lively atmosphere in classroom to regulate students.

Story – 11: A Lesson for the Teacher

Key Sentences from Story: “The child before me seemed infinitely taller, wiser and nobler than I was. Thank you, Sumana dear. You have found the real secret to happiness, I managed to say.”

Interpretation by the Researcher: Here, a teacher learns from a child and she accepted it with pride. Also, she encourages her for the great value she has learned. So, a role model teacher is one who is ready to learn from anyone and appreciate it.

Story – 12: Ode to a Teacher

Key Sentences from Story: “He taught her how to search for good book by reading the synopsis, and when she began reading the book, he taught her to enjoy the style in which the book was written. He made her see the story from the point of view of the different characters.”

Interpretation by the Researcher: Role model teacher is one who not only creates interest in reading but also taught how to search a good book. Such teacher visits library with students. Teacher shows how to enjoy style of book, how to read between the line message as well as to look at the stories from different perspectives. Such teacher can be called role model teacher.

Story – 13: Model Mentor

Key Sentences from Story: “Apart from being a dedicated teacher, Mr Gopalan was a remarkable human being. Once, when I was unwell for a month, I missed several coaching sessions. At the end of the month, my father sent the tuition fee to my tutor’s home, but the bearer returned saying that the master had refused it.”

Interpretation by the Researcher: Sir has returned his fees to make ease the financial burden of the parents of ill student. A role model teacher can be one who is not only dedicated towards teaching but also becomes a remarkable human being. Here a role model teacher is a model of high ethical standards.

Story – 14: Remembrance among the Ruins

Key Sentences from Story: “To his children, in those pre-Google days, he was dictionary and thesaurus and encyclopaedia and final authority all rolled into one.”

Interpretation by the Researcher: A role model teacher can be one who is deeply interested in learning, scholar and prodigy. He is always able to answer all the questions of students.

Story – 15: Race against the Dying of the Light

Key Sentences from Story: “She has been a teacher for ever so long, from the age of nineteen to even now at eighty.”

Interpretation by the Researcher : A role model teacher is one who is never retired from teaching and lifetime works for the students' betterment.

Story – 16: A Principal Who Said Sorry

Key Sentences from Story: "We glimpsed the spiritual depth of this man, who sought no honours or comforts, who wanted no public recognition for his services, and made it a point to admit by preference first-generation learners and boys from the poorest families of the villages surrounding the collage. He kept his own life as simple as humanly possible."

Interpretation by the Researcher : It is interpreted that a role model teacher can be one who doesn't work for money, but for the betterment of students. He is detached from material possession and works for very poor children, without any personal expectation. A role model teacher has deep faith in God. He should be spiritual by heart and live a simple life.

Story – 17: Chak De, Old Chap!

Key Sentences from Story: "When we would often travel back unreserved by train, from stations up north, and in the chill of winter, Mr Naidu would do his utmost to get us what berths he could, so we'd be able to take turns to snatch some sleep on the long journeys home."

Interpretation by the Researcher: It is interpreted that, a good teacher works as parents. He guides students on each step as well as take care of them. A teacher is waking for students sleep. Such teachers are the real role models.

Story – 18: One of a Kind

Key Sentences from Story: "With Indu, I started becoming more curious about what I was learning."

Interpretation by the Researcher: Role model teacher is one who enlightens curiosity of children. Who let them think in their own way and accept all questions from them and rightly answer. He has openness for others' views. He monitors progress of students and fosters their success. Role model teacher presents his teaching concepts in such a way that creates interest in students.

Story – 19: Tribute

Key Sentences from Story: “She was always happy to spend a few moments with me, explaining some difficult line from a text, answering yet another of my endless questions, reading yet another pathetic piece of poetry that I offered, both shyly and with confidence, knowing that she would find in it some little something to praise.”

Interpretation by the Researcher: A role model teacher is one who loves to be with students for reading, sharing thoughts and removes their doubts. They are always ready to provide extra knowledge not prescribed in syllabus and praise student for their extra work. Such teacher respects uniqueness of students and provides constructive feedback.

Story – 20: Miss Shanmugam

Key Sentences from Story: “She was undoubtedly the most encouraging teacher of them all, eager to exploit every possible talent and to develop a student’s potential to the fullest. Something which biology teacher as a species rarely do!”

Interpretation by the Researcher: A role model teacher is one who works for the overall development of student. Such teacher tries to find out the x-factor or special skill of each student and provides training in it. They never minimize their work and do not think about only of their subject but also work for the other activities.

Story – 21: She Set Me on the Write Path

Key Sentences from Story: “Starting me off on a lifelong passion for the English language, and more importantly, writing. Suddenly words began to have ‘faces’, curious phrases and expressions leapt right out of pages, and as for metaphors!”

Interpretation by the Researcher: A role model teacher cultivates lifelong love for language and for teaching students with their unique style and method. A role model teacher teaches so well that every word seems to be clear and concrete.

Story – 22: The Eleventh Hour

Key Sentences from Story: “By going beyond his call of duty that night many moons ago, Ganesh Sir not only rescued me from failure in that crucial exam but also from a life that in all possibility would have been permanently bedevilled by low self-confidence and poor self-esteem.”

Interpretation by the Researcher:A role model teacher is always ready to help students at his own home too. Role model teacher has capability of simplify subject matter especially for weak student.

Story – 25: The Rightness of Wrong

Key Sentences from Story: “I could decide to bend the rules a bit in this case and instead try to help the girl without involving her parents. I finally decided against informing her parents.”

Interpretation by the Researcher:Here, it seems that role model teacher is one who sometimes changes the rule for one child for her betterment. A role model teacher never sticks to the particular rule or regulation or tradition. He works according to circumstances and position of child.

Story – 26: Ode to 2009

Key Sentences from Story: “You never did tell me what to do. That wasn’t your style. You preferred to step aside and give me room to learn and find my own way through the class.”

Interpretation by the Researcher:A role model teacher is one who does not draw a clear path for student and say to walk on it, but teacher gives ample choices and says to choose the one which he thinks right. Such a teacher provides room to learn alone without interference by him. He only provides guidance when student cannot go further without the help of teacher.

Story – 27: All Her Sons

Key Sentences from Story: “This man had given his all for his students and his subject, had turned from wealth and fame and personal happiness, just to master his chosen field.”

Interpretation by the Researcher:A role model teacher never wishes for great fame and money. His happiness lies in his students’ progress. His life is totally devoted for the wellbeing of students. He always works to get mastery over his subject. He tries to learn all new innovations and technology.

Story – 28: Writing a Testimonial

Key Sentences from Story: “Her school has moulded her well into the principled, compassionate, intelligent and mature young woman that she is. And I have been a part of this effort.”

Interpretation by the Researcher: A role model teacher is one who gives a perfect shape to a student’s life. A role model teacher makes a person more human.

Story – 29: For the Girls

Key Sentences from Story: “Came examination time, and my family had anxious, whispered conversations concerning my mental health.”

Interpretation by the Researcher: A role model teacher is always worried about his students’ performance in the exam. He is always concerned for their students though it leads to pain or suffering from ill health.

Story – 30: The English Teacher

Key Sentences from Story: “He said, Do you remember the Christmas party, Ma’am? Do you remember the Palestinian student?” ‘yes’ I said. ‘Moosa planned on becoming an English teacher.’”

Interpretation by the Researcher: A teacher remembered his years ago student’s wish to be a teacher. A role model is a teacher never retired from the job, emotionally or mentally. An ideal teacher can remember his students till the last breath. They have such incredible memory.

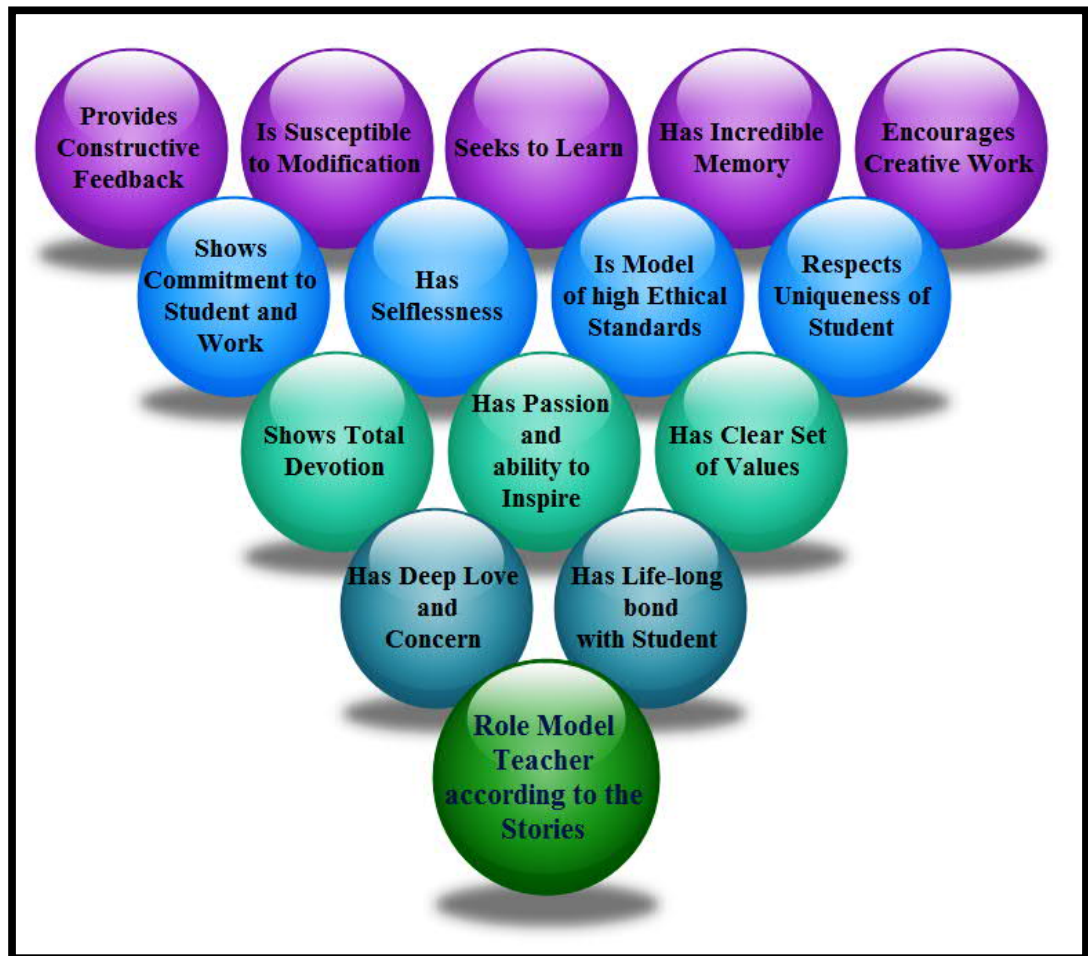


Diagram : 4.6 According to the Selected Stories,A role Model Teacher-

4.2.9 : Uniqueness of Selected Stories

Story – 1: The Greatest of Love

Key Sentences from Story:“As I struggled with the loss of my brother, I never guessed that a rare gesture of solace would come to me, from, of all places, the sequestered retreat of a retirement home, in my faraway hometown of Bangalore.”

Interpretation by the Researcher:Uniqueness of this story is, a teacher of 95 is still remembering his students and he called one of his students living overseas, just to console his heart at the loss of his brother. Here, a teacher is sharing never-ending love to his student. It is highly unusual.

Story – 2: The Key to Rebecca

Key Sentences from Story: “She had decided that she was a failure.” “...Her grades improved and ultimately she was able to finish her question paper within the stipulated time and wow! – there wasn’t a single red mark in her report card!”

Interpretation by the Researcher: A child, who was disappointed, low-esteemed, suffering from Dyslexia, began to blossom due to the rigorous work of a group of teachers to improve her. A small group of thoughtful teachers changed the life of child. It is the uniqueness of this story.

Story – 3: Mirrors and Roses

Key Sentences from Story: “Perhaps the little girl with the forbidding face and vacant eyes was not interesting enough. She did not look at her with pity but with a twinkle in her eyes. As the days wore on, without being aware of it, Rose was changing, laughing a little and slowly losing her solemn look.”

Interpretation by the Researcher : Here a girl who suffered from small pox, had lost her self-esteem because she herself thought that she looked so ugly. But with the gentle care of teacher, she changed and blossomed. So, to make a great change in a life of child is the unique gift of a teacher.

Story – 5: Turning Over a New Leaf

Key Sentences from Story: “I asked Tania about her relationship with her brother and the adults in the family. She had never received love from them, she said. Calling her to my side, I gave Tania a big hug.”

Interpretation by the Researcher: A child, who was so threatened and hated by his family, is able to find love from school teacher. It is the uniqueness of this story.

Story – 7: Remembering a Paper Doll

Key Sentences from Story: “It was an art and craft lesson with a difference. Tucked into it, was a lesson for life. For, even as our teacher helped us fashion those tiny dresses for our dolls, she was fashioning in each of us a statement of belief in ourselves.”

Interpretation by the Researcher: With creative lesson, a teacher taught lessons of life too. That makes this story unique. As each doll is unique and good, all students are also special and unique. She makes them feel proud, loveable and joyful.

Story – 8: K. P. Sir to the Rescue

Key Sentences from Story: “I would’ve rather walked backwards, blindfolded, on burning ember of coal, than study for a Hindi exam.” “...but he never gave up on me, even though all the others who tried teaching me Hindi had.”

Interpretation by the Researcher: A student was totally negative about learning Hindi, and she gave up. A teacher creates positivity in the mind of student by making it interesting and joyful. A true teacher never gives up, may their student do. It is the uniqueness of this lesson.

Story – 9: Flying beyond the Horizon

Key Sentences from Story: “I was aware that she had suffered. Her father meant so much to her. Stifling the rising anger at the callousness shown to her, I softly laid a hand on her arm. I told her to follow her dreams and not to bother about people who didn’t understand. I told her how everyone is limited by one’s own vision, and that did not mean that the vision was the perfect one.” Slowly she regained her self-esteem.

Interpretation by the Researcher: Uniqueness of this story is, a totally frustrated student with very low self-esteem, comes to the teacher and the teacher politely and softly makes her feel comfortable. Gradually the teacher reminds her about her achievements and about her dream to become teacher and said her to follow them. So, a teacher counselor by words of motivation. Regaining her self-esteem is the uniqueness of the story.

Story – 10: ‘Midsummer’ Magic

Key Sentences from Story: “Are you unwell? Began Mrs Singh. If not, was there something wrong with her teaching? There must be, if her ‘prize pupils’ did not care to attend her classes. That was all. There were no recriminations, and no further allusions to our lapse. Nor was the wrong repeated.”

Interpretation by the Researcher:Here, two intelligent students bunk a class. Instead of giving punishment to them teacher feels so sad, and said that she would try to create more lively atmosphere in her class for next time so they would not feel to go out of the class. This much of devotion towards duty is unique thing.

Story – 11: A Lesson for the Teacher

Key Sentences from Story:“For many there lost in thought. I realised that nobility and soul know no age. I, who had walked in to teach that day, had learnt one of my biggest lessons in life- that of selflessness.”

Interpretation by the Researcher:Here, A small student teaches a considerably huge lesson of selflessness to her teacher by her devoted work towards society. This is a unique feature of this story.

Story – 12: Ode to a Teacher

Key Sentences from Story: “The old man patiently helped the little girl pick out books. He taught her how to search for a good book. It did not matter whether it was pulp fiction or high-brow literature.”

Interpretation by the Researcher:Uniqueness of this story is, that a teacher ignites love for reading in students so much that, a student then after, likes to read all the type of literature with a deep interest.

Story – 13: Model Mentor

Key Sentences from Story:“No matter how hard I tried, I could not pass in Tamil and neglected it completely. My teacher was not critical of my inadequacy, and did his best to make his class interesting. Determined that his efforts should bear fruit, I worked hard and eventually sailed through my SSLC with merit.”

Interpretation by the Researcher:Here, A very weak student tried to learn and score well just because of the efforts of one tuition teacher. She is encouraged and inspired by the hard work Sir was doing to improve her. It touched student. She workedso that her teachers all efforts wouldn’t go waste. It is the uniqueness of the story.

Story – 14:Remembrance among the Ruins

Key Sentences from Story:“He had never set foot outside India but, strangely, just from his wide reading, he could visualise and describe in detail the scene unfolding before my eyes.”

Interpretation by the Researcher :Here, a teacher who never went out of India was able to describe all foreign places so nicely that student can visualise the actual scene of old culture. This quality of teacher is unique.

Story – 15: Race against the Dying of the Light

Key Sentences from Story:“She went home with a load of books that she was ‘dying’ to read. With characteristic courage, not stopping to waste time on self-pity, she had started out to race against the dying of the light. ”

Interpretation by the Researcher:A teacher wants to read as much as she can before losing her eyesight. Such a deep passion for reading is a unique quality and also inspiring for students.

Story – 16: A Principal Who Said Sorry

Key Sentences from Story:“When those in charge went to his room to prepare his body for the funeral, they found it hard to find a good pair of socks to bury him in.”

Interpretation by the Researcher: A well-known, highly intellectual teacher had nothing when he died. Not even a pair of good socks. He spends his everything for the welfare of poor children. This much of sacrifice is the uniqueness of the story.

Story – 17: Chak De, Old Chap!

Key Sentences from Story:“There were no exciting thrills and frills for us – neither money nor endorsements. Yet, what I learned from those days and imbibed from coach ‘Sir’ has stood me in good stead through life.”

Interpretation by the Researcher:Here, these students done well in the game without enough goods and facilities, but only because of the encouragement and enthusiastic behaviour of their coach, who has a deep love for game. This is the uniqueness of this story.

Story – 18: One of a Kind

Key Sentences from Story: “My performance got worse with each test. She taught me, clichéd as it sounds, was to believe in myself. There wasn’t anything I couldn’t do if I tried enough. From the bottom of the class, I had moved on to getting the twelfth rank!”

Interpretation by the Researcher: Uniqueness of this story is, a girl whose performance was worst, touched the twelfth rank in class, by the treatment she gets from her teacher. Her teacher arouses and builds up confidence in her and miracle happens. It is the uniqueness of this story.

Story – 19: Tribute

Key Sentences from Story: “When I decided to undertake research for a Ph.D, she was among the first to know, and typically, she gave me the very first books I would own as a research scholar. Wrote off to her son in the States, who kindly mailed them to her. Then she turned up at my home one day and stunned me into shocked silence when she placed them in my hands.”

Interpretation by the Researcher: Here, a school teacher provides all the necessary books for Ph.D work to her students for further study, by doing many efforts. Here, teacher doesn’t consider her role till school level, she just wants to be with her student all the way of life. This is the uniqueness of this story.

Story – 20: Miss Shanmugam

Key Sentences from Story: “Miss Shanmugam came to know about this, and sensed the pain that my young teenage heart was going through. She also realized that this was not a real problem but emotional setback, which could be corrected. Knowing me, she knew that I just loved writing.”

Interpretation by the Researcher: Here, a teacher without exchanging a word with student, senses the problem of student and she knows about interest of each student. That much of self-involvement of a teacher with school’s children is a unique thing.

Story – 21: She Set Me on the Write Path

Key Sentences from Story: “Who says you can’t start a sentence, or even an entire story with ‘and’? she declared one day. And so I did.”

Interpretation by the Researcher: Here, teacher promotes out of the box thinking. She actually tries to make students able to think innovatively, with so much of enthusiasm and so student instigates to think beyond the limitation.

Story – 22: The Eleventh Hour

Key Sentences from Story: “Sure, which chapter? Ganesh Sir asked. ‘The...the entire organic chemistry, Sir’. What happened in the next twenty hours was an academic miracle. Starting with the very definition of the term organic chemistry, our teacher started packing inside our minds the course material of an entire year.”

Interpretation by the Researcher: Here, two students came to the home of teacher and asked to help them in entire course. Without shouting and dragging them out, teacher patiently made them learn by simplifying whole matter within 20 hours to the boys. So, a teacher working out of his work hours for 20 hours just for two boys who never paid attention in his subject. It is a unique feature of a good and dedicated teacher.

Story – 23: A Teacher Learns a Lesson

Key Sentences from Story: “I barked, what do you mean you couldn’t follow? No one else is complaining and neither would you if you had but paid attention in class.” “The next day when Ananya entered I called her over. ‘Ananya, I’m sorry for getting angry with you yesterday.’”

Interpretation by the Researcher: A teacher who gets angry on one of the students for not understanding subject matter that she taught, apologized for her rude behaviour next day. Such humbleness and sense of pain of student is a unique quality of a teacher.

Story – 24 : A Story of Faith Restored

Key Sentences from Story: “What God are you talking about? The boy had shouted in anger. I hate him!” “..The man held the boy in a gentle hug as the sobs wrenched his frail body.” “...As his mother came to wish the boy goodnight, he whispered to her, you know, ma, there really is a God above, and he is watching over us right now.”

Interpretation by the Researcher : Here, a boy lost his faith on God, due to his poor circumstances. But with care and love Sir consoled him and restored his faith in God. This is the uniqueness of the story.

Story – 25: The Rightness of Wrong

Key Sentences from Story: “The so called right path would have been terribly wrong. In one stroke we’d have killed the little girl’s future.”

Interpretation by the Researcher: Uniqueness of this story is, that management of school change their rule for one small poor girl, who suffered from family problems. If they would follow the rules then little girls’ future may be in danger. So they chose not to follow rules and regulations but to help the child.

Story – 26: Ode to 2009

Key Sentences from Story: “It wasn’t easy. I resented you so much in the first two months, but you didn’t seem to care. I screamed, cried and even reasoned with you, but you were silent. It’s when I learnt that you don’t answer whys. So for the first time in all those months of misery, I asked you what now?”

Interpretation by the Researcher: Uniqueness of this story is the skill of teaching. Here teacher does not provide easy way to learn. He gives space to children to learn on their own. The teacher doesn’t answers when they are questioning wrong. Students then realize their mistakes. This is the uniqueness of this story.

Story – 27: All Her Sons

Key Sentences from Story: “The boys she had taught way back in primary school, now grown men, with children and even grand-children of their own. All come to say Present, Miss once more, all come to do her honour, to say a last thank you, to bid her farewell.”

Interpretation by the Researcher: Here, crowd of students, young to old, came to bid farewell to their very dear teacher. They all came to honour their teacher. A teacher, who worked for the betterment of students whole life, left remarkable place in minds and hearts of students. Thousands of students’ eyes were full of tears, because of her absence. This love and affection towards teacher is the uniqueness of story.

Story – 28: Writing a Testimonial

Key Sentences from Story: “That I’ve known her from the time she came wailing in to nursery, clinging to her mother’s hand? Her school has moulded her well into the principled, compassionate, intelligent and mature young woman that she is.”

Interpretation by the Researcher: Uniqueness of this story is the magic of school itself, where a child came with tears in his eyes and not in a mood to leave her own home, but at the end of the school day, she became so confident and capable to become self-reliable. So, school itself is a unique place for all where such miracle happens.

Story – 29: For the Girls

Key Sentences from Story: “I’ll miss you, the quiet, diligent scholars of the first row and the dreamy-eyed drifters out there at the back.”

Interpretation by the Researcher: A teacher remembers all her students very well. She knows each student personally. When they are leaving the school, she could not handle herself and feeling as if her own children are departing from her. This love towards students is unique.

Story – 30: The English Teacher

Key Sentences from Story: “Moosa died, Ma’am, Suresh said. Suresh reached out and held my hand. Don’t cry, Ma’am, he said. Remember Joseph. Yes, I must not think of Moosa, dead. I must remember Moosa’s Christmas story.”

Interpretation by the Researcher: A teacher cried when she listens that one of her students is no more. But then she consoles herself and thinks about his school days. A teacher feels pain for her very old students’ death. All students had always been a part of her life. As if she never would depart from them. Such strong feeling towards students is unique quality.

4.2.10: Educational Implications

Story – 1: The Greatest of Love

Key Sentences from Story: “I realise that this man was so much more than just a school teacher, a mere disseminator of knowledge, a clever conveyor of facts, a genius with figures. What makes this man out as a great teacher and an even greater human being is, quite simply, his great ability to love.”

Interpretation by the Researcher: Educational implication is, Teacher should shower his love towards students. If possible console or admire them in their grief or happiness and be a good human being. Being loving and caring is more important than providing knowledge.

Story – 2: The Key to Rebecca

Key Sentences from Story: “A small group of thoughtful teachers, willing to make that extra effort with love and concern, can change the life of a child – or even, perhaps, the world.”

Interpretation by the Researcher: It is rightly said that the future of a country can be seen in classrooms. A teacher has the great capacity of changing the future of the child as well as the country. Love and deep concern of a teacher, has a lifelong impact on student.

Story – 3: Mirrors and Roses

Key Sentences from Story: “They may forget what you said but they will never forget how you made them feel. Each group of four was given a flower pot and had to take turns to water them. Rose, she said, had to be excused from hard work since she had not been well. But, to be fair she had to look after plant all by herself.”

Interpretation by the Researcher: It is interpreted that treat your child as well as you can because a student always remembers how a particular school or teacher made them feel. Provide gardening project in a group. So, with it team spirit and love for nature will develop. Include each child in every activity. Those who are physically or mentally ill, give them some work that they can do, but make sure that they also participate.

Story – 4: When Less Was Much More

Key Sentences from Story: “She let me go, because she knew I would not let myself make that mistake again.”

Interpretation by the Researcher:It is interpreted that a teacher should keep faith in students’ capacity, correct them with utter care and be very positive towards them.

Story – 5: Turning Over a New Leaf

Key Sentences from Story:Sitting at my desk, I was lost in a maelstrom of thoughts. I was more concerned about Tania now, than that she’d stolen money.” “...Tears rolled down our cheeks at the confession, at the little girl’s pitiful desire for acceptance and approval. Calling her to my side, I gave Tania a big hug.”

Interpretation by the Researcher:Try to find out real cause for a student’s anti- social behaviour. Instead of hatred, understand and with all honesty try to solve their problems. Provide students such a fearless atmosphere, in school, that they come to the teacher to confess their mistakes. When students do this, reward them and make them feel comfortable.

Story – 6: Transcending Plateaus

Key Sentences from Story: “She taught me to transcend plateaus and enjoy the exhilaration of scaling new heights.”

Interpretation by the Researcher:Encourage your students to do out of the box and look beyond the ordinary. Encourage them to dream high. Help them to achieve success. This is a great quality of a teacher.

Story – 7: Remembering a Paper Doll

Key Sentences from Story: “Miss Rukmini had actually made one for *each* of us. A teacher now, myself, I realise that that afternoon, Miss Rukmini had actually given each of us so much more than the gift of a paper doll. She had gifted us her belief in our uniqueness. For, when we compared them, we realised that no two dolls were alike.”

Interpretation by the Researcher:It is interpreted that a teacher should consider each child as unique and this message should pass among all the children, so, that they

consider themselves special. A teacher should provide some tasks or activities that cultivate this message and create belief in themselves.

Story – 8: K. P. Sir to the Rescue

Key Sentences from Story: “I had worked excruciatingly hard on learning the language, but I know for a fact that none of it would have been remotely possible if K.P. Sir hadn’t stepped in and saved me from doom.”

Interpretation by the Researcher:A teacher has to constantly work for betterment of students. Here a Sir helped a weak student by his tiresome, continues effort and saved her from failure. So, education implication is to understand each student’s learning capability and learning style and for that teacher has to provide full guidance, support and hardwork.

Story – 9: Flying beyond the Horizon

Key Sentences from Story: “I could not say anything against her father, but I had to console her and restore her self-esteem.”

Interpretation by the Researcher:A teacher’s work become very delicate when a child suffers from high aspiration of their parents. The teacher has to console the child without pointing out their parents because students are generally very attached to their family. So in such situation a teacher has to convince them that they are doing good, they should remember best qualities of the child and guide them, praise them for their past achievements. Likewise teacher would be able to raise their self- esteem.

Story – 10: ‘Midsummer’ Magic

Key Sentences from Story: “That was all. There were no recriminations, and no further allusions to our lapse. Nor was the wrong repeated.”

Interpretation by the Researcher:When a student shows indifference, ingratitude or insensitive, then punishment is not the only way to teach. Here the teacher decides to create more effective, lively, and enthusiastic learning environment in her classroom. She encouraged her student so that they never feel boredom in her class and do not behave insensitively. Teacher should think this way in classroom.

Story – 11: A Lesson for the Teacher

Key Sentences from Story: “The principal, in a short but emotional speech, pointed out that it was the duty of the school to render all possible help to those affected.”

Interpretation by the Researcher: Here, when nearby state face the crisis because of earthquake, a school is ready to provide all help they could do. They all are emotionally affected by this incidence. So, it is the duty of school to help society when it needed, as well as teach students to be sensitive towards society so that they would always be ready to stand for anyone in need. That is what education has to teach.

Story – 12: Ode to a Teacher

Key Sentences from Story: “He believed that a teacher imbued in a child a passion for the subject and also taught morals. ‘God will never ask me how many students passed, but He will ask me what I was doing when they did something wrong,’ was his mantra.”

Interpretation by the Researcher: A teacher should build a passion for the subject. It is the moral duty of a teacher, to mould his students on right path. A teacher should understand his responsibility. It is not the number of student which matters, but how many of them, went on wrong path, and where was the teacher when it happened.

Story – 13: Model Mentor

Key Sentences from Story: “He was not critical of my inadequacy, and did his best to make his classes interesting. Lessons were interspersed with joke and anecdotes, and I was filled with a strong desire to shine in the dreaded subject, if only to spare Mr Gopalan disappointment.”

Interpretation by the Researcher: A teacher worked very hard to improve his student’s grade. It impressed and encouraged student and he involved himself in learning seriously. So, teacher became the role model for student. Teacher should demonstrate such behaviour that they want to see in the child.

Story – 14: Remembrance among the Ruins

Key Sentences from Story: “He was not a teacher by profession. He was an engineer with the heart of a teacher who delighted in instructing and correcting.”

Interpretation by the Researcher:A teacher should be teacher by heart and not by only degrees. He must create a deep interest in his profession. A teacher who loves children and seeks happiness from correcting them is a real teacher.

Story – 15: Race again the Dying of the Light

Key Sentences from Story:“She was the one who gave me books when I was a little girl. Any occasion for a gift was one for a book.”

Interpretation by the Researcher:Education implication is, an institute should provide book as gift on all occasions to make student to think critically and learn well.

Story – 16: A Principal Who Said Sorry

Key Sentences from Story:“He treated people with delicacy and kindness, whether they were professors or manual workers, principals of famous colleges or first-year students; but he did not try to curry favour with anyone, or to please people at the cost of conscience.”

Interpretation by the Researcher:Educational implication is to treat everyone equally from highest post to lowest. All should be equal in the eyes of teacher. A teacher should not punish or scold student but treat them with care and kindness that will help more.

Story – 17: Chak De, Old Chap!

Key Sentences from Story:“To be a leader as well as a member of a team. To be competitive but not cut-throat. To be sporting and gracious, both on and off the job. To play the game of life for the sheer challenge of it!”

Interpretation by the Researcher:It is interpreted that leadership is a tough job so when you are leader don't forget that you are part of team too. Other is competition should be healthy and with sportsmanship. A teacher should teach students that competition is not only in field but also in real life. Teacher should make student sporty and prepare for the game of life.

Story – 18: One of a Kind

Key Sentences from Story: “She thought me, clichéd as it sounds, was to believe in myself. There wasn't anything I couldn't do if I tried hard enough. At the end of Class

VII, with her help, I had proved to my teachers that I could get good marks if I worked hard.”

Interpretation by the Researcher:It is interpreted that, teacher should first teach students to believe in themselves and that they can do anything with hard work. Building up self confidence and self-esteem is more important before going through text.

Story – 19: Tribute

Key Sentences from Story: “She owned an extensive library. And it became a practice with her to lend me books with unfailing regularity. She offered them first, with her unique and quiet kindness.”

Interpretation by the Researcher:The teacher regularly provides books from her own library, just because she knows that this girl is keenly interested in reading. So every school should cultivate such reading habit in student. A teacher should identify students’ need and interest and work according to it.

Story – 20: Miss Shanmugam

Key Sentences from Story: “It’s impossible, I said, close to tears. How do you spell impossible? She asked, her eyes glinting. I.M.P.O.S.S.I.B.L.E., short for ‘I’M POSSIBLE.”

Interpretation by the Researcher:It teaches how to encourage students when they feel themselves down. A teacher has to create positive atmosphere in school by her own positive thoughts. If a teacher has positive outlook towards life then only they can inject it in a student.

Story – 21: She Set Me on the Write Path

Key Sentences from Story: “When she read out a brilliant one to me in her inimitable way, eyes dancing with humour, I simply felt compelled to write an even better one.”

Interpretation by the Researcher:Here, a teacher creates wonder while delivering and reading story. A student is impressed by it, and inspired to do better than her teacher. So, a teacher should be perfect while using words, reading and speaking so that their student too imitate him and do well.

Story – 22: The Eleventh Hour

Key Sentences from Story : “By going beyond his call of duty that night many moons ago, Ganesh Sir not only rescued me from failure in that crucial exam but also from a life that in all possibility would have been permanently bedevilled by low self-confidence and poor self-esteem.”

Interpretation by the Researcher:A teacher helps dull students after school hours at his home. Teacher should spare one room for the student at his home too, so student can also come to home and feel free to study. It increases student's confidence as well as possibilities to develop.

Story – 23: A Teacher Learns a Lesson

Key Sentences from Story: “Ananya, I'm sorry for getting angry with you yesterday. From today we'll mark the portion being taught in the textbook and underline the important definitions and diagrams.”

Interpretation by the Researcher:Here it is interpreted that if a teacher is wrong somewhere then she should admit her mistakes to students. Such humbleness is must. A teacher should listen her students and should take feedback on particular method teacher applying. She should know that it's according to the age of students or not. A teacher has to apply any method according to students' needs. It should be dynamic in nature.

Story – 24: A Story of Faith Restored

Key Sentences from Story: “I found this money in the class, Sir, said the boy in a plaintive voice, cracking a bit with emotion. The principal left school that day with a spring in his step. He knew now that he had a sound case for recommending a scholarship for the boy.”

Interpretation by the Researcher: If a poor boy is not able to pay the fees, then authority of the school should be liberal towards them. Second thing is virtue of the student should be rewarded by providing scholarship.

Story – 25: The Rightness of Wrong

Key Sentences from Story: “So before me, lay two paths-either I could stick to the book and call her parents to discuss the child's grades (a step that would have definitely

led to her leaving the school), or I could decide to bend the rules a bit in this case and instead try to help the girl without involving her parents.”

Interpretation by the Researcher:Sometimes, right path terribly proves wrong. So education implication is, all the situation cannot be justified by one rule. Sometimes institution has to think by heart on moral issues and their solution may seem opposite to the set rules, but it leads to right path.

Story – 26: Ode to 2009

Key Sentences from Story: “Here’s what you thought me, 2009. I don’t have to have a huge bank balance to be rich. I don’t need to hide behind titles to feel secure.”

Interpretation by the Researcher:Here’s education implication is to teach values to students. Student should be rich by thought and action and not only by money. Success cannot be measured by only achievements and title. Success can also be measured by how far we developed ourselves. Such values should be taught to students.

Story – 27: All Her Sons

Key Sentences from Story: “She had understood, deep in her true teacher’s heart, that one must know, not just the subject to be taught, but one must also know and love the human subjects entrusted to one’s care.”

Interpretation by the Researcher:Here, it is very clearly said that education is not just to teach syllabus, but to affect students’ affective domain, to make them learn about lessons of life and of values like trust, care and humanity.

Story – 28: Writing a Testimonial

Key Sentences from Story: “I’ve seen this child listening intently when a lesson is being taught; I’ve seen her feeling sad, happy and even angry. I know she’s a born leader, and we chose well, because I’ve seen her teach the juniors an exercise with infinite patience, but with a mature firmness.”

Interpretation by the Researcher:Here, a teacher has noted down her student’s behaviour very carefully. She knows her student very well. Such in-depth study of students’ behaviour should be done in classroom. A teacher should provide work to student according to her inner capability, interest and skills.

Story – 29: For the Girls

Key Sentences from Story: “Throughout that first year, as we cut our baby teeth together on new and special experiences of college life. The baby teeth fell out, both yours and mine, as your essays finally grew comprehensible and I learned to take your classes in my stride.”

Interpretation by the Researcher:It can be interpreted that teacher’s work is to modify their students’ nature and develop them in best way. A teacher’s too become mature by having experience of so many students. Teacher’s duty is to create better learning environment.

Story – 30: The English Teacher

Key Sentences from Story: “Someone remembered the school Christmas pageants. The Christmas story. I said, ‘Actually, it’s a good idea. We celebrate each other’s festivals without knowing their meaning.’”“The blind students, as cheerful as ever, sat in the front row.”

Interpretation by the Researcher:Educational implication is that, when a school celebrates any festival, it has to introduce, how and why we actually celebrate it. So, the importance of any festival or any other event must be introduced. Another thing is a school should provide extra facility to special child.

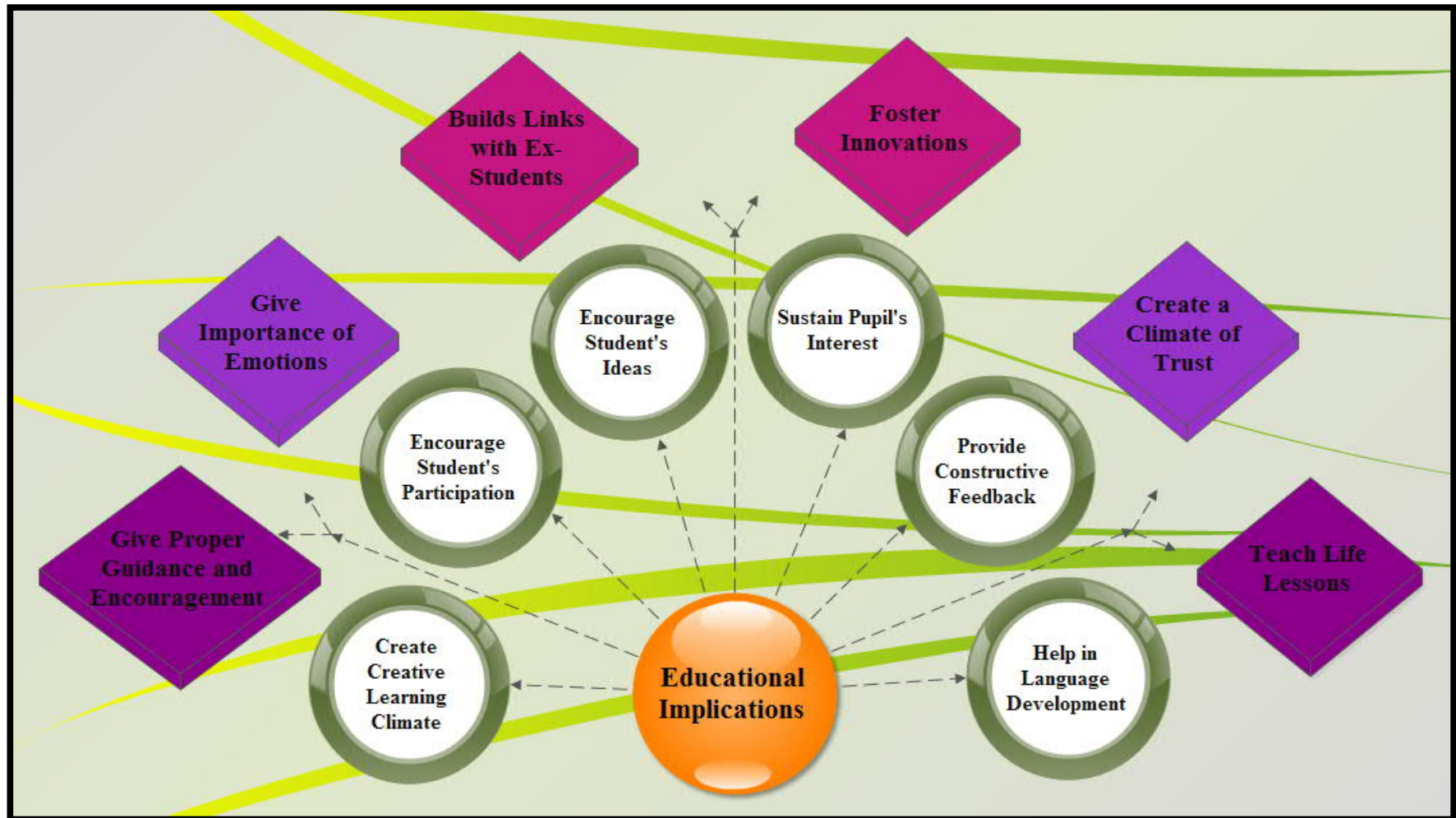


Diagram - 4.7: Educational implications : A Good Teacher Should

4.3 Expert Views on the Stories

Questions	Expert-1 Keywords	Expert-2 Keywords	Expert-3 Keywords
1. What is the role of the teacher in developing behaviour of a student as presented in the stories of Indian teachers?	-Encouraging agent -Ignites hope - Motivator - Accepts the students responses - Teach them lessons of life - A mentor - A disciplinarian - Creates lively atmosphere in the classroom	- Helps students to develop - Motivating students to love books and reading - A moralist -Keen knowledge of each students -Pays undivided attention -Knows student well	- Set examples through his actions - Life-long student - Encouraging - Shows solution through examples - A master of the subject - Able to share and participate - Showers immense love -Creates deep interest for learning
2. What are the essential teaching skills presented in the stories?	-Mastery of the chosen area - Love for reach ship out of student - Engage everyone to participate in classroom discussion - Readiness to experiment and take risks - Establish fair and attractive learning environment	- Concern to help the young generation - To use variety of teaching method and style - Readiness to accept one's flaws and faults - Provide quick and appropriate feedback - Creating learning atmosphere	- Love for reaching out to students - Mastery of knowledge -Always keep in consideration, interest and demands of child - Tolerance and acceptance for students' mistakes - Focus on group communication skill
3. How is the teacher-student relationship	-Surrogate Parents like relationship - Teacher as a	- Life-ling relationship -Bond of love	-There is a strong, emotional, affective bonding

Table 4.1 : Continue on page no. 134

described in the stories?	philosopher and spiritual guide. Transformational relationship - Democratic relationship	between teacher and student - Teacher works as a guide, facilitator and manager - Shares strong and emotional bonding	- Teacher's extra efforts develops faith in students - Never-ending relationship - Teacher's role is like a family member and friend
4. What are the values to be learnt from a teacher as presented in the stories?	- Love for younger generation - Humility and honesty - Courage and commitment to the profession - Discipline - Perseverance - Attitude and acceptance	- Showering love and concern - Develops the talents of child - Commitment and dedication - Truthfulness and trustworthy nature - Boosting and building self-esteem	- Commitment to profession - Dedication to discipline - Showering love and affection - Simplicity - Patience and kindness - Delivering goods - Acknowledging Team efforts
5. What are the characteristics of a good educational institution as presented in the stories?	- Emotional supports by teacher - Discipline - Perseverance - Commitment and concern - Healthy communications among staff	- Motivates their students - Conduct parent-teacher meetings - Healthy relations among staff members - Organize creative activities	- Freedom and flexibility to teachers to design solutions according to the problem faced - Counsel parents of students - Works in a team and develop team spirit
6. What are the key lessons to be learnt by	- Attitude of acceptance - Courage	- A teacher wants to see his/her students' progress	- Developing wider vision of success - Faith in actions

Table 4.1 : Continue on page no. 135

students as presented in the stories?	- Punctuality and discipline - Self-believe - Responsibility - Expression of feeling	- A teacher should be role model and students should learn from him/her - Being ethical while achieving goal -Becoming independent through interdependence	- Desire to learn subject - Share problems with teachers - Deep impact of the teacher on child
7. How is the Personality of a teacher described? what is the Impact on students?	-Full of inquisitiveness - Broad smile and charming personality - Very helping and caring - Strict as well as loving by nature	-The ideal teacher has both; brilliance of mind and beauty of soul - Personality of a teacher is described as patient and encouraging	-General impression of teacher is someone who is very strict but here it is totally opposite - Outer appearance does not make any difference in students' behaviour
8. What are the characteristics of a teacher as a role model as presented in the stories?	-demonstrate rather than mere telling or explaining/preaching - Openness to others views - Role model teacher behaves as a parent - Learns new innovation and technology	- Total devotion towards profession - Mastery over subject and deep love for teaching - Role model teacher is detached from the material possession and work for the poor children -Dedicate his life for the wellbeing of	- Role model teacher works according to child's need - He/ she likes to learn from students too - he/she have a high ethical standards - He/she finds out special factor or interest of student and works according to it.

Table 4.1 : Continue on page no. 136

		student	
9. What is the uniqueness of selected stories?	- Goodness of teacher's characters - Love for teaching and children - Love for the subject - Essentially good human being	- Most of the stories presented ideal teachers as loving, patient and caring but the shades of personality of all teachers is different - Teacher taught lessons of life while Gardening - Teachers are happily learns lessons from the student is unique thing	- Teacher changes negative attitude of dull students towards learning or particular subject in to positive in a unique way - Total devotion towards teaching profession - Students gets deep love from his/her teacher even after retirement
10. What are the educational implications can be derived from the stories?	-Focus on the children's thinking and answers not only in exam but in daily classes - Acceptance of individual differences in developmental progress - Build up self-esteem and confidence in a student - Teacher should have total devotion	- A teacher should be loving, caring unselfish, patient, helpful in developing child - Teacher should have strong belief in the child - Teacher should try to understand student's behaviour and then try to solve their problem	- Alternate assessment item can be developed and focus on overall developmental assessment - Identifying students need and requirement in educational setting is prior thing - Flexibility of time schedule can provide scope teachers to treat student in a better way.

Table 4.1 : Continue on page no. 137

	and commitment towards their profession		
--	---	--	--

Table - 4.1: Views of experts on questionnaire

4.4 Conclusion

Here, the researcher has tried to present discussion about experts' opinion on short stories. The researcher has observed from the analysis of the short stories done by experts that a good teacher helps developing good behaviour of students. He uses innovative teaching skills and he has a good rapport with students. As a role model he inculcates values of Simplicity and honesty among students. A good teacher is always motivating and reinforcing. He never indulges himself in criticism and negative feedback. The views of the researcher are supported by the view-points of learned experts in the field of literature. These are the point that matches with the analysis of the researcher. There was hardly any point which varied from the analysis of the researcher.

The present chapter analysed the content according to the selected objectives. The next chapter is about the findings of this analysis.

Chapter-5

Chapter- 5

Summary, Findings and Recommendations

- 5.1 Introduction
- 5.2 Summary
 - 5.2.1 Statement of the Problem
 - 5.2.2 Objectives of the Study
 - 5.2.3 Research Questions
 - 5.2.4 Research Methodology and Procedure
 - 5.2.5 Data Collection, Analysis and Interpretation of the Data
- 5.3 Findings
 - 5.3.1 Role of a Teacher in Developing Behaviour of Students
 - 5.3.2 Essential teaching Skill presented in the Stories
 - 5.3.3 Teacher- Student Relationship
 - 5.3.4 Values to be Learnt from a Teacher
 - 5.3.5 Characteristics of a Good Educational Institution
 - 5.3.6 Key lessons to be learnt by Students
 - 5.3.7 Personality of a Teacher and its Effect on Student
 - 5.3.8 Characteristics of a Teacher as a Role Model
 - 5.3.9 Uniqueness of Selected Stories
 - 5.3.10 Educational Implications
- 5.4 Suggestions for Further Studies
- 5.5 Conclusion

Chapter- 5

Summary, Findings and Recommendations

5.1 Introduction

Every Educational research aims at arriving at particular findings that can be fruitful for education. The present chapter includes summary and findings derived from the analysis of the selected stories from **Chicken Soup for the Soul: Indian Teachers**. This chapter also presents recommendations and suggestions for future research.

5.2 Summary

5.2.1 Statement of the Study

Analysis of a Set of Stories by Indian Teachers and their Educational Implications

5.2.2 Objectives of the study

1. To study the role of the teacher in developing students' behaviour as presented in the stories.
2. To know about essential teaching skills as presented in the stories.
3. To study the teacher - student relationship as presented in the stories.
4. To study the values to be learnt from a teacher as presented in the stories.
5. To study the characteristics of a good educational institution as presented in the stories.
6. To know about key lessons to be learnt by students as presented in the stories.
7. To study the personality of the teacher and its effect on students as presented in the stories.
8. To study the characteristics of the teacher as a role model as presented in the stories.
9. To trace the uniqueness of selected stories of the book.
10. To derive Educational implications from the stories.

5.2.3 Research Questions

In this qualitative type of study, the researcher has formulated following questions.

1. What is the role of the teacher in developing behaviour of a student as presented in the stories?
2. What are the essential teaching skills presented in the stories?
3. How is the teacher-student relationship described in the stories?
4. What are the values to be learnt from a teacher as presented in the stories?
5. What are the characteristics of a good educational institution as presented in the stories?
6. What are the key lessons to be learnt by students as presented in the stories?
7. How is the personality of a teacher described? What is the impact on students?
8. What are the characteristics of a teacher as a role model as presented in the stories?
9. What is the uniqueness of selected stories of the book?
10. What are the educational implications derived from the stories?

5.2.4 Research Methodology and Procedure

Researcher has selected the book named, **Chicken Soup for the Soul: Indian Teacher** as a research matter. According to the nature of the problem and the type of data required to explore, researcher has selected qualitative method for research.

Content Analysis technique was used by the researcher to study this book. There were total 101 stories from which 30 stories are analysed by the researcher. Stories were selected by purposive sampling method.

5.2.5 Data collection, Analysis and Interpretation of the Data

The researcher went through all of the stories of the book, *Chicken soup for the soul of Indian Teacher*. The primary reading of the selected text gave a general overview of the ideas and major themes involved in the texts. The researcher noted down some of the

important and main ideas of the book. The researcher has selected main stories that were underlined while reading the text second time. The researcher had finalized the classification according to research objectives with the help of guide. The researcher had found out ten different themes underlying the stories. The researcher had compiled the content with the help of key words and had given the researcher's interpretation about the key words. The researcher had then synthesize the major ideas of the book. With the help of the key words, events, ideas, thoughts and incidents researcher had derived interpretation of the text and answered the research questions. The researcher has taken care of not to be subjective. The researcher had developed a questionnaire to get the different view-points of experts of English language, who had completed Ph.D in English subject. The researcher had analysed their view points to enrich her content analysis.

5.3 Findings

5.3.1 Role of a Teacher in Developing Behaviour of Students

- A good teacher aims to develop student's abilities such as, think out of the box, to make them capable to solve problems, to integrate efficiency on communication and to encourage students to sharpen or develop critical thinking skill. Thus, the role of a good teacher is to improve the teaching-learning process by adding fun with activities and evoking interest and to provides opportunities for activity and prepare perfect for future life.
- The role of a teacher is to provide stimulation, guidance, direction and encouragement for learning. Teacher should not judge students too harshly and should fair to all. Teacher is there to diagnose student learning difficulty and provide remedial classes and to engage all learners and encouraging them to be active partners in teaching-learning process.
- A good teacher works to know individual learning needs, and work according to it. Help them to setting realistic goals and to develop overall personality of student. The role of a teacher is beyond four walls of classroom. He/she always ready to work for the betterment of student. Contain activities that motivates and engage all learners, whatever their age ability and cultural background. Their

role is to have mastery over subject and well presentation skill. The role of a teacher is to observe problematic behaviour of students keenly, and work on a solution. Provide undivided attention to special child.

- A sincere teacher cultivates values in students by representing himself with all virtues and showers immense love to students. He/she shows a genuine interest in students' development and respects for children's words and thoughts and focuses on children's behaviour rather than personality.
- According to experts' also, a teacher is an encouraging agent, disciplinarian, ignition of hope, motivator and mentor. Role of a teacher is to create lively atmosphere in the classroom and creates deep interest and love for learning and mould student towards learning more books and literature. Teacher's role is almost like a surrogate parents. He/she teaches lessons of life to students and helps students to develop. Teacher shows solution through examples. He/she is the master of his subjects and also knows about each of his students. He/she showers immense love and care towards children and pay undivided attention in their development.

5.3.2 Essential Teaching Skills Presented in the Stories

- As reflected in the stories a good teacher adopts unique style like, ask to solve sums on blackboard and sing jolly tune if they are doing right, or a warning one to caution. This brings attention in class. Other is to read put exemplary answers aloud in class, to admire brilliant student and to inspire others.
- Teacher gives a stern look, to maintain silence in the classroom. It is a skill of established clear and fair discipline. Purposeful teaching through the use of well-organized and well-structured lessons coupled with clarity of purpose and provides life-like vision to enhance learning.
- Discussion method is broadly used by most of the teachers, to foster pupil's learning to establishing an orderly and attractive learning environment. Philosophical lessons are given by art and craft like activities. So, tough matters can be taught in a light way. Teacher concentrating on teaching and learning by maximising learning time and maintaining on academic

emphasis. He/she also monitoring progress and provides quick corrective feedback.

- Teacher uses different lesson design for lower attainers and focus on developing communication skill by the use of questioning and explaining matter effectively.
- Teacher adopts cumulative teaching approach. Travel method, descriptive and demonstration method, Question probing method, learning through nature, no textbook method are skills of teacher. Emphasis on group-work, questioning, explaining, storytelling, guided learning and active engagement are the important techniques.
- Experts' also pointed out that a teacher has mastery over chosen area and uses variety of teaching method and style to foster learning. Teacher tries to engage everyone to participate in classroom discussion and focus on group communication skill. He/she established fair and attractive learning environment and concern to help young generation. Teacher always keep in consideration interest and demands of child and works according to individual differences.

5.3.3 Teacher- Student Relationship

- Most of the stories present strong student teacher relationship that can make all the difference in how successful a student. Student- teacher relationship is more friendly, democratic, frank, sympathetic, progressive and co-operative. Teacher is highly concerned about the students' overall personality development. In an ideal classroom the students feel much more closeness and freedom with teachers. Student and teacher have lots of conversation. And that makes their relation healthy and fruitful.
- Ideal teachers as presented in the stories are very flexible and flexibility is there in the relation of student teacher. Teacher is working as a guide, facilitator, manager, and evaluator. Teacher student relationship is largely based on mutual respect and rapport. Teacher admired, respected by students and a role model of students. Students are also inherently curious and self-learner. Teacher has a remarkable place in student's heart.

- Teacher has a deep belief on students.He/she is like a family member of students.They share never-ending relationship.
- Experts' express their views as teacher is like surrogate parents of students. They share strong and emotional bonding with each other like family member or friend. Teacher works as a philosopher and spiritual guide, facilitator and manager.There is a strong loving, emotional and affective bond between teacher and students. They share life long relationship. They share democratic, flexible, transformational and trustworthy relationship with each other.

5.3.4 Values to be Learnt from a Teacher

- Values to be learnt from a good teacher as depicted in the stories are given below:
 - Gesture of love and concern
 - Care and extra effort
 - Help and devotion towards profession
 - Team work and dedication
 - Encouraging behaviour
 - Pure heart and feeling of acceptance
 - Sympathetic, kind and liberal
 - Keep faith and positive attitude
 - advanced preparation for classes
 - Creative nature and faithfulness
 - Simple living and high thinking
 - Extreme patience and discipline
 - Realness and transparency in behaviour
 - Acceptance of student's limitations
 - Humble, forgiver, and freedom giver
 - Social, friendly and cheerful
 - Energetic, empathetic and trustworthy
 - Decisiveness, courage and joy of living
 - Neutral and believes in participation

- Experts' opined that the teacher has a deep love and concern for the younger generation. He/she builds up and boosts self-esteem of students constantly and develops the talent of child by showering care and help, commitment and dedication and perseverance. General nature of the teachers is very discipline, honest, truthfulness, trustworthy and courageous. Teacher learns from students too and feels pride in it. He/she is a lifelong learner and accepts his/her mistakes.

5.3.5 Characteristics of a Good Educational Institution

- Good educational institution governed by democratic principles. It has flexibility in rules and regulation. Such institution provides activity based learning. It has conducive classroom environment with, in particular a task-oriented climate. It has student centered approach where they develop healthy communication system. It has a sound evaluation process. It also invites student's parents for participation and collaboration. Such institutions do not have any demotivating elements.
- It has effective principal and values for leadership. Attitude of the staff is supportive and jolly. It has good classroom management and involved faculty. Teachers work in a team, and can approachable for parents. It has ideological teacher who always focus on cultivating core values in students. Such institutes are always ready to work for the society and their children's betterment. Teacher of such institute celebrates each student birthday with joy and arranges cultural and educational tour. Such institute publishes a school magazine with the help of student every year.
- Experts' also pointed out that a good educational institute provides emotional support to the students. Whole institute stands for teacher and child's grief or sorrow. It works on democratic principles and organizes student centred, creative activities to motivate and develop students' growth. Such institution gives freedom and flexibility to teachers to design solutions according to the problem faced. Staff members and students' shares healthy relation and healthy communication. Such institutions known for their disciplined committed and concerns teachers. Teachers of such institute not only guide students on academic based but also counsel their parents if needed.

5.3.6 Key Lessons to be Learnt by Students

- It shows that when students like and respect the teacher, he/she will be more willing to learn from them. Having a good rapport with teacher, who can guide them, will ensure that the students don't go astray.
- Students learn to share their problems with teachers and get effective solutions. They learn to consider teachers as their friends, and not as enemies. They learn to respect teacher, and not merely see the system as a commercial enterprise. Student learn to do self-evaluation. They learn lessons of love for mankind and self-acceptance and not to be judgemental and try to understand things in more better way.
- Students learn to involve in more creative activities and outdoor games. Student's easy going attitude towards studies changed and they learn from teacher how to focus and hardwork. They learn lessons of perseverance. Students learn lessons of life from teacher's personal experiences, and not by just learning the syllabus. Students learn to express feelings specially of gratitude and they understand responsibility of learning.
- According to the experts' view students learn attitude of acceptance, self-belief and expression of feeling. They learn to have faith in actions, punctuality and discipline. They also learn to being ethical while achieving goal and becoming independent. Most important is they learn to share problems with teacher. Teacher has a great impact on child. They learn to not to hide feelings and carries courage and responsibilities. Students learn to copy the behaviour of teacher to be like him/her. Teachers become a role model for student.

5.3.7 Personality of the Teacher and its Impact on Student

- A teacher with charming personality and broad smile helps, create and maintain a classroom or learning environment in which students feel comfortable and in which they are motivated to learn.

- Student most probably threatened by old fashioned, and expression of seriousness on the face of teacher. Short hair and well draped sari, brings an impression of strict teacher. Such impression is presented in selected stories.
- General impression of teacher is someone who looks and behaves strictly. Students are afraid of such teachers.
- An inquisitiveness of teacher is shown by his twinkling eyes, and students come closer to such teachers.
- A teacher who is in perfectly draped sari and etiquette is generally guessed as strict teacher, even if, in reality it seems totally opposite.
- It is not always that dull appearance has negative effect. One old, plump teacher is very much liked among students due to her qualities and skills of teaching. Outer appearance most of the time contradicts with the actual personality of teacher. If teacher is full of values, and a good example of role model, outer appearance does not make any difference in student's behaviour.
- Old students remembered their teacher by their unique feature and appearance first.
- Experts' opinion that the ideal teacher has both; brilliance of mind and beauty of soul. Here, most of the teacher can be example of these. Outer appearance does not make any difference in student's behaviour. General personality of teacher is very loving by nature also very helping and caring. Personality of teacher is of inquisitive by nature.

5.3.8 Characteristics of the Teacher as a Role Model

- A role model teacher provides constructive feedback. He monitors progress of students and fosters their success. They use their free or vacation time also for the welfare of student. A role model teacher is always dedicated and impartial. They help the child to adjust himself to his environment. A role model teacher is committed to work. They are totally devoted to their students.
- A role model teacher cultivates unique and innovative methods and ideas in education. A role model teacher clearly presents his teaching concepts and stimulates high order thinking skill. They present difficult concepts comprehensibly. Such teachers constantly encourage student and never speaks

negatively. He/she promotes diversity and respects uniqueness of child. A role model teacher has a clear set of values and a model of high ethical standards.

- From the view point of experts, a role model teacher works according to child's need and finds out special factors or need or interest and works according to it. A role model teacher is detached from the material possession and work for the poor child. He has high ethical standards. Such teachers are totally devoted to the profession. They also like to learn from students. Role model teacher dedicates his life for the wellbeing of student. A role model teacher likes to demonstrate more than mere telling or explaining/preaching. They learn new innovations and technology and update their self for student. A role model teacher has openness to other's views, mastery over subject and deep love for reading.

5.3.9 Uniqueness of Selected Stories

- An ideal teacher has never ending love to his students and is highly concerned for the betterment of students. Teacher's gentle care changes the depressed student's mind-set and develops positive attitude and hope for life. A teacher kept his own life simple for the welfare of deprived student. This much of sacrifice is unique.
- Students are encouraged and inspired by the hard work their teacher is putting to improve their result. So, student starts taking interest in study in stories. It is the uniqueness of the stories. A small group of thoughtful teachers change the life of a child by their rigorous hardwork. A child who was suffering from dyslexia began to blossom in one little story. It was a unique thing. In one of the stories a teacher explains foreign places so well as if he went there once. Actually, he never went out of India. This was just his voracious reading. Such a deep passion for reading is a unique thing.
- Teacher considers their role as a lifelong teacher. So they never stop caring and helping their old students. Teacher works for the betterment of student even after school hours. Their dedication and love towards this profession is unique. An ideal teacher always stands for the student in every problem of life may be related to school or family. Without exchanging a word a teacher gets to know about student's pain. This is unique.

- Teacher apologizes for her rude behaviour towards student. Such humbleness and sense of pain of student is unique quality of teacher, which is presented in one of the story. Management of school also takes care of each child. Teacher analyses the reason of poor result and then finds the solution for each student and work on each student separately, is a unique thing.
- Experts express their views that most of the stories present ideal teachers as loving, patient and caring but the shades of personality of all teachers are different. Student gets deep love from his teacher even after retirement. That goodness of teacher's character is unique. Teachers are essentially good human beings. Their love for teaching subject, for student and for reading is very strong as reflected in the stories. Teacher changes negative attitude of dull students towards learning or particular subject in to positive in a unique way. Teachers teach lessons of life while gardening type activities. They follow learn with fun motto. Teachers are happy learners from student is also a unique thing.

5.3.10 Educational Implications

- A variety of learning activities should be employed. Pupil's language should be developed and extended by questioning method. Teaching style should be well matched to pupils' abilities and learning needs. Lesson should elicit and sustain pupil's interest and be perceived by pupils as relevant and challenging. Climate of learning should be creatively improved. Teacher should think about his/her own teaching style before punishing any student for their unpreparedness.
- Enable pupils to make good progress in their work and personal development and to enjoy their education and ensures that students do participate in the life of the community. Teacher should show respect and encouragement for pupil's ideas and contributions, and foster their development. Constructive and helpful feedback should give to pupils to encourage further progress. Teacher should understand each student's learning capability and style and work according to it.
- A teacher should consider each child unique and this message should pass among all the children so that they consider themselves special. A teacher should provide some task or activities to cultivate this message. Teacher should solve students dilemma may it be related to family or something else. Teacher

should build up their confidence by praising them for their past achievements. It is the duty of school to help society in any crisis. So it is needed to teach to be sensitizing towards society and work for the betterment of society.

- Experts opined that a teacher should accept individual difference in developmental progress. Identifying students' need and requirement in educational setting is important. Nature of teacher should always loving, caring, unselfish, patient and helpful in developing the child. He/she should have strong belief in child. Teacher should focus on the children's thinking pattern and should give answers of his questions not only related to exam but of life too. Teacher should have strong belief in child. Teacher should try to understand student's behaviour and then try to solve their problem. He/she should build up self-esteem and confidence in student. Alternate assessment can be developed to focus on overall developmental assessment. Flexibility of time schedule can provide scope to teachers to treat students in a better way.

5.4 Suggestions for Further Studies

1. Literature and education are related with each other. Literature created by great people of Indian like, Rabindranath Tagore (Geetanjali), R.K. Narayan (The English Teacher), Chetan Bhagat (Five Point Someone), Shiv Khera (Freedom is Not Free), Prakash Iyer (Habit of Winning), Priya Kumar (Licence to Live) and Foreign writers like Raskin Bond (Short Stories), Paulo Coelho (The alchemist, Like the Flowing River), Richard Bach (Jonathan Livingstone Seagull) and Jim Stovall (The Ultimate Gift), always inspire for future studies. Research can be done on the educational implications of such inspirational literature.
2. There are other famous books of the series of 'Chicken Soup for The Soul', based on education. They are- Chicken Soup for The Soul: Teacher Tales, Chicken Soup for The Teacher's Soul, Chicken Soup for The College Soul, Chicken Soup for The Soul: Children With Special Needs, Chicken Soup for The Soul: In The Classroom and Chicken Soup for The Soul: Celebrated Teachers. These books also can be studied for research work.
3. There can be more research studies on how stories can be used in teaching learning process. For example, educational Implications from Panchatantra,

Hitopadesha, Akabar- Birbal, and English stories like, Alice in Wonderland and Arabian Nights.

In this way there can be studies like :

1. Educational Values of Ravindranath Tagore's Stories and Poems
2. Educational Implications of R.K.Narayan's Stories
3. Educational Implications of Mulkaraj Anand's Stories
4. Educational Values of Pramchand's Short Stories
5. Educational Values of Hemingway's Novels
6. Educational Implications of Shakespeare's Drama 'King Lear'

5.5 Conclusion

The present chapter highlighted the findings based on interpretation by the researcher and experts' views. These findings will help to know about the role of a teacher and teacher student relationship and skills to be used and many other important characteristics of a good teacher that a teacher must know and use in the classroom. It will help to solve many problems that accrue in the classroom.

The research was a very enthusing experience for the researcher. Apart from helping her develop insights it also has helped her understand teaching learning better.

Bibliography

- Ahuja(2014).*Research methods*. Rawat publications, Jaipur.
- Anderson, Lorin W.(1991). *Increasing teacher effectiveness*. UNESCO Report. Journal of Human Resources, 41(4),778-820
- Benerji, A.(2012) *Tagore's Philosophy: A Study from Selected Sources*. Unpublished M.Ed Dissertation, S.P.University, V.V.Nagar
- Brophy J. and Thomas L (1984).*Teacher behaviour and student achievement*.Institute for research and training, college of education, Michigan University. Retrieved from<http://eric.ed.gov/?id=ED251422>.
- Chen, J.(2010).*Teachers' conceptions of excellent teaching in Chinese middle schools*. Unpublished Ph.D thesis. University of Auckland, New Zealand.
- Chidolu, Mercy E. (1996). *The relationship between teacher characteristics, learning environment and student achievement and attitude*. Studies in Educational Evaluation, V.22, n.3, p.263-74. Reports Research (143),Journal articles (080).
- Chotalia,M.A.(1992). *Analytical Model for the Philosophical Research in Education*. Unpublished paper presented in the National Seminar. Vallabh Vidhyanagar: S.P.University.
- Dabas, N. (2011). *A study of teacher effectiveness among elementary school teacher of Harayana*.Unpublished Ph.D thesis. Maharshi Dayand University. Rohtak, India.
- Englund, Linda (1996). *Toward and ethics education programme: A case study of creating the thoughtful schools*. Dissertation Abstracts International, Vol. 57(4), p.1536, (DA9625753).
- Garasia, K.(1988) *The Educational Ideas as Depicted in the Upanishada*. Unpublished M.Ed Dissertation, S.P.University, V.V.Nagar
- Gardner, Lindzey and Elliot Aronson (1975).*The handbook of social psychology* (vol. 2), Amerind publishing Co. New Delhi
- George, K.S. (2002). *Identification of Certain Factors Influencing the Optimum Utilization of Teacher Effectiveness in the Primary Schools of Kerala*.Unpublished Ph.D. Thesis, M.G. University Kottayam Kerala.
- Greenwood (2013).Educational change and international trade in teacher development. Journal of Studies in International Education September 2013 vol. 18 no. 4 345-361.

- Gudjonsdottir, Hafdis. (2000). *Responsive professional practice: Teachers analyse the theoretical and ethical dimensions of their work in diverse classrooms*. Dissertation Abstracts International, Vol. 61(91), p.3513, (DA9987426).
- Hamilton, James. (2002). *Perceptions of moral development and ethical decision making among leaders of schools in correctional education*. Dissertation Abstracts International, Vol. 63(7), p.2424, (DA3059695).
- Jain, B. (1982). *A study of classroom behaviour patterns of teachers in relation to their attitudes towards profession*. Reproduced from Third Survey of Research in Education (1978-1983). M.B. Buch, NCERT, New Delhi. p.763.
- Jani, H.(1985). *The Educational values in Panchatantra*. Unpublished M.Ed Dissertation, S.P.University, V.V.Nagar
- Joseph, L. (2006). *A Study of Educational Philosophy of Jiddu Krishnamurty and its Implication*. An unpublished M.Ed Dissertation. S.P.University, V.V.Nagar
- Khatoon, T (1985). *Relationship between teacher's classroom verbal behaviour and their attitude towards teaching*. Journal of the Institute of Educational Research
- Kureshi (2011). *Study of Educational Implication of Quran*. An unpublished M.Ed Dissertation. S.P.University, V.V.Nagar
- Lee, Taj (2006). *The influence of student-teachers interactions on student's engagement*.Dissertation Abstracts International, Vol. 68(3), p.859, (DA3254531)
- Loomba, P. (2014). *Professional Ethics for teacher as propounded by some Indian educational thinkers*. Unpublished Ph.D. Thesis, Guru Nanak Dev University, Amritsar
- Louis, Paul (1989). *Describing teacher-student interaction and teaching effectiveness of student, novice and experienced physical education teachers*.Dissertation Abstracts International, Vol. 50(8), p.2367, (DA8918165)
- M.Rani (2014). *Educational Philosophy of Yogananda Paramhansa and his relevance in Modern time*. Ph.D thesis, Himachal Pradesh. Himachal Pradesh University.
- Malankar (1986). *The Educational Ideas depicted in the Literature of Father Wallace*. An unpublished M.Ed Dissertation. S.P.University, V.V.Nagar.
- Marion, R.(2004). *The whole art of deduction (research skill for new scientists)*. Retrieved from http://www.sohs.utmb.edu/pellinore/intro_to_research/wad/pop&samp.htm
- Padhiyar (2012). *Educational Implication based on Selected Chapters of Ramcharitmanas*. An unpublished M.Ed Dissertation. S.P.University, V.V.Nagar.

- Pal, B.K.(2009). *A study of core teaching skills of in service primary teachers in relation to their self-concept and adjustment*, Unpublished Ph.D thesis, Jamia Millia Islamia University. New Delhi.
- Panda(2004). *The Educational Philosophy of Epic Poem The Mahabharata*, As cited in Goel, D.R.Goel, C.Madhavi research abstract CASE, The M.S.University Baroda.
- Pandey, K. (1987). *Values of creative Teachers'*, Department of Education, Allahabad: Unpublished Ph.D thesis. Indian Educational Review, XXI, 12
- Panigrahi M.R. (2006). *A Study on School Effectiveness at Primary level in relation to Community participation and Classroom Teaching*, Unpublished Ph.D Thesis. Jamia Millia Islamia University, New Delhi.
- Pantic, Natasa; Wubbels, Theo (2012) *The Role of Teachers in Inculcating Moral Values: Operationalisation of Concepts*. Journal of Beliefs & Values, 33 (1), p. 55- 69.
- Parmar, V.S. (2008). *Educational concerns as depicted in the Selected English Novels of Paulo Coelho*, An unpublished M.Ed Dissertation. S.P.University, V.V.Nagar.
- Patel, P. (2004). *Educational Implication as reflected in the work of Saint Kabir*, An unpublished M.Ed Dissertation. S.P.University, V.V.Nagar.
- Patel, A.B.(2003). *The Ideas of Education in the Novel 'Totto-Chan'*. An unpublished M.Ed Dissertation. S.P.University, V.V.Nagar.
- Purohit, H.B.(2014). *A Study of 'Mari Shikshan gatha' Teachers' Educational narrative in Different Educational Perspectives*. Unpublished M.Ed Dissertation, S.P.University, V.V.Nagar
- Radha, M.(2013). *Research Methods in Education*, 2nd addition, Neelkamal Publications Pvt.Lmt. Hyderabad.
- Ramakrishnaih, D. (1989). *Attitude of college teachers*. Unpublished Doctoral Thesis. Sri. Venkateswara University.
- Rathod, H.S.(2002). *A Study of the Bhagavad Gita and its Implications to teacher*. An unpublished M.Ed Dissertation. S.P.University, V.V.Nagar.
- Ronad, S.H.(2014). *A Study of Teacher and their Relationship with Teacher Attitudes and Job Satisfaction*. Ph.D thesis, Karnataka University.
<http://shodhganga.inflibnet.ac.in/handle/10603/15535>
- Sarantakos, S.(1998). *social research* 2nd addition, macmillan Press, London, page. 276
- Senjaliya (2007). *Philosophy of Bhagavad Gita in Managing Human Relations in School..* An unpublished M.Ed Dissertation. S.P.University, V.V.Nagar.

- Sharma, I. (1992). *A Critical Evaluation of J.K.Krishnamurthy's Thoughts on Education*. Unpublished M.Ed Dissertation, S.P.University, V.V.Nagar
- Sharma, R (2011), *A Study of Secondary School Teacher Morale with reference to different variables* Ph.D thesis,Gujarat University.
- Singh, G.(1999). *Educational Philosophy of Guru Arjun Dev and its Contribution to Modern Indian Education*. Unpublished Ph. D Dissertation, Guru Nanak University, Amritsar.
- Singh, P. (1998). *Attributes of effective Teachers*,in *Journal of Teacher Education*. Vol. 1.No.-1, August, 1998,NCEPT,PP.(72-81)
- Slater, Robert O. (2008) *American Teachers: What Values Do They Hold?*. *Education Next*, 8 (1), p. 46-52.
- Steffens, P.J.(1990). *Characteristics of teacher efficiency as perceived by teachers of the year*.*InternationalDissertation Abstracts*, Vol.51,No.12
- Uchat, D.A. (2009). *Research Methodology in Education and Social Science* (4th publication), Ahemdabad: University Granth Nirman Board, Gujarat. Pg. 176
- Walter R. Borg and M. D. Gall (1981) *Applying Educational Publications. A practical Guide for Teachers*, second edition, Delhi publication. p. 13.
- Yogendra K. Sharma (2011) *Elements of Educational Research*. Kanishka Publishers, New Delhi, page: 167

(B) Websites

- <http://www.goodreads.com/quotes/tag/education>. retrieved on 7 july 2014 at 20.25 hours.
- <http://en.proverbia.net/citastema.asp?tematica=377>. retrieved on 7 july 2014 at 20.38 hours.
- <http://www.goodreads.com/quotes/tag/education>. retrieved on 7 july 2014 at 19.43 hours.
- <http://www.positivityblog.com/index.php/2007/04/20/21-inspirational-quotes-on-education/>. retrieved on 2 july 2014 at 20.21 hours.
- <http://www.goodreads.com/quotes/tag/education>. retrieved on 7 july 2014 at 19.25 hours.
- http://en.wikipedia.org/wiki/Informal_education. retrieved on 8 july 2014 at 21.30 hours.

<http://www.quote garden.com/education.html>. retrieved on 7 july 2014 at 20.30 hours.

<http://global.britannica.com/EBchecked/topic/343579/literature>. retrieved on 2 july 2014 at 20.25 hours.

<http://www.goodreads.com/quotes/tag/literature>. retrieved on 7 july 2014 at 20.38 hours

<http://www.goodreads.com/quotes/tag/education>. retrieved on 2 july 2014 at 20.25 hours.

<http://shodhganga.inflibnet.ac.in/handle/10603/23700>. retrieved on 17 july 2014 at 23.45 hours.

<http://shodhganga.inflibnet.ac.in/handle/10603/14019>.retrieved on 2 aug 2014 at 11.13 hours.

<http://dictionary.reference.com/browse/stories>. retrieved on 16 july 2014 at 21.33 hours.

<http://www.merriam-webster.com/dictionary/teacher>. retrieved on 15 july 2014 at 19.50 hours.

<http://dictionary.reference.com/browse/implication>. retrieved on 16 july 2014 at 22.02 hours

http://thinkexist.com/quotation/learning_is_finding_out_what_you_already_know/255479.html retrieved on 25 july 2014 at 22.00 hours.

Appendix

Appendix -1
Open Ended Questionnaire
(Self- Made Tool for Experts)

Researcher
Shambhavi J Pandya
Waymade College of Education
Saras Patel University, V.V.Nagar

Respected Sir / Madam

This is 'Shambhavi Pandya', Studying in M.Phil (Education), at Waymade College of Education, V.V.Nagar. I have to submit a dissertation as a part of my study and I have selected topic given below:

Analysis of a Set of Stories by Indian Teachers and Their Educational Implications

I have selected 30 stories from a book **Chicken Soup for the Soul: Indian Teachers** for Analysis. I have prepared open-ended questionnaire tool for Experts to get essential information regarding dissertation writing. Here, I have attached selected stories also. I request you to read these stories and then give clear and honest answers. I assure you that your answers will be used for dissertation work only.

I hope you will accept my request and co-operate. Thank you.

Yours faithfully,

ShambhaviPandya

Appendix -2

Open Ended Questionnaire

(Self- Made Tool for Experts)

1. What is the role of the teacher in developing behaviour of a student as presented in the stories?
2. What are the essential teaching skills presented in the stories?
3. How is the teacher-student relationship described in the stories?
4. What are the values to be learnt from a teacher as presented in the stories?
5. What are the characteristics of a good educational institution as presented in the stories?
6. What are the key lessons to be learnt by students as presented in the stories?
7. How is the personality of a teacher described? What is the impact on students?
8. What are the characteristics of a teacher as a role model as presented in the stories?
9. What is the uniqueness of selected stories of the book?
10. What are the educational implications derived from the stories?

Appendix -3

Cover Page of the Book – Chicken Soup for the Soul: Indian Teachers

