



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

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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

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.

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 5th 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"

(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 helpful 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 9th January, 2018 to 11th 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

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
Total teachers	Forty (40)						

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 & Reporting</i>	<i>Prarthana & Reporting</i>
2.	<i>Yoga-abhyas</i>	<i>Yoga-abhyas</i>	<i>Yoga-abhyas</i>
3.	PRE-TEST 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 POST-TEST & FEEDBACK

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

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.

- 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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