



Teaching Vasudhaiva Kutumbakam through experiential learning at the preparatory stage of school education

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Abstract

Vasudhaiva Kutumbakam, which translates to “the world is one family”, is a central part of Indian Knowledge Traditions and stresses respect for all, empathy and cooperation. Introducing these value at preparatory stage (class 3-5) of schooling is crucial as children at this age group start forming social understanding and moral reasoning. The paper discusses the effective use of experiential learning strategies to teach Vasudhaiva Kutumbakam to children at the preparatory stage (Classes III-V). Through storytelling, play-based activities, group work, role-play, art integration and community-oriented experiences, children learn to appreciate diversity and build a sense of belonging to a larger human family. The paper discusses age-appropriate pedagogical practices, classroom examples, and educational implications that align with NEP 2020 and the Viksit Bharat 2047 vision.

Keywords: Vasudhaiva Kutumbakam, Preparatory stage, Experiential learning, Indian knowledge traditions, Value education, NEP 2020

1. Introduction

The Child's Education Journey the preparatory stage (Classes III–V) is an important phase. At this stage children move from play based learning to more structured learning, but still require experiential and Play based pedagogy, joyful approaches. Together we can use this time to truly nurture values of respect, empathy, cooperation and inclusion.

Vasudhaiva Kutumbakam is an old Indian philosophy that advocates the idea of universal family and shared responsibility. Teaching this value at the preparatory stage inculcates social sensitivity and positive attitude towards others in children. Experiential learning, which focuses on learning by doing, observing and reflecting, is particularly effective for this age group. Children learn values more successfully through concrete experiences than through abstract explanations.

2. Conceptual understanding for preparatory stage children

2.1 Meaning of Vasudhaiva Kutumbakam (child-friendly perspective)

For preparatory stage learners, Vasudhaiva Kutumbakam can be simply explained as:

“Everyone in the world is part of one big family, and we should care for one another.”

This interpretation helps the children to relate the concept to their everyday experiences at home and at school.

2.2 Experiential learning at the preparatory stage

Experiential learning at this stage includes:

- Learning through stories and play
- Hands-on and group activities
- Observation and imitation
- Reflection through discussion and expression

Such methods support social, emotional and moral development in young kids.

3. Rationale for the study

Children learn social behaviors from the people around them. But without guided experiences they can develop biased or narrow views of others. Vasudhaiva Kutumbakam – Experiential Learning to Help Children Introduce

- Cultivate empathy and kindness
- Respect for diversity and individual differences
- Understand how to share and cooperate
- Simple explanation of global citizenship

Therefore, the study points out age-appropriate experiential strategies to impart universal values to the children of preparatory stage.

4. Objectives of the paper

1. To introduce the concept of Vasudhaiva Kutumbakam to preparatory stage children in a simple and meaningful way.
2. To promote empathy, sharing, and cooperation through experiential learning activities.
3. To encourage creative expression and reflective thinking among young learners.
4. To align value education practices with NEP 2020 and Viksit Bharat 2047.

5. Experiential learning strategies for preparatory stage

5.1 Storytelling and picture-based narratives

Stories from Panchatantra, Jataka tales and Indian folk stories highlighting unity and kindness are narrated using pictures and props. Teachers ask simple questions such as: to involve students in discussion after the story

* “Who helped who?”

- What is the story teaching us?

Appropriate experiential techniques for inculcating universal values among preparatory stage children.

5.2 Group and cooperative activities

Simple group tasks like building a model, solving puzzles, or classroom chores encourage teamwork and sharing, reinforcing the idea of collective responsibility.

5.3 Role-play and situational dramatization

Children enact real-life situations such as helping a friend, welcoming a new student, or caring for the environment. These activities allow children to experience values emotionally and socially.

5.4 Art, music, and creative activities

Drawing “My World as One Family,” singing songs on unity, and making posters promote creative expression while reinforcing the theme of universal brotherhood.

5.5 Community-oriented activities

Age-appropriate activities such as planting saplings, cleanliness drives, or kindness campaigns help children understand responsibility towards society and nature.

6. Role of teachers and school environment

Teachers are crucial in modelling inclusive behaviour. The teacher plays the role of guide, storyteller and facilitator in the preparation phase. Schools need to develop:

Safe and inclusive learning environments

- Collaboration opportunities
- Value-adding learning environments

School leadership systematically integrates such practices into daily teaching-learning processes.

7. Alignment with NEP 2020 and Viksit Bharat 2047

NEP 2020 highlights

- Experiential learning and joyful learning
- Value-based education based on Indian Knowledge Traditions
- All round development of learners

Teaching Vasudhaiva Kutumbakam in preparatory stage directly contributes to the vision of Viksit Bharat 2047 by nurturing compassionate, responsible and globally aware citizens from an early age.

8. Educational Implications

- Value education should be integrated across subjects rather than taught in isolation.
- Experiential strategies must be prioritized at the preparatory stage.
- Reflection and expression should be age-appropriate and continuous.
- Indian Knowledge Traditions can be effectively contextualized for young learners.

9. Conclusion

Teaching Vasudhaiva Kutumbakam through experiential learning at the preparatory stage lays a strong foundation for social harmony and global citizenship. When children learn values through stories, play, and shared experiences, they internalize empathy and cooperation naturally. Such educational practices not only support academic growth but also contribute to the holistic development of children, aligning seamlessly with NEP 2020 and the long-term vision of Viksit Bharat 2047.

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