



A Study On Awareness Of Indian Culture Among The Pre-Service Teacher Trainees Of DIETs In Nagaland

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ABSTRACT- India is a land of diversity. The country has diverse religion, culture, traditions, language, race etc. As such it is a must to know and be rooted in the awareness of Indian Culture as it moulds and shapes the young people giving them insights of their own culture and identity. India has long and rich cultural history which needs to be preserved. The gap between the formal system of education and the country's rich cultural heritage needs to be bridged and for the same a teacher can be a key factor. The study is done keeping in mind the objective to find out an awareness of Indian Culture among the pre-service teacher trainees of DIETs in Nagaland which is further categorized to male and female, and Arts and Science Streams. Out of ten DIETs in Nagaland 32 teacher trainees from urban and 32 teacher trainees from rural area respectively were chosen randomly for the study. The questions were prepared on various aspects of Indian Culture like dance, music, literature, festivals, monuments, personalities, food and religion to find out the awareness of Indian Culture among the pre-service teacher trainees. The measures of mean, S.D., and 't' test is used. Mean percentage of each groups was also calculated to see whether the groups were average, below average or above average. The study indicates no perceptible difference between male and female as well as no appreciable difference between Arts and Science streams.

Keywords: Indian culture, pre-service, teacher trainees, DIETs

Introduction

India is a land of diversities. It is multilingual and multi religious company that has resulted into a multicultural society. The credit of having a rich nation with a rich cultural heritage goes not only to the rulers of the past but also to the Indian system of education that passed on from one generation to another. India has long and continuous history extended over 5000 years. The cultural perspective according to Ministry of Human Resource Development (1992), the existing gap between the formal system of education and the country's rich and varied cultural traditions need to be bridged. The curricula and processes of education will be enriched by cultural content in as many manifestations as possible. Children will be enabled to develop sensitivity to beauty, harmony and refinement. Resource persons in the community, irrespective of their cultural environment of educational qualifications, will be invited to contribute to the cultural environment of education, employing both the literate

and the oral traditions of communication. To sustain and carry forward the cultural tradition, the role of old masters, who train pupils through traditional modes will be supported and recognized.

Literature Review

Choudhury (1983) conducted a study on Cultural Variables in Conservation Training by Self-transformation and Screening in two Cultures among the school children studying in primary schools in Orissa found that there is no difference in terms of children's logical thinking, although within culture, differences were found to exist. Nair (1978) conducted a study on the study habits and achievement of culturally deprived secondary school pupils and suggested that culture level was a differentiating factor in study habits and achievement in school. Lalrlinkimi (1989) carried out a study of socio-cultural correlation of Modernity in Mizoram and found out that education is found to be effective in moulding the attitude, types of courses, exposures to modernity, religious orientation and exposure to other cultures. Aggarwal (1980) conducted a study on the impact of education on social and cultural modernization of Hindu and Muslim women found out that education played a very important role in changing the attitudes of the women to various social practices and traditions. Dora (1988) a study on the role of the government in the promotion and development of sports and cultural activities in Meghalaya found that the state institute of Art and Culture acted as a nucleus for all cultural activities and the state government arranged cultural exchange programmes including the participation at international festivals. Kuzhipallil (1981) conducted a study on the impact of the Catholic Missions on Education, Literature and social Life of North-East India and found that Missionaries were the chief agents of exploration, establishment and expansion of education and made a tangible contribution to different state and regional languages of the area to enhance culturally through education. Similarly, Catholic Churches had been contributing through educational network to the socio-cultural progress and development of the region. Lata (1922) conducted a study on value orientation, socio-economic status and culture in relation to personality needs revealed that the need for affiliation was more prominent in those persons who belonged to rural culture with low theoretical, economic and social values.

The above reviews indicates that there is a close relationship between culture and education and therefore education should strive towards the promotion of one's culture as there is a need to provide a strong cultural base to all the students and reinforce their desirable behaviors. Education will lead to advancements of culture and will help to preserve our secular outlook. Thus, education is an important factor not only in preserving our culture but also promoting it.

Need for our school students to know about Indian culture:

Kamath (2005) if we take a glance at the state affairs of school, even though Art of Healthy and Productive Living (AHPL) and Art Education constitute an important area of curricular activity for the development of the personality of the students and to retain our unique cultural identity in all its diversity and richness, our education system instead of encouraging students has steadily discouraged young students and creative minds from taking to the art and the students are herded towards subjects that are perceived as being more worthy of attention (Draft NCF, 2005). This has resulted not only in causing threat to the preservation of our folk art but also increasing unemployed youths. Therefore, there is a felt need to preserve our folk art as it reflects our cultural history that gives deep rootedness to the members of the society.

Need for pre-service teacher trainees to know about Indian Culture:

The teacher is the key person who can inculcate all the required culture in small children. Culture education is a part of curriculum for teacher training programme. Prospective teachers are to be introduced to the concept of cultural education. All methods and techniques for inculcating culture in students in time with the different stages of their psychological development are to be an essential component of pre-service teacher training programme. The teacher trainee needs to be reoriented so that they may impart our culture to the pupils through example. It is culture that moulds our young people and the indispensable role of the teacher in guiding it.

The study is done keeping in mind, the following objectives: (a) To find out the awareness of Indian Culture among the pre-service Teacher trainees of DIETs in Nagaland. (b) Among Male and Female and Arts and Science Streams.

The questions were prepared on various aspects on Indian Culture i.e. dance, music, literature, festivals, monuments, personalities, food and religion were selected to administer among the pre-service Teacher Trainees on awareness on Indian Culture. The measures of Mean, S.D., and 'T' tests, mean percentage for each group was also calculated to see whether the groups were average or above average in their performance. To find out the significance of means on awareness of Indian culture between the different groups of pre-service Teacher trainees t-test was employed. The results are given in Table 1.1

Basing on the analysis and interpretation of the data, the following were the major findings:

Table- 1.1

Mean, SD, and T-value for groups of pre-service Teacher Trainees on Awareness of Indian Culture

Group	N	Mean	SD	't'
Male	16	25.56	3.46	
Female	16	25.56	2.87	
Arts	16	24.12	3.21	
Science	16	27.00	2.44	2.87 *
(Male)				
Arts	08	24.00	3.5	
Science	08	27.12	2.8	1.90*
(Female)				
Arts	08	24.25	3.1	
Science	08	26.87	1.9	2.0 **

*Significant at 0.01 level

**Significant at 0.10 level

N.S. Not Significant

Awareness of Indian Culture among Male and Female Pre-Service Teacher Trainees

To find out the awareness of Indian Culture among male and female pre-service teacher trainees a null hypothesis was formulated i.e. there is no significant difference on awareness of Indian Culture among male and female pre-service teacher trainees. As per Table 1.1 the mean score of male is 25.56 and the mean score of female is 25.56. the mean difference between the two does not exist as both the groups have the same score. Hence, the null hypothesis is accepted. This shows that there is no significant difference between male and female pre-service teacher trainees on awareness of Indian Culture.

Awareness of Indian Culture among Arts and Science streams of Pre-service Teacher Trainees

Table 1.1 indicates that there is a mean difference of 2.88 between arts and science streams pre-service teacher trainees. The obtained 't' value is 2.87. 't' value to be significant at 0.01 level for df 30, it should be 2.75. as the obtained value is greater than the table value, it is significant. Hence, the null hypothesis is rejected. This shows that there is significant difference between Arts and Science streams pre-service teacher trainees on awareness on Indian Culture.

Awareness of Indian Culture among Male Arts and Science streams of Pre-Service Teacher Trainees

Table 1.1 indicates that there is a mean difference of 3.12 between male Arts and science streams pre-service teacher trainees. The obtained 't' value is 1.90. 't' value to be significant at 0.10 level for df 14, should be 1.76. but as the obtained value is greater than the table value, it is significant. Hence, the null hypothesis is rejected. This shows that there is significant between male Arts and science streams pre-service teacher trainees on awareness of Indian Culture.

Awareness of Indian Culture among Female Arts and Science Streams of Pre-Service teacher Trainees

Table 1.1 indicates that there is a mean difference between female Arts and Science stream pre-service teacher trainees. The obtained 't' value is 2.0. 't' value to be significant at 0.10 level of df 14, should be 1.76. As the obtained value is greater than the table value, it is significant. Hence, the null hypothesis is rejected. This shows that there is significant difference between female Arts and Science streams pre-service teacher trainees on awareness of Indian Culture.

Conclusion:

Basing on the findings of the study on awareness of Indian Culture among pre-service teacher trainees with the statistical analysis of the data, the investigator arrived at the following conclusion.

- The male and female pre-service teacher trainees have the same degree of awareness about the Indian culture.
- The Science pre-service teacher trainees had significantly better awareness of Indian Culture than the Arts trainees.
- The male Science pre-service teacher trainees performed significantly better than the Arts counterparts on their knowledge of Indian Culture.
- The female science pre-service teacher trainees had significantly better awareness on Indian Culture than the Arts counterparts.

It was concluded that there is a need to create better awareness among the Teachers' trainees about the Indian Culture of preferably by introducing a few topics on Culture in their courses of study. In general, the people including students had to be alienated from the main stream of India and hence know little about Indian way of life. Therefore, it is suggested not only the trainees but the students at all levels need knowledge in awareness about the Indian Culture to fill the gap and bring to mainstream for healthy participation in national life.

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