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A Study of Value Inculcation through Picture Stories, Poems, and Games with Special Reference to the Concept of ‘Vasudhaiva Kutumbakam’ at the Primary Level for English Medium school

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ABSTRACT

Education plays a vital role in the overall development of children by nurturing their intellectual, emotional, social, and moral dimensions. In the present era of rapid social change and developing technology there is a growing need to inculcate human and moral values among children from an early age of development. The ancient Indian concept of Vasudhaiva Kutumbakam, meaning “the whole world is one family,” emphasizes values such as universal brotherhood, compassion, tolerance, cooperation, mutual respect, and social responsibility. The primary level of education is considered the most appropriate and important stage for value inculcation, as children are highly receptive and their attitudes and behaviors are still in the formative stage.

The present study deals with the effectiveness of picture stories, poems, and games as activity-based instructional strategies for inculcating the values of Vasudhaiva Kutumbakam among primary school students of an English medium school in Wardha city. For this research, experimental method with a single group pre-test and post-test design was adopted. The sample consisted of 40 students of Class V, including 20 boys and 20 girls, selected through the convenience sampling method. A pre-test and post-test used as tools for data collection.

The findings revealed that students initially possessed a moderate level of values related to Vasudhaiva Kutumbakam. However, after the implementation of picture stories, poems, and games, a significant improvement was observed in their post-test scores. The calculated t-value indicated a significant difference between pre-test and post-test scores, leading to the rejection of the null hypothesis. Gender-wise comparison showed that although girls scored slightly higher than boys, the intervention was effective for both groups, irrespective of gender. The study concludes that activity-based learning strategies such as picture stories,

poems, and games are highly effective in inculcating moral and human values at the primary level. These methods make value education meaningful, engaging, and experiential, thereby contributing to the development of responsible, compassionate, and socially sensitive future citizens.

INTRODUCTION

Education is a process of human enlightenment and empowerment for the achievement of a better, higher, and sound quality of life. A sound and effective system of education results in the unfolding of learners' potentialities, the enlargement of their competencies, and the transformation of their interests, attitudes, and values. Today's generation is highly knowledgeable. Students are acquiring more knowledge due to the latest technology, which is easily accessible to them. Parents also play a major role in the development of students, as they are becoming increasingly aware of nature and the problems created due to the harmful activities of human beings. Teachers can act as trailblazers in the lives of learners and play a significant role in the educational process for overall development.

Education at the primary level is very important for both students and teachers. It plays a crucial role in shaping the values, attitudes, and social behavior of children. At this stage, it is essential that students become aware of moral values, the importance of nature, and social responsibilities. This stage of education is therefore ideal for inculcating such values through various activities and methods that are interesting and child-friendly.

The ancient Indian concept of 'Vasudhaiva Kutumbakam', which means "the whole world is one family", emphasizes universal brotherhood, compassion, tolerance, and mutual respect. In the present globalized and multicultural society, where students can access information through various social media platforms, it has become essential to inculcate such values among children from an early age. Traditional lecture methods are often ineffective for value education at the primary level. Therefore, constructive, innovative, and activity-based methods such as picture stories, poems, and games are considered more effective, as they appeal to children's imagination, emotions, creativity, and active participation.

The present study aims to examine the effectiveness of picture stories, poems, and games as instructional strategies for inculcating the values of 'Vasudhaiva Kutumbakam' among primary school students. Researcher choose primary level because this is the stage where we can shape the students as per their abilities and their interest. Researcher created such activitis

which are based on picture stories, poems, and games in special reference to the Concept of ‘Vasudhaiva Kutumbakam’ at the Primary Level for English Medium school.

Picture Stories :- Story telling by using pictures has a special role to play in developing oral skills. It is an infinitely more interesting and involving activity than monotonous oral drills and bland role plays. Picture stories are nothing but the short narratives which are supported by illustrations that help children to understand ideas, emotions, and values in a simple and engaging manner. At the primary level, children learn effectively through visual medium than audio medium. Through picture stories we can attract learner, their attention, improve imagination, and make abstract values such as cooperation, kindness, sharing, and universal brotherhood concrete and meaningful. Through characters and situations, children can easily relate to moral messages and inculcate them.

Poems :- Musical and metrical form of language is poetry. According to Wordsworth, poetry is “the spontaneous overflow of powerful feelings.” In other words, we may say that poetry is beauty. It is the beauty of language; beauty of thought, mood or feeling. It is the most intimate expression of a man’s spirit. Poems are rhythmic and expressive forms of language that appeal to children’s emotions and creativity. Simple poems which have meaningful messages help in value inculcation in students by making learning joyful and memorable. Repetition, rhyme, and rhythm develop language, while simultaneously promoting values such as harmony, love for nature, and respect for others. Poems related to ‘Vasudhaiva Kutumbakam’ can help children develop a sense of unity and global belonging.

Games:- Educational games promote experiential learning, where children learn values by doing rather than listening. Games help inculcate values like teamwork, fairness, discipline, and mutual respect. Through group games and role-play activities, children experience the practical application of values such as sharing, helping others, and collective responsibility.

NEED AND IMPORTANCE OF STUDY

Vasudhaiva Kutumbakam is an ancient Indian philosophical concept that means “the whole world is one family.” The phrase originates from the Maha Upanishad, a classical Sanskrit text, and reflects the Indian worldview of universal unity, harmony, and interconnectedness. In the present era which is full of social media and rapid social change, there is an increasing need to inculcate moral and human values among children from an early childhood age. While today’s students of any age group have easy access to information through digital media due to this many negative impacts are there on primary level students. This continuous exposure of social media and any other media does not always ensure the development of positive values, empathy, or social responsibility. Therefore, value education has become an

essential component of the school curriculum, especially at the primary level. The concept of 'Vasudhaiva Kutumbakam', which promotes the theme of universal brotherhood and global harmony, is highly relevant in today's multicultural and interconnected world. Introducing this concept and moral values at the primary level can help children to develop attitudes of cooperation, tolerance, brotherhood, respect for diversity, and concern for nature and humanity. Early exposure to such values plays a crucial role in shaping the personality and social behavior of children because they are the future of the nation.

Traditional methods of teaching such as lecture method and many more are often insufficient for effective value inculcation among primary level students. Primary school children learn best through activity-based learning and child-friendly approaches. Therefore, the use of picture stories, poems, and games is considered necessary, as these methods increase children's imagination, emotions, creativity, and active participation. The study is important for teachers, teacher educators, curriculum planners, and policymakers. It provides practical insights into integrating value-based content with regular classroom teaching. Moreover, the study contributes to the field of educational research by offering empirical evidence on the role of creative and experiential learning in moral and value education. It also supports the objectives of holistic education by fostering responsible, compassionate, and socially sensitive future citizens.

STATEMENT OF STUDY

A Study of Value Inculcation through Picture Stories, Poems, and Games with Special Reference to the Concept of 'Vasudhaiva Kutumbakam' at Primary Level for English Medium school.

OPERATIONAL DEFINITIONS

Value Inculcation

Value Inculcation refers to the process of developing moral, social, cultural, and human values in individuals so that these values become an integral part of their thinking, behavior, and way of life.

Picture Stories, Poems, and Games

Picture Stories :- Picture stories are short narratives supported by illustrations that help children to understand ideas, emotions, and values in a simple, creative and engaging manner.

Poems :- According to Wordsworth, poetry is "the spontaneous overflow of powerful feelings." Poems are rhythmic and expressive forms of language that appeal to children's emotions and creativity.

Games:-Games are play activities that encourage participation, cooperation, and social interaction. Educational games promote experiential learning, where children learn values by doing rather than listening.

Vasudhaiva Kutumbakam

Vasudhaiva Kutumbakam is an ancient Indian philosophical concept that means “the whole world is one family.”The phrase originates from the Maha Upanishad, a classical Sanskrit text, and reflects the Indian worldview of universal unity, harmony, and interconnectedness.

Primary Level

Students who are studying in 5 th class.

English medium schools.

Primary schools where Education is done in English medium.

OBJECTIVE OF THE PROBLEM

To study the level of understanding of ‘Vasudhaiva Kutumbakam’ among primary school students.

To select and use picture stories, poems, and games based on the concept of ‘Vasudhaiva Kutumbakam’.

To study the effect of picture stories on value inculcation among primary students on the concept of ‘Vasudhaiva Kutumbakam’.

To study the effect of poems on value inculcation among primary students on the concept of ‘Vasudhaiva Kutumbakam’.

To study the effect of games on value inculcation among primary students on the concept of ‘Vasudhaiva Kutumbakam’.

To compare the overall effectiveness of picture stories, poems, and games in inculcating the values of ‘Vasudhaiva Kutumbakam’.

HYPOTHESES OF THE STUDY

Null Hypothesis:

There is no significant difference between the pre-test and post-test scores of students with respect to value inculcation.

There is no significant difference between post-test scores of boys and girls with respect to value inculcation of Vasudhaiva Kutumbakam.

SCOPE OF THE STUDY

The study is for primary level students.

The study is for only wardha city.

It is only for one English medium school.

It is only for inculcating the values of ‘Vasudhaiva Kutumbakam’.

LIMITATIONS OF THE STUDY

The study will be confined to English Medium students of primary classes of 5th std.

The study will be confined to only selected poem, games and stories.

VERIABLES

Independent : Teaching through poems, picture and games

Dependent : Value inculcation related to the concept of ‘Vasudhaiva Kutumbakam’.

METHOD OF THE STUDY

The experimental method will be used for the present study.

RESEARCH DESIGN

A single group pre-test and post-test design will be adopted.

TOOLS OF THE STUDY

pre-test and post test on values of ‘Vasudhaiva Kutumbakam’

SAMPLE OF THE STUDY

Students will be selected using the convenience sampling method.

The study will be conducted in a primary school of the selected area.

TABLE NO.1

SAMPLE OF THE STUDY

SR.NO.	BOYS	GIRLS	TOTAL
Pre test:-Before administration of activities	20	20	40
Post test:-After administration of activities	20	20	40

PROCEDURE OF ADMINISTRATION OF STUDY AND DATA COLLECTION:

With the prior permission of principals of the selected English medium school, researcher conducted different activities for inculcating the values of ‘Vasudhaiva Kutumbakam’ at primary level students. Activities such as picture stories, poems and games were conducted for a week in particular school for 5th class by their teacher. Then Pre test based on inculcating the values of ‘Vasudhaiva Kutumbakam’ was administered to all the selected students based on their previous knowledge. The marks were noted down likewise post-test was administered for the same group on which different activities were administered. Pre test and Post-test was same for the students. The obtained marks by the students were noted.

METHOD OF SCORING:

The scores obtained on pre-test and post-test of different activities such as picture stories, games and poems were used for testing the hypothesis. The mean, standard deviation and 't' value were computed to test the hypothesis.

POPULATION

All the students of V th class of English medium school of Wardha city was the population for the study.

LIMITATIONS

The present study is for V th class of English medium school of Wardha city.

Tools for the study

These are various tools for collecting information or data.

Pre-test and Post-test.

Activity No. 1 – picture story

Activity No. 2 – poem

Activity No. 3-: game

Activity 1: Picture story (30-50 Minutes)

Materials: Various pictures of story, Note book, Pencil

Target Group :Class V

Title: The Big Banyan Tree

Teacher narrates the story using pictures.

Emphasis on cooperation, tolerance, and mutual help.

Short discussion after the story.

Values Developed:

Universal brotherhood, tolerance, cooperation, respect.

Activity 2: Poem Recitation (30-40 Minutes)

Materials: Poem, Note book, Pencil

Target Group:Class V

Poem: One World, One Family

Teacher recites the poem with actions.

Students repeat line by line.

Discussion on key lines related to unity and care.

Values Developed:

Compassion, empathy, respect for diversity, love for nature.

Activity 3 : Game.

Materials:Note book, Pencil

Target Group :Class V

Activity 3: Game – “Circle of Care” (30-50 Minutes)

Students sit in a circle.

Teacher presents life situations.

Students respond using value cards.

Values Developed:

Mutual respect, cooperation, social responsibility. Analysis and interpretation

ANALYSIS AND INTERPRETATION OF HYPOTHESIS

Statement of hypothesis

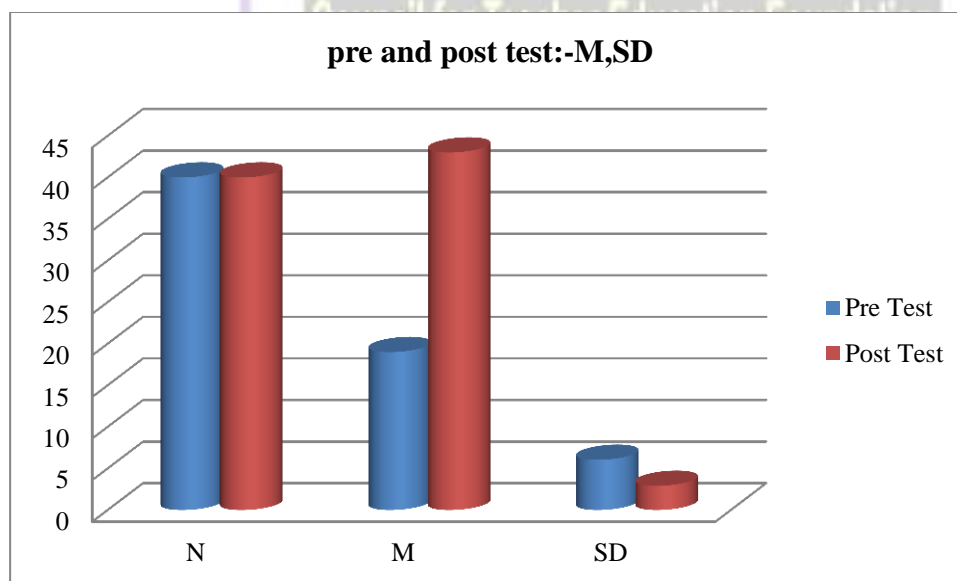
There is no significant difference between the pre-test and post-test scores of students with respect to value inculcation of Vasudhaiva Kutumbakam.

Table No. 1

The mean, standard deviation and ‘t’ value of the Test on value inculcation of Vasudhaiva Kutumbakam

Group	N	M	SD	t Value	Table Value	df
Pre Test	40	19	6.04	22.64	0.05 – 1.99	78 (40 + 40 – 2)
Post Test	40	43	2.91		0.01 – 2.64	

Graph No. 1



Observation

From table it is seen that mean of Pre test of value inculcation of Vasudhaiva Kutumbakam is 19 and post test is 43. SD of pre-test is 6.04 and Post test is 2.91 and 't' value is found 22.64 which is significant at both the levels of significance. There for null hypothesis is rejected which indicates that there is significant difference between the performance of Pre Test and post Test of value inculcation of Vasudhaiva Kutumbakam.

Conclusion

We can inculcate values of of Vasudhaiva Kutumbakam like Universal brotherhood, tolerance, cooperation, respect, Compassion, empathy, respect for diversity, love for nature, Mutual respect, cooperation, social responsibility in our students through different activities like picture story,poem and game.

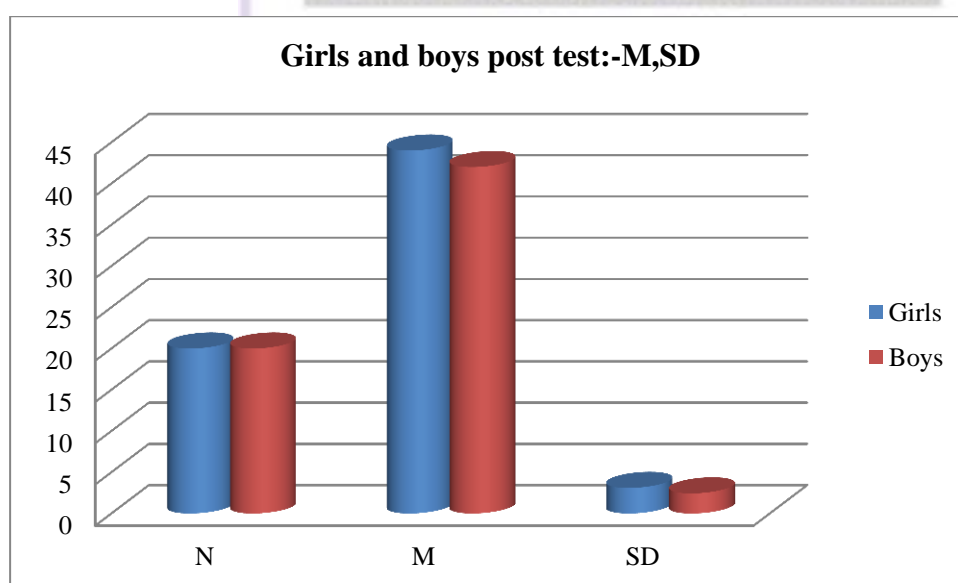
Statement of hypothesis no. 2

There is no significant difference between post-test scores of boys and girls with respect to value inculcation of Vasudhaiva Kutumbakam.

Table No. 2

The mean, standard deviation and 't' value of the Test on value inculcation of Vasudhaiva Kutumbakam

Group	N	M	SD	t Value	Table Value	df
Boys	20	41	2.70	4.37	0.05 – 2.02	38 (20 + 20 – 2)
Girls	20	45	3.10		0.01 – 2.70	

Graph No. 2

Observation

From the above table it is seen that mean of post test of value inculcation of Vasudhaiva Kutumbakam of Girls is 45 and Boys is 41. SD of post-test of boys is 2.70 and girls is 3.10 and 't' value is found 4.37 which is significant at both the levels of significance. Hence, the null hypothesis is rejected. This indicates a significant difference between the mean scores of boys and girls.

Conclusion

Girls have significantly higher mean scores than boys. This shows that girls possess a higher level of 'Vasudhaiva Kutumbakam' based values / teaching attitude compared to boys.

Gender-wise Comparison

Both boys and girls showed almost equal improvement in their post-test scores. Although girls scored slightly higher than boys in both pre-test and post-test, the difference was not found to be significant. This suggests that the intervention was equally effective for both genders.

Main Conclusions

Activities such as picture story, poem and game are very effective for primary students for developing values of vasudhaiv kutumbakam.

By different activities primary students are able to take care of their surrounding environment that how they can clean their environment by not spitting on road, do not throw chips rapper on road. Children get knowledge about how they can keep their class, school and home neat and tidy for example throw waste into dustbin only don't throw pits of paper on floor and keep their things at proper place.

Primary school students initially possessed a moderate level of values related to Vasudhaiva Kutumbakam before activities.

Picture stories, poems, and games significantly improved students' value inculcation.

Post-test scores were higher than pre-test scores for both boys and girls.

The instructional strategies were effective irrespective of gender.

Activity-based learning proved to be an effective approach for value education at the primary level.

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Vasudhaiva Kutumbakam G20- Meaning, History, Significance And Importance

