



Storytelling and Healing Pedagogy in Githa Hariharan's *The Ghosts of Vasu Master*

S Soundarrajan¹, Dr. D Prasad²

**¹ Research Scholar in English, Government Arts College (Autonomous), Kumbakonam-
Affiliated to Bharathidasan University, Tiruchirappalli, India**

**² Assistant Professor and Research Supervisor, Department of English, Government
Arts College, (Autonomous), Kumbakonam- Affiliated to Bharathidasan University,
Tiruchirappalli, India**

Abstract

Githa Hariharan's *The Ghosts of Vasu Master* examines education, memory, care, and moral responsibility by placing a retired teacher before a child who resists ordinary instruction. Vasu Master has spent forty years at P.G. Boys School. After his retirement, he is left with an empty house, memories of his dead wife Mangala, distant sons, and an uncertain sense of identity. This private crisis gets an educational form when Mani arrives in Vasu's life. Mani's silence, fear, and resistance show the failure of the established educational system: lessons, discipline, textbooks, and classroom authority. Vasu gradually avoids the usual norms of formal schooling and turns to stories, fables, memory, and patient attention. Storytelling helps as a means of reaching Mani and also of self-renewal for Vasu. The novel connects teaching with healing by recalling the practice of Vasu's Ayurvedic father. Hariharan questions the education system driven by routine, pressure, and institutional decline. This paper studies Hariharan's portrayal of education as a caring bond between teacher and learner. She stresses that real learning begins with listening and mutual trust.

Keywords: Education, Storytelling, Healing, Pedagogy.