

A STUDY OF TEACHERS ATTITUDE TOWARDS HERITAGE EDUCATION**HEMANT SHANKARBHAI PATEL***Research Scholar
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Gujarat Vidyapith Ahmedabad, Gujarat.***Introduction:**

The Indian tradition of knowledge is unique and wonderful. Knowledge is the link between man and truth and teaching. Without intelligence the assimilation of knowledge is not possible. A person achieves success in life only through the acquisition of knowledge. Right from the time of the Rigveda, the education system focused on moral, material, spiritual and intellectual values in life and emphasized all the values like humility, truthfulness, discipline and self-reliance. The draft National Education Policy – 2020 and NCF SE 2023 also reflect the values of the Indian knowledge tradition and Heritage education

Heritage Education

Heritage education is an educational approach that focuses on teaching about the cultural, historical, and natural heritage of a community, region, or nation. It aims to raise awareness and appreciation of these elements, helping individuals and communities understand the significance of their heritage and the need to preserve it for future generations.

Heritage education means the education of the past knowledge, the knowledge of the present, to the next generations by systematically enriching it in the form of what it is or by modifying it and making it more systematic and conveying it to the future.

Heritage education is a pedagogic process that enables students to learn about various aspects of heritage. The curriculum will have an important humanities component, which is an education that teaches trainees an understanding of their own culture's past and knowledge of how past heritage has evolved and transformed.

Here are some key aspects of heritage education:**1. Cultural Heritage**

- **Tangible Heritage:** Includes physical artifacts like monuments, buildings, art, and artifacts.
- **Intangible Heritage:** Encompasses traditions, oral history, languages, music, dance, and rituals that are passed down through generations.

Heritage education aims to ensure that students understand the cultural practices, beliefs, and values that shape their communities and how these are reflected in their everyday lives.

2. Historical Heritage

- **Understanding the Past:** Heritage education helps students connect with their history, fostering a sense of identity and belonging. It gives insight into how historical events, people, and places have shaped the present.

- **Critical Thinking:** By examining the past, heritage education encourages critical reflection on historical narratives, challenging students to think about different perspectives and the lessons learned from history.

3. Environmental or Natural Heritage

- **Biodiversity and Conservation:** Natural heritage education includes teaching about ecosystems, landscapes, flora, and fauna. It helps students appreciate the natural world and understand the importance of environmental preservation.

- **Sustainable Development:** This aspect of heritage education promotes sustainable practices by teaching students about the ecological significance of natural resources and the impact of human activity on the environment.

4. Community and Identity Building

- **Fostering a Sense of Place:** Heritage education connects students to their local communities by involving them in projects, field trips, or interactions with local elders and cultural institutions like museums or heritage sites.

- **Global Citizenship:** By understanding both local and global heritage, students can develop a broader awareness of the interconnectedness of different cultures and the global responsibility to preserve cultural and natural heritage.

5. Preservation and Conservation

- **Active Participation:** Heritage education encourages students to take an active role in the preservation of their cultural, historical, and environmental heritage. This might involve learning about conservation practices, participating in community initiatives, or advocating for heritage protection.

- **Cultural Continuity:** Through education, heritage can be passed down to future generations, ensuring that valuable knowledge, traditions, and histories are not lost.

6. Interdisciplinary Learning

Heritage education spans multiple disciplines, including history, geography, sociology, arts, and environmental science. This interdisciplinary approach helps students make connections across different fields of knowledge, enriching their overall learning experience.

7. Global and Local Perspectives

Heritage education balances the need to understand local heritage with a broader perspective on global heritage. For example, UNESCO's World Heritage Sites offer a global context,

showing how nations around the world contribute to a shared cultural and environmental legacy.

A study of Teachers Attitude Towards Heritage Education

Research Objectives:

1. To study the level of attitude of teachers towards Heritage education
2. To study the attitude of teachers towards Heritage Education concerning mode of service

Hypotheses of the Study

H: There would be a significant difference between Pre-service and In-service Teachers regarding their attitude towards Heritage Education.

Operational Definitions

Attitude:

Attitude is considered one's thoughts or ideas regarding one's feelings that influence behaviors related to a particular issue. Attitude is an individual's viewpoint or disposition towards a particular object a person, a thing, or an idea. In this study, the attitude of teachers towards inclusive education is defined as a generalized tendency to think, feel and respond towards inclusion. Operationally, the level of total attitudes of teachers towards heritage education refers to the total score of the 20 items in the attitude scale could be five aspects heritage. The higher score on the scale suggests that respondent is relatively more positive towards the heritage education

Heritage Education

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Heritage Education the researcher adopted the "Attitude towards Heritage Education Rating Scale" developed by self. The scale contains total of 20 items in which there were 6 negative statements and 14 positive statements. This scale deals with the four components of Heritage education. It was a three-point Likert scale having three types of response options; Agree, Disagree and Neutral. The calculation of the positive items score having Agree 3 points, Disagree 1 point, and Neutral 2 points and in the calculation of negative statements, A higher score on the attitude scale indicates a positive attitude towards Heritage education and fewer scores present a negative attitude towards Heritage education.

Method and Procedure

The survey method was employed in this study. The population for the study consists of teachers of the Bharuch district of Gujarat. Purposed sampling technique was used for sampling purposes. The selected respondents were study in Education institutions located in Bharuch district of Gujarat. We initially decided to take a sample of 80 teachers from educational institution. other important elements will be studied according in the research article, information is collected through secondary data. The entire research is going to be done on the basis of secondary data. According to the requirements of the research, various reference books, information tools and websites will be used to complete the research.

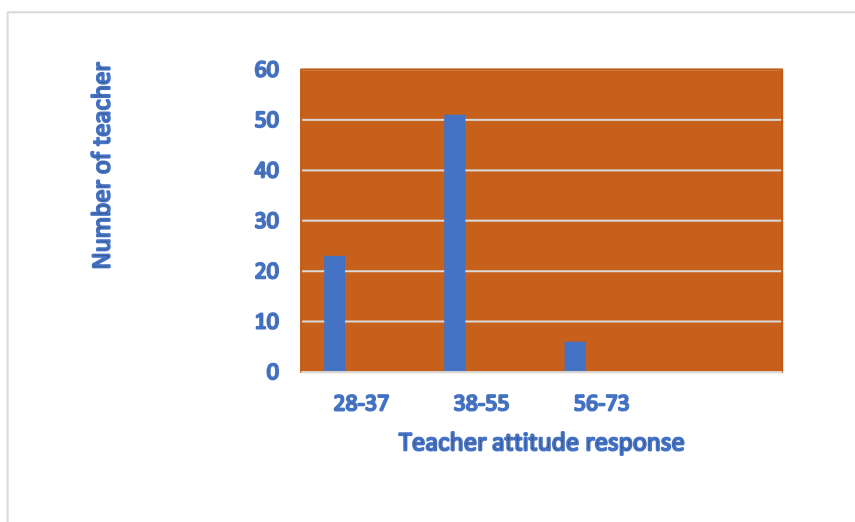
Teachers' characteristics	Categories	Frequencies (N)	%
Mode of Teachers	Pre-service teacher	40	50%
	In -Service Teacher	40	50%
	Total	80	100

Result and Interpretation

Objective : 1. To find out the level of attitude of teachers towards Heritage education.

Teacher number	Mean	SD	Range	Level of attitude
80	42.39	9.36	38	Average to Favorable

Frequency distribution graph of teachers' attitudes



It is evident from the table that the raw score range of teachers' attitude towards heritage education was 20-58. Its mean score was 42.39. It is clear from the above result that the attitude

of teachers towards heritage education was moderate to favourable. A total of 28.8 percent of teachers' attitudes were less than average, while about 63.7 percent of teachers' attitudes fell between moderate to most favourable levels.

Teachers' Attitude towards Heritage Education concerning their Mode of service

Objective : 2. To compare the attitudes of Pre service teachers and In-service teachers towards Heritage Education.

H : There is no significant difference between the attitudes of Pre service teachers and In-service teachers towards Heritage Education.

Mode of services	N	Mean	SD	T-value calculated	Sing. Value (two tailed)	Table value of 'T' at 0.05 level	Sig.
Pre-service	40	42.78	9.50	0.91345	.363819	1.98	Not Sign.
In-service	40	40.85	9.34				

From table, it could be seen that the value of the calculated t-value is 0.91, which is less than the expected tabulated t-value of 1.98 at 0.05 significant levels level. In this situation, the null hypothesis was not rejected. From the result, it can be concluded that there was no significant difference between the attitude of Pre-service and In-service teachers towards Heritage education.

Conclusion:

The Indian education system is an important step towards a radical transformation of education. This heritage element can be brought into the school life through Indian knowledge tradition curriculum and methodology. Based on the presented findings, we can say that heritage education will be useful in the curriculum for teachers. More response from teachers is in acceptance of heritage education. There is a great need for heritage education to preserve the tradition of Indian culture. This study will be important for determining the policy regarding heritage education and knowledge of heritage education methodology. Similarity is seen in the responses of both in-service teachers and trainee teachers.

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