4.1 PRACTICES OF QUALITATIVE ANALYSIS

There are multiple perspectives and practices in the analysis of qualitative data: 'There is variety in techniques because there are different questions to be addressed and different versions of social reality that can be elaborated' (Coffey and Atkinson, 1996). The different techniques are often interconnected, overlapping and complementary, and sometimes mutually exclusive 'irreconcilable couples' (Miles and Huberman, 1994). Different techniques can be applied to the same body of qualitative data. The variety and diversity in approaches underlines the point that there is no single right way to do qualitative data analysis—no single methodological framework. Much depends on the purpose of the research. In narrative analysis, form and content can be studied together, and a concern with narrative can illuminate how informants use language to convey particular meanings and experiences. How people convey their meanings through language can be looked at from a variety of complementary perspectives. Writing for qualitative research, however, like the research itself, is "much more varied and diverse and not at all monolithic" (Coffey and Atkinson, 1996). There is a greater range of writing models, strategies and possibilities. Miles and Huberman (1994) also identify a series of choices about reports and reporting, stressing choices rather than a fixed set of ideas. They include choices about the report, its writing style, and its structure and format. Denzin and Lincoln (1994) add that the process of writing is itself an interpretive, personal and political act. The net effect of recent developments is that we cannot approach the task of 'writing up' our research as a straightforward (if demanding) task. We have to approach it as an analytical task, in which the form of our reports and representations is as powerful and significant as their content, (Coffey and Atkinson, 1996).
4.2 DESCRIPTION OF DATA

Various therapeutical methods have been used by social scientists in their respective fields. They have varied their techniques keeping in view the type of people and the nature of their problems, the ultimate goal of all being the improvement of the human personality and its release from various stresses and strains.

Different names have been given to these processes. Some therapists prefer to call them group psychotherapy, while others refer to them as guided group interaction, guided group counseling, multiple group interaction, group guidance, group therapy etc. Technically and procedurally these concepts may carry slightly varying meanings; but for workers engaged in the reformatory programme, all these approaches can be synthesized into one process, better called group therapy.

The technique though widely employed in the west, is rather new to India. Group therapy, in its broader concept, is now taken to mean “something the therapist intends, it is something he does and it is something that happens to the person treated” (Korn and McCorkle 1966). The salient features of the commonly used methods of group therapy are as under:

- **Enabling Method**

  The main objectives of this method, as pointed out by Wilson and Ryland (1949) are to encourage the members of the group to learn new ideas, develop new skills, change attitudes and deepen their personalities through participation in a social process.

- **Didactic or pedagogical Method**

  This technique of group therapy as reported by Harper (1963), was first developed by J.W. Klapman and S.R. Slavson. In this method, the investigator addresses the participants on topics of interest to them, initiates discussion on the topic and then reads literature related with the topic of discussion. While reviewing this technique, Garfield (1955) reports that the practice of reading literature is very useful in this process. Barker (1933) and
many other investigators have used films for initiating discussion and all that followed.

Each of the techniques used in the above approaches has its own utility and can be employed independently.

4.3 ANALYSIS OF DATA UNDER DIFFERENT SUB-TITLES

By using a mixture of both techniques, the investigator in the present study, collected the data from 120 students (divided into four experimental groups PE, PH, AE, AH), who were exposed to Life Lessons through Printed and Audio taped material in Hindi and English language. Data was collected in the form of interviews and written reports from the students in which they described their views and experiences after going through the Life Lessons. After analysing all the reports of the students, the investigator consolidated their views and experiences.

Only 5% of the students from the total sample were aware of the term “Life Lessons”; they learned it form their teachers in the period of moral education and 95% of the students affirmed that this was the first time that they came to know about such lessons. ‘To ensure the uniform exposure of the student community to what we consider to be this vitally necessary formulation of human worth, we recommend that Life Lessons should be integrated into the curriculum’ – Urvashi Arya, Rajinder Singh, Rajni Gupta. ‘I have passed through a system in which Life Lessons were taught from Class VI onwards. But in the absence of any serious attempt to understand their underlying principles, I have rarely benefited from them. However, after participating in the courses offered by the present investigator, I have come to realize the value of these Life Lessons for people like myself’– Mohit Yash. Rishu Bhardwaj expressed the hope that the audience exposed to the lessons would go beyond their doctrinaire value and strive sincerely to uphold the ideals they embodied. Akanksha confessed that she had not realized that ethical and moral values could be imparted through such a course. Ivan and Suresh were impressed by the breadth and scope of the lessons. Monica affirmed that she considered herself fortunate to be able to attend such a course, while Rajinder seemed to feel that it had left a lasting impression on
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him. Discussion of the views and experiences of the students under sub-titles are as follows:

**Achieving Goals**

A goal is an end or a final purpose; the end to which a design tends or which a person aims to reach or accomplish. After going through all the Life Lessons, some of the participants were able to formulate objectives and resolved to realize them. It was expressed in their interviews and reports that before learning these Life Lessons they had not thought of consciously defining a goal for themselves. Shyam Chander reported, “I would like to do something in my life that the world may find worth learning about. These Life Lessons provided me a goal” He wrote:

> जीवन में कुछ करके, तब भी गए तो क्या हुआ।
> इतनी तो खुशी होगी, कि जीवन में कुछ किया तो था।

It could be concluded that there was a positive impact of Life Lessons on these students who got a direction from them. The participants were able to arrive at a clearer picture of what they wanted from life.

**Hard Work**

Hard Work is the capacity to work energetically and persistently; steadily and earnestly. After attending the course students found it possible to channelise their energies into more productive endeavours. In particular, they found themselves motivated to work harder at their studies and to improve their academic performance. Most of the students attributed this change to the Life Lesson of Abraham Lincoln and his habit of self-study, which had been explained to them in that context. Ruby Saini, Urvashi, Taranpreet and others reported a similar experience. Anil Ashish stated that a great majority of students suffer a variety of distractions which impact inevitably on their academic performance. This is the first step in an ascending spiral of confrontational situations with parental authority at home and with classroom discipline at school. The conflict with authority produces a host of attitudinal problems that cast a long shadow. In adolescence, thus, is produced that rent
in the psyche that marks the individual who is a misfit in his society. "In the lost boyhood of Judas, Christ was betrayed", said Graham Greene. A sense of courage was also induced in the students through Life Lessons.

**Courage**

Courage is the attitude or response of facing and dealing with anything recognized as dangerous, difficult or painful instead of withdrawing from it; the quality of being fearless or brave. From the Life Lessons of Udham Singh, Rani Laxmi Bai, Rani Durgawati and Mata Sundri etc, 70% of the students felt that they had acquired spirit and fortitude to face personal crises and felt themselves more willing to help others through theirs. Taranpreet expressed her views about it in the words: "Remember God is adversity and destitution prosperity", she said, "This is the only way by which we can prove our positivity towards life." Ruby also expressed similar views and said "if at any time we are faced with a difficult situation, we should use this sense of courage to face it. We should never get disheartened by adversity". Satish wrote, "These Life Lesson inspired us to remain strong and face setbacks". Satsish Goel expressed the view that "we must do everything for our country". Other students also expressed similar views.

**Self-Improvement**

The term refers to the improvement of one’s condition, mind, abilities etc. through one’s own efforts. There was unanimity among the students in acknowledging the value of self-improvement programmes. They started being self-reliant and began to participate actively in their academic routine. As reported in their own words, where they used to copy notes from their friends, they started to prepare their notes from their books, themselves. If this necessitated getting up earlier in the morning, they did so willingly. Manoj Kumar stated that “these Life Lessons had compelled me to think about my duties towards others, family and my country also. I pledge to fulfill all my duties honestly”. Ruby Saini stated: "now, I have prepared a time-table for each activity and enjoy all the activities where earlier I hadn't even given a thought about my own improvement". Taranpreet stated that “of course, after
having gone through the Life Lessons, I have learnt that one should be helpful to others, should have patience and fortitude and a balanced state of mind. This will help not only others but will broaden my horizon”. Anil stated that “we must do our study sincerely and honestly for our own benefits”. Karan Sharma wrote, “Now I don’t waste my time and spend it productively”. An effort was made through Life Lessons to impress the value of truth among students. The experiences of various students are discussed below:

Truth

Ninety five percent of the students realized the value of truth. Some of the views are: Ruby Saini: “I will never tell a lie in life”; Sanjay: “I stopped telling lies”; Karan: “I’ll try to speak truth most of the time”. Thus, as the direct impact of Life Lessons, 5% of the students stated that now they would try to stop telling lies and 95% of the students affirmed that they had accepted truth as a personal code to live by in their lives as well as in their day-to-day activities. In their own words, ”where they used to lie even on trivial issues, when it was expedient, they had started speaking the truth and were ready to accept their faults gladly”.

Helping Others

Helping others means to proffer help; to be co-operative, useful or beneficial.

The students had several illuminating instances to recount, in this regard, of the effect of Life Lessons on them. There seemed to be a consensus among them that one of the undoubted benefits of the course was that it had sensitized them to suffering and had awakened them to an awareness of that universal human condition—the need for help and as a prerequisite to it, compassionate understanding.

Nor was it to be assumed that these states of heightened consciousness could respond only to a few conventional situations of common human distress like destitution, ill health or age-related frailty. They quite often went beyond these to encompass a variety of domestic situations, for instance, where the course demonstrated that it could transform a
participant into a responsible adolescent, whose greater appreciation of the privileges received, manifested itself in a new willingness to help with chores around the house. Akanksha wrote, “Before listening to these Life Lessons, I had no thought of helping the poor and used to consider myself superior to them. But now, I want to help the poor and to do something new in my life, so that I may also contribute to the upliftment of these people. Life Lessons have inspired me to teach the poor and illiterate people of my locality”. Gaurav said, “we must help the poor people”. Karun said, “I now help the needy”. Karan Sharma reported that, “We should not waste money but use it to provide needy children with study material and clothes”. Rishu said: “we should not hate or avoid any disabled, diseased or ill person and should provide them first aid or whatever is necessary”.

**Honesty**

Students were impressed with the honesty consistently upheld by Abraham Lincoln, as evidenced in the several personal instances drawn from his life and pledged to be honest throughout their lives. Rishi felt that Lincoln was an exemplar worthy of emulation, while Anil Ashish said that, “we should be honest and must respect our teachers. We can be honest to our friends and parents and should never try to hide our faults; rather we should accept them honestly and resolve to overcome them. This will surely help us in life, in future also”. Jaspreet said, “Now I try to be honest with myself as well as with others, I do my homework properly. These Lessons of honesty have changed my behaviour towards my friends”. Rishu wrote: “we should be honest to all”. Sandeep Singla expressed the view that, “After learning these Life Lessons I want to be a social worker so that I may work for poor people and I also want to be an honest person because honesty is the secret of a successful person”. Shikha said, “I realized the value of honesty and now I can make it an aim of my life to help others”. Similar views were expressed by the other students of the experimental groups.
Earning by Talent

Earning by talent means money gained by the legitimate exercise of one’s specific abilities. The students expressed their resolve to stand on their own feet and to uphold ethics and integrity in their professional lives. Students expressed their views that they would keep returning to the ‘Life Lessons’, for their inspirational value and hortatory appeal; Sunil said, “I got motivated to do something for the betterment of society with my time and talent”. Akanksha expressed the hope that she would, “try my level best to contribute to the development of my country through my talent and will also try to remove social evils”. Amit felt that our actions should go beyond egoistic motivations to make a positive contribution to nation building, while Shyam Chander suggested that we should work for mental satisfaction and not for money only. Urvashi said that we should deserve the success that we achieve; otherwise nobody will respect us. Similar views were expressed by other students also.

Respect

All participants realized the importance of respect and expressed their willingness to respect elders. Shyam Chander wrote, “I now pay more respect to my parents”. Sanjay reported that from these Life Lessons, “I learned that we should pay respect to our elders without any discrimination of rich and poor”. Gaurav and Karan Sharma expressed similar views stating that, “we should be courteous to the poor also”. Seventy percent of the students expressed similar views. So, they understood why they should respect their elders in home and society.

Peace Making

Peace making is the art of removing strife and spreading harmony. All the participants affirmed their willingness to establish peace in their immediate environs by solving small problems of people in their localities. Amit Kaundal expressed, “We should follow the path of peace and non-violence”. Shayam Chander expressed “Nothing is impossible in this world, so I will also participate in the peace making process”. Taranpreet: “By doing our duty properly in each and every activity we can demonstrate patriotism and
positive attitude to life”. Manoj Kumar pledged to work honestly and truly for the peace making process in his area. Rohit Sharma said, “I am inspired by these Life Lessons and now I acknowledge the debt I owe to society and pledge myself to repay this debt”. Anil: “Since we are all brothers and sisters, we must love each other. This will definitely promote peace and harmony”. Monika Guleria expressed similar views while Jivender Kumar affirmed that, “After reading these Life Lessons I want to be a true soldier of my country so that I may contribute towards the maintenance of law and order in society”. All the participants exhibited a resolve to help in whatever way they could in removing the minor irritants of social life in their immediate environs. Mohit stated that: “Through these Life Lessons we can stop war and spread peace in the world”.

Social-Service

Social service refers to any service or activity designed to promote the welfare of the community and the individual. Rishu Bhardwaj, one of the students, stated that: “Undertaking social service helps us to keep ourselves healthy and fresh. The performance of socially meaningful activity gives me fulfillment and I love to help the poor people. I am impressed by Mother Teresa and the concern she displayed for the poor”. According to Monika Guleria: “I will use these Lessons in my life by helping those people who need help and thus will be able to do something for the social welfare of people”. Suresh Kumar expressed the opinion that: “We should do some social work for our country and society”. Ajay Yadav pledged to remove social evils. Rajinder Singh said: “I will now feel proud while doing social service”. Rishi felt that students should participate more in social work while Amit Kaundal opined that social service could be effective in promoting a knowledge of health and hygiene principles. Shayam Chander: “When those great people can sacrifice their lives for the service of their country then I can also contribute something towards the welfare of my country”.

So, after reading and listening to Life Lessons, 95% of the students expressed their willingness to serve society and country as much as they could.
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Optimism and Hope

The principle implies that we should look positively and hopefully at the future. Eighty percent of students expressed their view that we should always look forward with hope. Remorse or regret for the past mistakes can never be a guide for the future. We should try to maintain a balance between our day-to-day activities, so that we may look ahead for a bright tomorrow. Shikha: “We can use these Life Lessons to reform our bad habits”. Pankaj Mohan Sharma said, “These Life Lessons inspired me to do better in life and to always look forward”. Sunil also supported this view. Urvashi declared that everyone has some positive and negative points but one must try to improve oneself and should always focus on positivities. Satish wrote: “This 21st century is the century of computers. So we can use computers for the convenience, and education of uneducated and poor people so that they may also look forward to improved living standards”. According to Sanjay, “We should always look forward to make our life more useful and beautiful”. Taranpreet Kaur also expressed similar views.

Dignity of Labour

From these Life Lessons students learned that each and every task is equal, no work is big or small. They averred that whatever the duty assigned to them, they would try to fulfill it to the best of their ability. Amit Kaundal expressed the view that, “We must work for the advancement of our country”. Taranpreet wrote that one should be always sincere, honest and dedicated in every walk of life to whatsoever work, assignment, job or duty one is assigned. Sanjay felt that “We should see every activity equally and should never discriminate any work as big or small”. Manish Kumar said: “After learning these Life Lessons, I am trying to emulate the persons presented through them’.

Manoj Kumar wrote, “I will do everything that may contribute to social welfare”. Ruby stated that, “We should do our duty honestly in a dedicated way”; while Jivender felt, “We should not worry about loss or gain but rather should put in our best effort to complete the task on hand”. Akanksha: “I will
try my level best in each activity to make my country a developed nation and also to remove social evils from society”. Ivan said these Life Lessons, “provided me an opportunity and chance to shape my own destiny. Hence, I will unhesitatingly put in my best in all activities”. Partap Singh felt that we should never treat a responsibility as big or small and should never seek profit in any activity. Ajay Yadav also supported this viewpoint. In fact, all the participants expressed similar views in one way or the other.

**Non-Violence**

There was a unanimous resolution among the students to eschew violence from their lives. They declared they would, under no circumstances, resort to violence. They were much influenced by Mahatma Gandhi and decided that they will not even use harsh language against anyone. Bitter words can cause hurt. Some students confessed that they used to speak roughly but now they were committed to being courteous in all their dealings. Jaspreet said that, “The lesson of non-violence has changed my behaviour towards my friends”. Suresh Kumar wrote, “Now I deal with others politely and always control myself against using any word which may hurt”. Karan Sharma said, “We should be sympathetic and kind towards other persons, “while Shikha affirmed, “These Life Lessons taught us to always love people and not to distinguish between the rich and poor and never to hurt the other person”. Karan declared that, “After going through these Life Lessons, I’ll try to speak those words which may not hurt anyone”.

Jivender: “I learned why one should be non-violent in his dealings and now I will follow it”. Urvashi wrote that, “By using these Life Lessons we can make ourselves humane and pure”. Deepika Rathore said: “By using non-violence we can attain mental satisfaction and peace of mind”. Sanjay wrote that, “We should adopt the politeness of Lal Bhadur Shastri and Mahatma Gandhi, “while Satish wrote: “We should never hate anyone and should not make any distinction on the basis of caste, colour and creed”. Shayam Chander wrote: “Now I don’t make fun of anyone and never hurt anyone”. Taranpreet Kaur said that she had learned the value of patience and to lend a helping hand towards the needy, poor and indigent, while Amit Kaundal
declared that, "We should always follow the path of truth and non-violence. I have learned not to be quarrelsome".

**Sacrifice**

Sacrifice means giving up, or relinquishment of some valued thing for the sake of something of greater value or having a more pressing claim. After learning Life Lessons, 75% of the students expressed the view that they learned the value of sacrifice from the lives of Mata Sundri and Mother Teresa etc. They reported that they would also give up some self-indulgent luxuries like chocolates, to help needy children and needy people. They reported that now they had made it their principle to help elderly persons, the blind and small children. They had started visiting elderly people in their locality and also helping them in their daily activities. Some students (30%) reported that now if they happened to come across any blind person or small child who needed help, to cross the road, for example, they would willingly render the necessary assistance.

Students reported that now they were more considerate than earlier and were kinder also, towards people. Shayam Chander reported that, "Now I will resolve myself to contribute to the happiness of my parents and others. I have changed my way of life and now I try not to waste my money and time but rather use them for the welfare of others who need help. My pledge for sacrifice is more committed". Mohit Yash expressed the view that he had learned the necessity of sacrifice and had started helping others. Raman averred that, "Now I want to be a social worker. I will work for society and especially for poor people so that they may be benefited". Manoj Kumar wrote: “These Life Lessons compelled me to rethink my duties towards my country, my people and my family also. I pledge to work honestly for all of them”. Deepika said: “Now I share my books and other things with my friends so that I may help them. Sacrifice gives me mental satisfaction and peace of mind”. Urvashi affirmed that, “Now I can also live for the welfare of others”. Ruby: “I gave up watching T.V. serials to help my mother in the kitchen”. Karan Sharma wrote: “We should not waste money in luxuries and should give this extra money to charity or to help poor and needy people”. Gaurav
reported that, “I stopped eating chocolates and now use the money saved for providing necessary items to the needy persons”. Suresh Kumar said: “I learned that we should sacrifice something for others. I would like to empower persons who are disabled”.

Students learned that they should never despise and hate anyone but should rather be prepared for sacrifice in the service of others and resolved to perform an act of charity daily and to ensure its efficacy in rendering aid to whoever needed it.

**Positive Attitude**

Attitudes are motivators. Students realized that with positive attitudes they could achieve their objectives. They expressed their views about Life Lessons as follows:

Parul wrote, “There is some change in my attitude and I have started helping others”. Sandeep Singla said: “The change I perceive in myself is, that now I want to be a social worker and hence, do many things for society as well as for poor people. I also want to be an honest person because honesty is the secret of a successful person”. Rishu said: “There are many changes in my attitude and I will implement these in my life”. Rajinder stated that it had changed his attitude towards life and that he had started getting up early in the morning. Jaspreet wrote that, “It changed my attitude and now I do my homework honestly and have started doing little household chores like helping my mother and keeping my books tidy, etc”. Suresh Kumar listed the following changes: “Now I want to work hard for society. I don’t believe in the caste system. I have developed a concern for the poor. I try to help needy people, which I didn’t earlier”. Hayad Singh was convinced that there was much in these Life Lessons that was worthy of study. The Life Lessons had changed his behaviour and proved to be a blessing for his personal and social life. He had learned that it was not enough merely to lead a happy and successful personal life but that one should do something which may lead to the happiness of others also. Monika Guleria said that, “There is a significant change in my attitude towards life”. Ivan: “There is some change in my
attitude towards the people around me”. Piyush declared that “The change in my attitude concerns social awareness, honesty and patriotism”.

Gaurav said: “Now I help the needy and try to be honest and patriotic” while Pankaj Mohan Sharma said, “Yes, it has changed my life style. Now I want to contribute something to society”. Sunil also expressed similar views. Akanksha had this to say: “Before learning these Life Lessons, I was insensitive towards the needy and used to think myself superior to others. But now I want to help the poor. Your Life Lessons have changed my life”. Karan Sharma said, “Yes, there is a definite change in my attitude. Now I do not get angry and don’t shout at my brother. I do not waste my time in useless activities and instead help other people”. According to Ruby “I realized that I must do something more than merely my study. So I started helping my mother, so that she may also get a little relief”.

Urvashi observed that, “the first change in my attitude is towards honesty. I now want to be honest. Secondly, I have developed a capacity for hard work and finally, also the need to share”. Deepika Rathore said Life Lessons had changed her attitude from negative to positive. She now wished to share her books and other things like eatables etc. with friends and family. Manoj stated that these Life Lessons had compelled him to rethink his duties. Raman Sharma also stated that he had observed a similar change of attitudes, while Sanjay claimed that he had become more honest and saw every activity as equally important. Satish: “Now I wish to help the helpless and the poor people. I also want to do something for my country. I try not to not despise anyone. These Life Lessons have changed my life”.

Other students also confirmed these changes in one way or the other in their personal lives and expressed their wish to make life beautiful and pledged that they would contribute their best to enrich life on this earth. They affirmed that love for human beings, animals and plants is as essential, as the love for oneself.