

## Published Research Papers



### **A PEDAGOGY FOR THE CULTURAL HERITAGE EDUCATION AT SECONDARY LEVEL**

#### **INTRODUCTION**

Education is one of the basic needs of human beings. Education has the capacity to bring about changes in the world. Education is one of the most important building blocks for a nation as it serves as an instrument of economic and social development. It is through education that a child gets equipped with skills and competencies essential for a successful life. Education commission (1964-1966) observed that "Education has always been important but perhaps, never more so in man's history than today. In a science based world, education and research are crucial to the development process of a country, its welfare, progress and security".

Educationalist strives to fully develop the intellectual and inherent potential of the child and make efforts to see that their potential is fully realized for the benefits of the individuals and that of the society. A person becomes a full human being through education and he/she alone can be educated, whereas the lesser being can only be trained. Education refines sensitivities and perception that contribute to individual's growth and development, social cohesion and national spirit. Education hence, as a system becomes a potent instrument for achievement of societal goals. To achieve these goals there is a systematic hierarchy of education system viz. Elementary education, Secondary education, Higher Secondary education and Higher education. Among all this secondary education has its own importance as it deals with the adolescent stage. Under this stage the students' potentialities are in a smoldering stage. If that would be channelized in a proper way at this stage, it would further contribute in terms of social, cultural, economical, ethical and ultimately towards the national development. Culture properly integrated with the education can serve this purpose very effectively.

#### **EDUCATION AND CULTURE**

The child and his social environment are considered together in the process of education, as they are influencing each other. Recent studies in Anthropology and Social Psychology have

Shown the extreme flexibility of human behavior, and have stressed the extent to which Individual's personality is determined by the culture in which one is brought up. In fact, culture represents the total life of the society. It includes anything that can be communicated in the next generation. Also, a person reflects the culture and contribute for its development and preservation. Thus, culture represents the Social Heritage. The characteristics of culture are as follows.

- a) It is developed by men.
- b) It is an outcome of social interactions.
- c) It can be transmitted, preserved and reinterpreted.
- d) It is a summation of Social virtues and values.
- e) It is different for different societies.
- f) It has its own 'Ethos'.
- g) It is an ideal for each society.
- h) It has capability of adjustment and reformation.
- i) It is consistent and dynamic in nature.
- j) It is a supplement of human needs and ambitions.

Based on the above characteristics of culture it can be realized that they are reflected in the long term educational goals. Thus, in the process education culture has its important role which can be envisaged through three important processes viz. preservation of culture, transmission of culture and

reinterpretation of culture. It's a realized fact that an effective pedagogy for the cultural heritage education is essential to make these processes more effective mainly to achieve the curricular goals at school levels.

#### **CULTURAL HERITAGE EDUCATION (CHE):-**

Culture is a complex set of knowledge, belief, art, morals, laws, customs, other capabilities and habits acquired by man as a member of society. It represents the social heritage. A person reflects the culture and also contributes for its development and preservation.

Heritage is a conceptual identity of an area which includes not only built tangible heritage but has intangible aspects like its language, lifestyles, ceremonies, festivities, work cultures inherent specific of a community. Hence, considering all above together is "Cultural Heritage".

Cultural Heritage and Education are not mutually exclusive, both aim at improving the quality of life through the medium of academics, imparting knowledge on various disciplines and sensitizing the students to aesthetics, moral values, creativity in thought and action, thereby refining their personality. This can clearly be indicated as Cultural Heritage Education (CHE).

Cultural Heritage Education is not merely recreation for the learners, but should be an important part of their learning process. It will help them to understand arts, literature, history and society as a whole and will inculcate values of respect for diversity and tolerance. To create and enact pedagogy for cultural heritage education, one needs to draw a Plan of Action comprising activities, programmes and projects planned throughout the year depending on availability of resources. Very limited resources are required for the most basic cultural heritage education. This would be in terms of Cultural Heritage Education (CHE). More involved programmes require some investment. But most activities under these programmes, like heritage walks and heritage clubs, require little capital investment but can go a long way in helping the learners experience culture and heritage and bring alive many of the things they read in the school textbooks, some of the suggested activities under CHE are as under:

- Celebration of special days (World Heritage Day, Environment day, Teacher's day etc.)
- Heritage walks in historical areas of cities/towns/World Heritage Site
- Nature walks/excursions to local parks, areas of bio-diversity, even agrarian sites  
Site visits to museums and archaeological sites.
- Essay competitions on literature (in English and local languages) and talks by writers. Students should be encouraged to read and write creatively in their local language. An introduction to the heritage of the language would be very useful, which can be done by a writer or a poet in the said language or a teacher educator who is fluent in it.
- Small scale projects for the student that can be put up as mini-exhibitions / bulletin board displays on heritage.
- Involving students in documenting local living heritage like festivals, performing arts or craftsmen and women.
- Establishment of heritage clubs for heritage debates, quizzes, and discussions activities like presentations fieldtrips and documentations.
- Adopt-a-Monument scheme where students / heritage club can adopt a local monument, clean up its environs, investigate its local official and oral history, study the monument and make drawings of its details as well as overall plan, understand the challenges in its conversion and maintenance and campaign for its preservation.
- Painting and drawing competitions for students at built heritage sites.
- Workshops with artists and craftsmen and women, both traditional and contemporary to help students understand the basic vocabulary and techniques involved.

### **RATIONALE OF THE STUDY**

Understanding one's own country becomes more difficult if you are an Indian. A recent survey has indicated that 4653 communities live in India in a predominantly Hindu Society with a sizeable Muslim population. They include people professing all the major faiths of the world, entertaining different notions about the migration of the soul, speaking several languages and dialects. Each group has its own district folklore, industry and handicrafts. But India is more than a sum of these. Jawaharlal Nehru once said, "India is a cultural unity amongst diversity, a bundle of contradictions held together by strong but invisible threads". These have given successive generations of Indians a mindset, a value system, and a way of life, which has been retained with remarkable continuity.

Ancient India had been an inexhaustible store of knowledge in every science and art known in those times. To enumerate some of these we may mention Astronomy, Astrology, Mathematics, Medicine, Etymology, Literature, Philosophy, Grammar, Iconography, Architecture, Chemistry, Logic, Engineering and etc.

The wide range of Hindu educational achievements and the long period of their successful working in every science and art so striking that one instinctively attracted to study the phenomenon provided under the same. History encompasses the development of human consciousness, a handing over or easy passage of ideas and beliefs from one generation to the other. As a remarkable feat of the conservation of memory, the Hindus, through the tradition of shruti and smriti have passed on the Vedas, the Ramayana, the Mahabharata, the Bhagavad Gita and other sacred texts to the present day. The Vedas and Upanishads and our great epics came to guide and determine the way of living and thinking of the elite as well as the common people. The Ramayana, the Mahabharata, the Upanishads and the Bhagvad Gita, the finest works of art and sculpture of Ajanta and Ellora and various Buddhist shrines, the best universities of the world of their times at Nalanda and Vikramshila are achievements that should give us pride in our heritage. Looking at this great Indian culture and heritage, the National Policy on Education has also given importance to our culture and heritage in education. The National Policy on Education (NPE-1986) recognized the need of education to be culture - based. The role of education in developing democratic citizenship was recognized. Knowledge of culture plays a prominent role in democratic thinking of a citizen, who is known for his ability to shift truth from false and is more receptive to new ideas. True education also brings clarity of thought, compassion concern for mankind and is a basis for human rights.

NPE- 1986 further emphasized fostering among students an understanding of the diverse cultural and social system of the people living in different parts of the country as an important objective of school education. As a follow up of the NPE (1986), Programme of Action(POA - 1992) suggests an illustrated view on the cultural perspective interlinking education and culture in order to promote the process of child's personality development particularly in terms of discovering the inherent potentialities of child. Right from the pre-primary stage to the highest level of formal education, a program of action has to be formulated. Mutual participation, use of inexpensive and relevant material for cultural exposure, promotion of the concept of cultural neighbourhood involving active participation of the community, reformation of the curriculum, motivation of teachers and efforts to encourage the young generation to participate in cultural and allied activities were some of the important features of this document. According to NCF (2005) the period from infancy to adolescence is one of rapid growth and change in behavior. The curriculum must have an approach to learning and development that is able to see the interconnections and transcend between physical and mental development and interaction with the others.

The central Board of Secondary Education (CBSE) believes that heritage education is important in education. CBSE has mentioned in its circular to promote culture and heritage in education for the students with a view to focusing on following major objectives.

- a) To bring History and Social Science curriculum alive for the students through active learning and doing.
- b) To promote awareness of and involvement in heritage to inculcate a respect for diversity, tolerance, mutual understanding, patience and promote peaceful co-existence in school students.
- c) To inspire young students and encourage them to build a future through an understanding of the past and the present.
- d) To equip students to understand and explore their local heritage and gain a sense of confidence for the self.
- e) To encourage students to learn about national heritage as well as gain exposure to different heritages around the country.

Thus, proves the importance of CHE at school level. At National level the Centre for Cultural Resources and Training (CCRT) has been established by the Government of India to promote culture and heritage in education. The CCRT's endeavour has been to produce informative and attractive educational material on Indian culture and to distribute the same in the schools of country from where the teachers are being trained. They are used in a variety of teaching situations to create an understanding of the inter-disciplinary approach in Indian artistic manifestations. They aim at sensitizing the youth to the philosophy and aesthetics inherent in Indian art and culture. Students do not always get a chance to visit museums and historical monuments to get a first-hand learning experience about cultural heritage; hence, the materials of CCRT bring to the students, in the confinement of the four walls of the class room, the splendour and beauty of Indian thoughts and arts.

Apart from other audio-visual materials prepared by the CCRT in its 'Cultural kit' have received wide acclaim and are very popular among teachers in all parts of the country, who are using them to create among students a sense of responsibility for conservation of all that is beautiful in our natural and cultural heritage.

Content analysis of the text books of Std-9 [ Gujarat Secondary and Higher Secondary Education Board: GSHSEB] signifies that all the major domains and sub domains like Built space & heritage sites , Language, Material art, Films, Museums and Institutions, Sports and Yoga, Cultural Practices , History, Performing Art, Natural Heritage are included in the prescribed text books. It can also be observed that the major sub domains like Ideas, Norms and Materials in terms of their various components are merged in the text books. Recently GSHSEB has introduced Continuous Comprehensive Evaluation (CCE). One of the main aims of CCE is to focus on the non - scholastic aspects such as life skills, attitudes, values, creative skills, aesthetic skills, performing skills, sports and yoga etc. through cultural aspects. But on the basis of investigator's long experience as a teacher, it is observed that CCE has not been correlated with any kind of cultural practices. It simply focuses on cognitive domain. Hence, there is utmost need to incorporate various cultural inputs through pedagogical practices under CCE to achieve educational goals. It seems that the implementation of pedagogy for Cultural Heritage Education at school level will be proved a better supplement to achieve the objectives of CCE, too.

Shankar (1995) explained the role of yogic practices in health fitness and sports promotion. Yoga has gained worldwide popularity, as is evident from recent trends. Yoga can serve as an applied science in a number of fields such as education, physical education, sports, health and family welfare. Yogic practices not only help to strengthen each organ and develop every muscle of the body but also regulate the circulation of blood, purify the lungs, inspire the mind and help to achieve a harmonious development of human personality. Yogic science thus needs to be given proper place in education. Looking to the broad coverage of various domains and sub domains under Cultural Heritage Education, it would be a challenging task to incorporate all the aspects of Culture and Heritage in Education. In pursuance of one of the major objectives of CHE, Tokyo Metropolitan University (1978) has outlined the broad components of the curriculum in environmental studies for high school students. The curriculum included group activities, outdoor exercises and problem solving

assignments as required by the concept of lifelong education. The major content areas covered under the curriculum were:

- Mankind within the biosphere.
- Consumption of materials and energy by man mineral resources, Agriculture resources, wildlife and utilization of Nuclear energy.
- Human activities and destruction of environment.
- Increase in food production and control of human population.
- Rational use and conservation of nature.

The state government has also introduced the separate subject named "Environmental studies" at elementary school level to achieve some of the major objectives of Cultural Heritage Education. Apart from this, the other subjects like languages, physical Education and yoga, Social Science, Drawing and Music etc are also contributing a lot in achieving the objectives of CHE.

It seems that no educational system has put up its efforts systematically to emphasize CHE at school level. CBSE has suggested to promote CHE through different activities under its initiatives but it is a matter of investigation that to what extent the CBSE schools have been successful in achieving the objectives of promoting cultural Heritage Education. Further it necessitates the well planned Cultural Heritage Education Program and pedagogy for the schools. Thus inspired the investigator to carry out the present study.

#### **OBJECTIVES**

1. To develop a Pedagogy for the Cultural Heritage Education (CHE) for Secondary School Students.
2. To implement CHE as a pedagogy for the Cultural Heritage Education.
3. To study the effectiveness of pedagogy for CHE with respect to:
  - Different domains of Cultural Heritage Education
  - Achievement of the students related to Cultural Heritage Education

#### **HYPOTHESES**

**HO1:** There will be no significant difference in the mean achievement scores of the students in the pre-test and post-test(Cultural Heritage Education based knowledge test).

**HO2:** There will be no significant difference in the mean achievement scores of the students in the domain " Built space & Heritage" of the pre- test and post-test.

**HO3:** There will be no significant difference in the mean achievement scores of the students in the domain " Languages " of the pre- test and post-test.

**HO4:** There will be no significant difference in the mean achievement scores of the students in the domain "Films " of the pre- test and post-test.

**HO5:** There will be no significant difference in the mean achievement scores of the students in the domain " Sport and Yoga" of the pre- test and post-test.

**HO6:** There will be no significant difference in the mean achievement scores of the students in the domain " Cultural Practices " of the pre- test and post-test.

**HO7:** There will be no significant difference in the mean achievement scores of the students in the domain " Performing Arts " of the pre- test and post-test.

#### **DELIMITATION**

The present study was delimited to the students of standard IX of Gujarati medium Grant-In Aid Secondary School of Vadodara City, following the prescribed syllabus of Gujarat Secondary and Higher Secondary Education Board (GSHSEB).

## METHODOLOGY

### Population

Total 30,114 students of standard IX studying in Grant-in-aid secondary schools of Vadodara district of Gujarat state under GSHSEB constitute the population for the study. There are total 07 clusters of schools in Vadodara district known as 'Shala Vikas Sankul' (SVS).

### Sample

Under the present study, two schools were selected purposively for the selection of sample. An intact class of standard IX in each school was considered as the sample for the present study. One school was considered as an experimental group and students from the other school were treated as control group. Looking to the requirements of the study, schools were selected purposively on the basis the following criteria and certain pre-requisites.

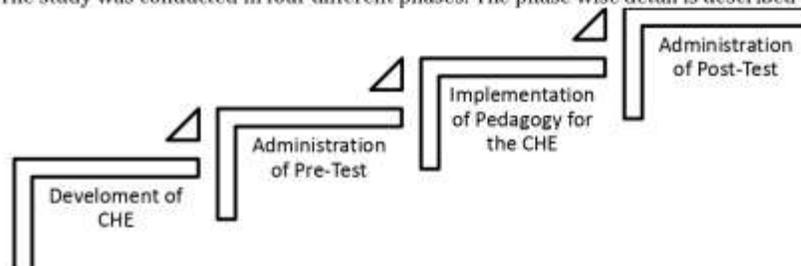
- No objection of school authority for the implementation of a pedagogy for CHE
- Provision of Suitable Space in the School for a pedagogy for CHE
- Support of Human-Resources and Material Resources from the School for a pedagogy for CHE.

### Design of the study

True Experimental design was adopted for conducting the present study. Pre-test -Post-test Control Group design was used for the present study.

### Plan and procedure

The study was conducted in four different phases. The phase wise detail is described as under.



### Phase I - Development of CHE

Under this phase a composite programme covered Six (06) domains of Cultural Heritage Education was developed by the investigator with the support of some resource persons those who are contributing for the promotion of Culture and Heritage in Education. The programme consisted of variety of activities cor-related with existing school subjects of standard IX. The relevant supporting materials was also identified and provided to the students to facilitate them.

### Phase II - Administration of pre-test

Under this phase, a pre-test (A Cultural Heritage based knowledge test) was administered to the students of both the groups with a view to measuring their achievement in terms of knowledge related to Culture and Heritage.

### Phase III - Implementation of Pedagogy for the CHE

As a part of pedagogy, the developed CHE was implemented on a selected group of students during the two semesters of the academic year 2015-16. The implementation of activities under pedagogy for CHE was included in the co-curricular activities of the school with some necessary modifications, while rest of the activities of pedagogy for CHE was organized on every Saturday as well as last working day of each month. Hence, looking to the available months during two semesters, the investigator devoted

36 hours for the implementation of activities under pedagogy for CHE except the activities merged under CCA. A brief report was prepared by the investigator with respect to interest, aptitude and active participation of the students in the various activities of the pedagogy for CHE. This was helpful to judge their sensitization towards different domains of pedagogy for CHE.

#### **Phase IV - Administration of post test**

Under this phase, the post-test was administered to the selected groups of the students with a view to studying the effectiveness of implemented pedagogy for CHE.

#### **TOOLS AND TECHNIQUES**

The following tool was constructed and used for the data collection.

**Achievement Test:** The achievement test was constructed on the basis of the six selected domains of Culture and Heritage with a view to knowing students' knowledge related to Culture and Heritage. This achievement test was used as both pretest as well as posttest. Students' achievement in this test was judged on the basis of marks obtained in different multiple choice type test items included in the achievement test.

#### **DATA COLLECTION**

To study the effectiveness of pedagogy for CHE, the investigator collected the data in terms of student's achievement related to Cultural Heritage regarding the pedagogy. The students' achievement was studied by collecting data in terms of their achievement scores with the help of pretest and posttest. Thus, the above data was collected to study the effectiveness of pedagogy for CHE.

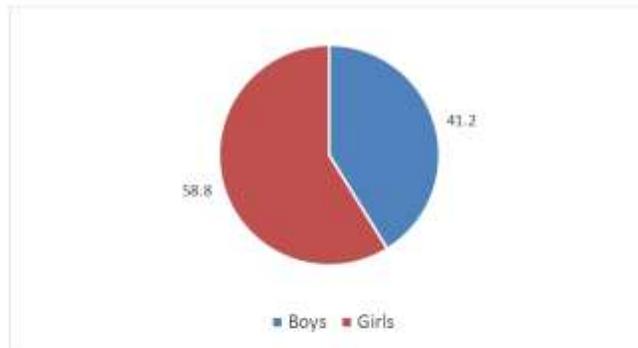
#### **DATA ANALYSIS AND INTERPRETATION**

As the data was collected through purposive sampling, nonparametric statistics was used for the data analysis.

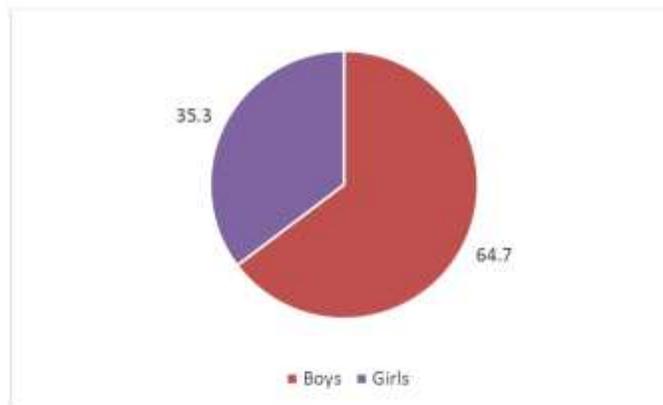
From the data analysis, it can be derived that the students of class 9th were very much excited with the CHE. It was found that CHE was more effective and interesting in real learning. It was also found that the students were very eager to have this kind of innovative idea in the learning. The whole programme was very productive and successful. The result of the findings is shown below.

#### **Demographic Information**

<b>Gender (Control Group)</b>	<b>Frequency</b>	<b>Percent</b>
<b>Boys</b>	21	41.2
<b>Girls</b>	30	58.8



Gender (Experimental Group)	Frequency	Percent
Boys	33	64.7
<b>Total</b>	<b>51</b>	<b>100.0</b>



**SECTION 1 Table 3.1 - Wilcoxon Test between Experimental and Control Group**

	N	Mean	SD	Z	Sig. (2-tailed)
Pre_MHV	51	43.45	7.65		
Post_MHV	51	44.51	8.03	-0.73	0.46
Pre_VVB	51	41.57	9.69	0.46	0.02

Post_VVB	51	46.94	13.33
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Table 3.1 explains students' responses from Mahi Reva Adarsh Vidhyalaya and Vakal Vidhyalaya, Bajwa. Wilcoxon test was conducted to evaluate whether there was a significant effect of intervention on students who belongs to experimental group. The results indicated a significant difference,  $z = -7.06$ ,  $p < .01$ . Therefore it is derived that implementation of CHE made an effective impact on students' learning.

**Table 3.2 - Rank Table**

		<b>N</b>	<b>Mean Rank</b>	<b>Sum of Ranks</b>
<b>Control Group</b>	<b>Negative Ranks</b>	22	23.48	516.50
	<b>Positive Ranks</b>	26	25.37	659.50
	<b>Ties</b>	3		
	<b>Total</b>	51		
<b>Experimental Group</b>	<b>Negative Ranks</b>	16	23.88	382.00
	<b>Positive Ranks</b>	33	25.55	843.00
	<b>Ties</b>	2		
	<b>Total</b>	51		

Table 3.2 describes the comparison of responses of pre-test and post-test among both experimental and control group. In control group, 22 participants have higher achievement scores before the intervention, 26 students have higher achievement scores after the intervention and 3 students showed no change in their achievement scores. Whereas, students from experimental group on which pedagogy was implemented. 16 students have showed higher achievement scores before the intervention, 33 students have showed higher achievement scores after the intervention and 2 students showed no change in their achievement scores.

#### **CONCLUSION**

At last it can be concluded that the whole programme was found very effective and still there is need to highlight this type of programme in the school. If we sincerely try as an educator to explore the programs regarding to promote culture and heritage among the students in different schools of the state, it would be very useful to them for their versatile development.

#### **IMPLICATION OF THE STUDY**

- Through the study the investigator found that students enjoyed pedagogy for CHE very much interesting and it also helped the students to understand our great past culture and heritage.
- This programme was very effective for them since secondary education has its own importance as it deals with the adolescent stage.

- Under this stage the student's potentialities are in a smoldering stage. If that would be channelized in a proper way at this stage, it would further contribute in terms of social, cultural, economic, ethical and ultimately towards the national development.
- Really there is lot of work to be done regarding to promote Pedagogy for CHE at secondary level.

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### Professional Development of Secondary Teachers Through Cultural Heritage Education

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#### Abstract

*Now a day, there is a growing concern towards teachers' professionalism due to the swift change in the educational scenario, their educational qualities, roles and functions at all levels of education. The rapidly changing social, cultural, political, environmental, psychological, economical and technological contexts have demanded development of various new competencies, characteristics, qualities and skills for the teachers to perform multifarious educational activities. Cultural context of education is an amalgamation of above stated other contexts, as it represents the total life of the society. 'Cultural Heritage' and 'Education' are not mutually exclusive; both aim at improving the quality of life through the medium of academics, imparting knowledge and sensitizing the learners to aesthetics, moral values, creativity in thought and action thereby refining their personality. This can clearly be indicated as 'Cultural Heritage Education' (CHE).*

*The National Policy on Education (NPE - 1986) recognized the need of education to be culture based. The Central Board of Secondary Education (CBSE) has emphasized to promote Cultural Heritage Education for the students with a view to promote*

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awareness about involvement in heritage to inculcate a respect for diversity, tolerance, mutual understanding and patience and to promote peaceful co-existence in school students.

The effective integration of Cultural Heritage Education at school level necessitates culturally relevant pedagogy. For this, teachers should understand the concepts underlying the Cultural Heritage Education and clearly demonstrate how these concepts can be merged in their teaching – learning processes. Looking to the above need, the authors have organized a workshop on: 'Cultural Heritage Education for the secondary teachers', with a view to their professional development. In fact, it was a small scale experimental research study based on 'One Group Pre-test Post-test Design' under the Pre-experimental Designs.

The present paper conceptualizes the need of Cultural Heritage Education as an important pedagogical aspect for the professional and humane teachers. It also depicts the effectiveness of the organized workshop for professional development of the teachers with respect to their conceptual knowledge regarding Culture and Heritage and their feedback.

**Keywords:** Culture, Heritage, Professional Development, Secondary Teachers



## Professional Development of Secondary Teachers Through Cultural Heritage Education

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### INTRODUCTION

Education is one of the basic needs of human beings. Education has the capacity to bring change in the world. Education is one of the most important building blocks for a nation as it serves as an instrument of economic and social development. It is through education that a child gets equipped with skills and competencies essential for a successful life. Educationalist strives to fully develop the intellectual and inherent potential of the child and make efforts to see that their potential is fully realized for the benefits of the individuals and that of the society. Education hence, as a system becomes a potent instrument for achievement of societal goals. To achieve these goals there is a systematic hierarchy of education system viz. Elementary education, Secondary education, Higher Secondary education and Higher education. Among all these, Secondary education has its own importance as it deals with the adolescent stage. Under this stage the students' potentialities are in a smoldering stage. If that would be channelized in a proper way at this stage, it would further contribute in terms of social, cultural, economical, ethical and ultimately towards the national development.

The secondary education is a terminal stage for some and a transitional stage for the others. This stage turns out to be the most important for the future of an individual. This is the stage after which majority of the learners will go for higher learning or will enter in the world of work. Attitudes and skills developed at this stage would become foundation for further growth and development. It is vital for an individual to excel not only intellectually, but also socially, physically, emotionally and culturally. This can only be achieved by linking education with Cultural Heritage and at the same time keeping pace with rapidly changing

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technology. For effective and result oriented education, it has to be culture based and it must take into account the cognitive, emotional and spiritual needs of the students. Such education aims to foster knowledge, encourage engagement and generate action towards understanding and revitalizing the diversity of Indian culture.

National Curriculum Frame Work-Position Paper (2005) mentioned that the secondary stage is apt for refining aesthetic sensibilities and promoting social values through projects on conservation of the natural and cultural heritage and through opportunities for studying Indian culture, working with artists of the community, organizing festivals and celebrations of the community, at large, display of physical environment and surrounding landscape. Art education at this stage comprise study of visual and aural resources and their exploration projects to promote creative expressions and exhibition of works in visual and aural forms; inter-group, inter-school art activities; study trips and interaction within the community; and exploration of traditional art forms including theatrical arts of the community and neighborhood. It has been further clarified the objective of the same in an elaborated manner as under.

- To provide joyful learning experiences.
- To introduce the students to new media and techniques and their use for creative expressions and for making objects of common use.
- To provide opportunities for developing awareness about folk arts, local specific arts, and other cultural components leading to an appreciation of heritage and cultural diversity.
- To enable the students to use their artistic and aesthetic sensibilities in day to day life and get acquainted with the life and work of the local artist.
- To develop creative expressions through locally available materials with the help of community.
- To refine the sense of appreciation of the beauty of nature and the basic elements of art forms.

In addition to this, it is further suggested that activities, programmes and themes should also be chosen and designed to promote values related to India's common cultural heritage, history of freedom movement and protection of environment. Learning by doing and a wide exposure to art forms is a must for self expression and broadening of the learner's own experience. Thus, curriculum at this level is differentiated and specialized and art education, too, should be treated as a specialized subject.

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National Curriculum Framework (2005) states the significance of Social Science by highlighting its necessity in laying the foundation. One of the most important tasks of Social Science is to help the students to develop an insight into human relationship owe social values and attitude to enable them to appreciate the rich cultural heritage.

The Central Board of Secondary Education (CBSE) has emphasized to promote Cultural Heritage Education for the students with a view to promote awareness about involvement in heritage to inculcate a respect for diversity, tolerance, mutual understanding and patience and to promote peaceful co-existence in school students.

Conceptually realized the need of promoting cultural heritage education at secondary level, has really become a greater challenge for the teachers. Now a day, there is a growing concern towards teachers' professionalism due to the swift change in the educational scenario, their educational qualities, roles and functions at all levels of education. The rapidly changing social, cultural, political, environmental, psychological, economical and technological contexts have demanded development of various new competencies, characteristics, qualities and skills for the teachers to perform multifarious educational activities. Inclusion of several specialized courses in two years B.Ed. like Drama and Art in Education, Yoga Education, Reading and reflecting on texts and Critical understanding of ICT along with other core courses related to Perspectives in Education, Curriculum and Pedagogies etc.; is not merely to enhance the professional capacities of the student teachers in reality but, it is an intended curricular change in Pre-service Teacher Education (PSTE) for widening their vision towards promotion of cultural heritage education in a long run.

Emphasizing on Cultural Heritage Education, the Centre for Cultural Resources and Training (CCRT), New Delhi, an autonomous organization has been practicing on how to integrate culture in education. It provides in-service training to the teachers and encourages learners at all levels to preserve the Cultural Heritage through different ways and means. Thus all above discussed matter proves the importance of Cultural Heritage Education.

### **CULTURAL HERITAGE EDUCATION (CHE)**

In fact cultural context of education is an amalgamation of above stated other contexts, as it represents the total life of the society. Major components of culture include art and languages, ideology, technology, social organizations, economical organizations and political organizations. 'Heritage' is a conceptual identity of an area which includes not only built tangible heritage but has intangible aspects like its language, lifestyles, ceremonies, festivities, work cultures inherent specific of a community. Hence, considering all above together is 'Cultural Heritage'. 'Cultural Heritage' and 'Education' are not mutually

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exclusive; both aim at improving the quality of life through the medium of academics, imparting knowledge and sensitizing the learners to aesthetics, moral values, creativity in thought and action thereby refining their personality. This can clearly be indicated as 'Cultural Heritage Education' (CHE). The major domains covered under Cultural Heritage Education can be seen from the given Table no. 1.

**Table no. 1 :- Domains of the CHE**

1. Knowledge System	2. Built pace & heritage	3. Language
4. Material Arts	5. Films	6. Cultural Practice
7. Performing Arts	8. History	9. Natural Heritage
10. Literature	11. Museum and Institutions	12. Sports & Yoga
13. Culinary (Cooking Traditions)		

*(Source: CBSE Heritage/2011 Circular No. 80/11 dated 5<sup>th</sup> November, 2011)*

The varieties of domains covered under CHE indicate the utmost need of integrating them into the school curriculum and text books. Further it necessitates its effective transaction in the class rooms. Both of these aspects emphasize on the important role of teachers.

Apart from teaching skills, content mastery and knowledge related to pedagogical aspects have become necessary to develop cultural competence among the teachers. This would further helpful to the students and teachers for better transmission of the same, successfully in the future generations.

Applying cultural competence and to promote social justice in teacher education is the need of the hour. One of the charges to teacher education is to prepare teachers to connect and communicate with diverse learners (Darling-Hammond and Bransford, 2005). To develop capacity among culturally, socially, and linguistically diverse students, teachers need to know their own cultures first. They also need to hold high expectations for all students, understand developmental levels and what is common and unique among different groups, reach out to families and communities to learn about their cultures, select curriculum materials that are inclusive, use a range of assessment methods, and be proficient in a variety of pedagogical methods that facilitate the acquisition of content knowledge for all learners. Establishing a closer fit between pedagogy and culturally different learning styles positively impacts students both socially and academically (Gay, 2002).

Culturally relevant pedagogy "not only addresses students' achievement but also helps students to accept and affirm their cultural identity while developing critical perspectives that challenge inequities that schools (and other institutions) perpetuate"

## EduInspire-An International E-Journal

(Ladson-Billings, 1995, p. 469).

The effective integration of Cultural Heritage Education at school level necessitates culturally relevant pedagogy. For this, teachers should understand the concepts underlying the Cultural Heritage Education and clearly demonstrate how these concepts can be merged in their teaching – learning processes. This would further help to the students for better preservation, transmission and reinterpretation of the Culture and heritage.

Looking to the above needs, the authors have organized a workshop (during 9<sup>th</sup> January, 2018 to 11<sup>th</sup> January, 2018) under the aegis of CCRT, New Delhi on: '**Cultural Heritage Education for the Secondary teachers**', with a broad objective of in-service teachers' professional development. In fact, it was a small scale Experimental research study based on one of the Pre-experimental Designs named the 'One Group Pre-test Post-test Design'. The present paper conceptualizes the need of Cultural Heritage Education as an important pedagogical aspect for the professional and humane teachers. It also portrays the report about the studied effectiveness of the said intervention programme in terms of teachers' conceptual knowledge regarding Cultural Heritage and their feedback about the organized workshop. The detailed procedure adopted for the same, is described as under:

### THE PROCEDURE

The procedure included mainly four phases mentioned and described as below;

- a) Pre-testing of in-service teachers' conceptual knowledge regarding Culture and Heritage.
- b) Enhancing the pedagogical knowledge among the in-service teachers regarding Cultural Heritage Education through workshop.
- c) Post-testing of teachers' conceptual knowledge regarding Culture and Heritage and studying the feedback of the teachers about the effectiveness of the organized workshop.
- d) Analysis of the data and interpretation

#### *(a) Pre-testing:*

Prior to organize the workshop, a pre-test was administered on the participant teachers under this phase with a view to know the initial level of their knowledge related to Culture and heritage. This test was constructed by the authors and validated with the help of experts' opinion. There were total 100 multiple choice type questions in this pre-test (i.e. Cultural Heritage Education based Knowledge Test), based on domains viz. Language, Films, Physical education & Yoga, Cultural practices, Built space & heritage and Performing arts. This test was also used for post-testing. Thus, under this phase data in terms of teachers' achievement

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score were obtained.

### (b) Organization of the workshop on Cultural Heritage Education:

In this phase, the said workshop was organized under the aegis of CCRT, New Delhi during 9th January, 2018 to 11th January, 2018 at Vakal Vidyalaya, Bajwa, District-Vadodara by the District Resource Person of CCRT (who is one of the authors of this paper) with the support of a team of Experts. 40 secondary school teachers were deputed for participating in this workshop by the District Education Officer (DEO) Vadodara, Gujarat. The subject-wise detail of included teachers in the workshop is given in the Table no. 2.

**Table no. 2 : Subject-wise Number of teachers**

Subject	Gujarati	Hindi	English	Maths	So. study	Science	Sanskrit
No. of teachers	05	06	07	06	06	05	05
<b>Total teachers</b>	<b>Forty (40)</b>						

The workshop was organized with a view to achieve the following specific objectives:

- 1) To extend the outreach of CCRT's activities at grass-root level by providing training inputs in CHE through workshop mode.
- 2) To highlight the need for aesthetics, culture and value oriented education so as to make aware the future generations about their cultural heritage roots.
- 3) To discuss the importance and relevance of the CHE in schools.
- 4) To enhance the pedagogical knowledge among the in-service teachers regarding Cultural Heritage Education.

To achieve the above stated objectives, the followed schedule of the three day workshop (during 9.30 a.m. to 6.00 p.m. on each day) can be seen from the Table no. 3.

**Table no. 3 : Schedule of the Workshop on: "Cultural Heritage Education"**

Date → Session ↓	09-01-2018 (Tuesday)	10-01-2018 (Wednesday)	11-01-2018 (Thursday)
1.	<i>Sarva-Dharma Prarthana</i>	<i>Prarthana &amp; Reporting</i>	<i>Prarthana &amp; Reporting</i>
2.	<i>Yoga-abhyas</i>	<i>Yoga-abhyas</i>	<i>Yoga-abhyas</i>
3.	<b>PRE-TEST</b> Multi-media presentation on CCRT and its activities	Use of CCRT Cultural kit for CHE	Our great Cultural & Historical heritage
4.	Cultural practices in teaching-learning process	Culture of different tribes	Role of Films for Socio-cultural change
5.	Local Cultural Resources	Our languages & Literature	Contribution of our great Indian personalities
6.	Drama and Dance as a pedagogy	Visit to a Historical place	Lesson-planning <b>POST-TEST &amp; FEEDBACK</b>

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The above sessions were conducted by the experts coming from the relevant field. All the sessions were conducted with the proper combination of lecture, demonstration, discussion and related group work.

### (c) *Post-testing and Feedback :*

Under this phase, the post-test was administered with a view to know the conceptual knowledge of the teachers related to cultural heritage after organizing the workshop. Thus, under this phase data in terms of teachers' achievement score in post-test were obtained. After that the group of teachers was given a prescribed format for giving their written feedback regarding the organized workshop. It included the following six open-ended questions with a view to get their feedback.

- Which local cultural resources do you use for teaching in the school?
- Which new conceptual aspects have you come to know from this workshop?
- Which major objectives of CHE have been achieved through this workshop?
- Give your opinion about the resource persons of this workshop, in brief.
- Did you find this workshop useful for the enhancement of your professional capacity?
- Give your suggestions to make this type of workshop more fruitful in future.

### (d) *Analysis of the data and Interpretation:*

Looking to the types of available data under the study, both quantitative and qualitative analysis was done. The obtained data in terms of the scores of achievement of the teachers in pre-test and post-test were analyzed quantitatively with the help of *Mann-Whitney U test*. The Mann-Whitney *U test* is a nonparametric test that allows two groups or conditions or treatments to be compared without making the assumption that values are normally distributed. To test the null hypothesis; "*There will be no significant difference between the mean achievement scores of the teachers in pre-test and post-test*"; the statistical calculation was done with the help of Mann-Whitney *U Test Calculator*. The results of the same are given in the Table no. 4.

**Table no. 4 : Results Detail of Mann-Whitney U test**

<i>(For pre-test scores)</i>	<i>(For Post-test scores)</i>	<i>Combined for both pre and post tests scores</i>
Sum of ranks: 1154	Sum of ranks: 2086	Sum of ranks: 3240
Mean of ranks: 28.85	Mean of ranks: 52.15	Mean of ranks: 40.5
Expected sum of ranks: 1620	Expected sum of ranks: 1620	Standard Deviation: 103.923
Expected mean of ranks: 40.5	Expected mean of ranks: 40.5	
<i>U</i> -value: 1266	<i>U</i> -value: 334	
Expected <i>U</i> -value: 800	Expected <i>U</i> -value: 800	
<b>Result 1 - <i>U</i>-value :</b> The <i>U</i> -value is 334		
<b>Result 2 - <i>Z</i>-ratio :</b> The <i>Z</i> -Score is - 4.47928    The <i>p</i> -value is < .00001. The result is significant at <i>p</i> < .05.		

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It can be seen from the above table that, the calculated value of U is 334, which is less than the expected value of U at 0.05 level of significance. Hence, the null hypothesis is not accepted. It means, there was significant difference between the mean achievement scores of the teachers in pre-test and post-test. Higher the mean value in case of the scores of post-test shows the significant effect of the organized workshop on achievement of the teachers.

Further the feedback analysis was done qualitatively. The detail of the question-wise analysis has been described as under:

- Which local cultural resources do you use for teaching in the school?  
For the above question, teachers opined that they take support of drawing materials, clay, crops, charts, puppets, news papers, books, magazines, musical instruments, television, mobile, internet, *rangoli*, fancy dresses, films and places like temple, historical monuments, garden, river, mountain, farms, forests, zoo, museums etc. for teaching in the school.
- Which new conceptual aspects have you come to know from this workshop?  
Teachers had come to know the conceptual aspects like difference between culture and cultural heritage education, importance of culture, different traditional arts, different tribal culture, drama as a pedagogy, languages, dialects, literature, astronomy, puppetry in education, renewable energy sources, contribution of ancient kings and *Rishi-Muni*, rich cultural heritage of India, *vedas* and *upnishadas*, different religions etc.
- Which major objectives of CHE have been achieved through this workshop?  
According to the teachers' feedback, they have learnt and practiced the cultural heritage education in the workshop. Also they have enhanced their understanding about integrating culture in education mainly with reference to preservation, transmission and reinterpretation of culture.
- Give your opinion about the resource persons of this workshop, in brief.  
Majority of them were satisfied with the expertise of the invited resource persons.
- Did you find this workshop useful for the enhancement of your professional capacity related to CHE?  
Almost all the teachers felt the usefulness of the workshop for the enhancement of their professional capacity related to CHE.
- Give your suggestions to make this type of workshop more fruitful in future.  
Teachers have given the following important suggestions to make this type of workshop more fruitful in future.

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- Workshop should be organized at any natural / historical place.
- Duration of workshop should at least for one week
- Workshop should be organized once or twice in a year.
- Workshop should be facilitated with the modern electronic devices for training.
- Workshop should be included more activity or practical based training.
- Some outside resource persons are also to be invited in the workshop.
- Some cultural documentary films should be shown in the workshop.
- Workshop should be facilitated with more field visits of different places.
- All teachers of the schools should be given this type of exposure through workshop.
- Some local level human resources (Musician, Painter, Farmer, Potter, Mason etc.) should be invited in the workshop to facilitate the trainees.

#### MAJOR FINDINGS

On the basis of the analyzed data and interpretation made, the following major findings are arrived at;

- (1) The in-service teachers could enhance their conceptual and pedagogical knowledge related to Cultural Heritage Education with the help of organized workshop.
- (2) Almost all the teachers realized the efficacy of the organized workshop for the enhancement of their professional capacity related to CHE

#### DISCUSSION AND IMPLICATIONS

The first finding shows that the in-service teachers could enhance their conceptual and pedagogical knowledge related to Cultural Heritage Education with the help of organized workshop. It would rather exaggerative to say that it happened just due to the organized workshop. But, as it was observed that the employed intervention programme in terms of the workshop, supplemented with non-testing techniques (Observation, Projective technique, Brain storming, Group discussion, Divergent questioning, Personal records etc.) and continuous evaluation made all the difference.

The second finding indirectly indicates the utmost need of promoting CHE programmes at school levels, mainly to enhance the understanding of the diverse rich cultural heritage of India to instill right values among the students and members of community at large. Also the suggestions provided by the teachers, helps the training institutions to chalk out a plan for training methodologies and effective strategies for organizing other in-service training programmes. These efforts will definitely help the system to extend the outreach of CCRT's activities of integrating culture in education at grass-root level with the support of prepared team of Master trainers.

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