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**TEACHER TRAINEES PERSPECTIVE ON INDIGENOUS EDUCATION****Dr. Gautam G. Gaude<sup>1</sup> and Mr. Sanjay Govekar<sup>2</sup>**<sup>1</sup>Assistant Professor,

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**ABSTRACT:**

*In technological world of 21<sup>st</sup> century along with artificial intelligence we need to preserve and promote our mother tongue languages, traditional occupations, cultural events and local medicines. We need to balance both modernity and tradition by keeping in mind the demand of our society. The sample of the study comprises of 62 teacher trainees of first year BED program from Goa. The Google form was prepared and sent to students to collect data. It was found that teacher trainees are well aware about the importance of mother tongue Konkani language. They were also concern about the declining interest of peoples towards traditional occupations. Teacher trainees suggested preventive measures to promote our cultural events.*

**KEY WORDS:** Teacher trainees, Perspective, Indigenous Education.**INTRODUCTION:**

Indigenous education is a type of education that has its roots in the cultures and lifestyles of indigenous people. For thousands of years, indigenous knowledge systems and practices have been transmitted from one generation to the next through storytelling, observation, listening, weaving, crafting, hunting, gardening, cooking, and ceremonies, among other methods. Indigenous education begins in the local mother tongue, and promotes culture as a foundation for human development.

**NEED AND SIGNIFICANCE:**

Indigenous education is needed because as per research, children who are taught in their mother-tongue in the early years of schooling end up having better learning outcomes, lower drop-out rates, higher self-esteem and better literacy levels. Teacher trainees are future teachers of India and their perspectives matters, as they will teach our children the importance of language, culture, occupations etc. for their all round development. The study was conducted to find out the perspectives of teacher trainees towards Indigenous Education.

**OBJECTIVES:**

The objectives of the study consists of

1. To study the perspective of teacher trainees towards mother tongue Konkani language.
2. To study the perspective of teacher trainees towards local traditional occupation.
3. To study the perspective of teacher trainees towards local traditional culture of Goa.

4. To study the perspective of teacher trainees towards local medicines of Goa.

### RESEARCH METHODOLOGY:

The purposive sampling method was used by the researcher to collect the data. The sample consist of 62 teacher trainees from the state of Goa. The questionnaire was prepared by the researcher to collect the data from the teacher trainees. The questionnaire was distributed through google form to teacher trainees in a classroom. The collected data was analyzed through descriptive statistics and qualitative methods.

### ANALYSIS AND INTERPRETATION:

**Objective 01:** To study the perspective of teacher trainees towards Konkani language.

Sr. No.	Question	Yes (%)	NO (%)	May be (%)
1.	School must have Konkani as a compulsory subject from preprimary to standard VII <sup>th</sup> in the state of Goa.	87	2	11
2.	We need to preserve our Konkani language.	98	0	2
3.	We need to promote our Konkani language.	97	0	3

**Table No.: 01**

From table number 01, it can be seen that 87% teacher trainees felt that school must have Konkani as a compulsory subject from preprimary to standard VII<sup>th</sup> in the state of Goa. 98% and 97% teacher trainees felt that there is a need to preserve and promote Konkani language in the state of Goa. The measures suggested by teacher trainees to preserve and promote Konkani language are as follows:

- Medium of instruction at all levels of education must be Konkani along with English and Marathi or Hindi.
- Students must be encouraged to read, write and speak in Konkani.
- All the Government and Private Sign boards, documents and instructions must be in Konkani along with English language.
- Need to Organize workshops, Seminar, Talks and Competitions to popularize Konkani language at all levels of education,.
- Need to provide Konkani story books, comics books in school library to create interest among children.
- Need to promote students to read Konkani Newspaper/ News/literature:
- Hoardings and other advertisement should be done in Konkani along with other language.
- Study related materials need be circulated in konkani language across all the disciplines.
- Need to conduct research for improvement and promotion of Konkani Language

**Objective 02:** To study the perspective of teacher trainees towards local traditional occupation

Sr. No.	Question	Yes (%)	NO (%)	May be (%)
1.	School syllabus must have detailed content of Goan traditional occupations like pottery making, coconut plant craft, masonry, etc.	89	0	11
2.	We need to preserve our traditional occupations like pottery making, coconut plant craft, masonry, etc,	98	0	2
3.	We need to promote our traditional occupations like pottery making, coconut plant craft, masonry, etc,	98	0	2

**Table No.: 02**

From table number 02, it can be seen that 89% teacher trainees felt that school syllabus must have detailed content of Goan traditional occupations. 98 % teacher trainees felt that there is a need to preserve and promote our traditional occupations like pottery making, coconut plant craft, masonry, etc. The measures suggested by teacher trainees to preserve and promote traditional occupations are as follows:

- Need to organize different competitions, exhibitions, field trips and programs on traditional occupation at all levels of education.
- Need to introduce and promote skill based training and vocational subject at school level during vacations.
- More self help groups should be promoted to prepare handicrafts.
- Youth should be educated about the importance of traditional occupations and the techniques involved in them.
- Youth should plan to make their career in traditional occupations.
- Need to give importance to buy and promote local and eco friendly products.
- Government should give importance to traditional occupations and should make it a part of school education.

**Objective 03:** To study the perspective of teacher trainees towards local traditional culture of Goa.

Sr. No.	Question	Yes (%)	NO (%)	May be (%)
1.	School syllabus ( v – x) must contain content of Goan cultural heritage like sigmo, maand, etc.	94	0	6
2.	We need to preserve our cultural traditions.	98	0	2
3.	We need to promote our cultural traditions.	98	0	2

**Table No.: 03**

From table number 03, it can be seen that 94% teacher trainees felt that school syllabus ( v – x) must contain content of Goan cultural heritage like Sigo, Maand, etc. 98% teacher trainees felt that there is need to preserve and promote our cultural traditions. The measures suggested by teacher trainees to preserve and promote traditional cultural traditions are as follows:

- Need to document the history, significance, and unique features of Sigo and Maand. This can be done through written records, photographs, videos, and audio recordings.
- Need to promote a curriculum that includes cultural knowledge of Goa.
- Compulsory annual program on cultural event in each institutions at all levels of education.
- Student should be encouraged to share about our culture on social media and write its significance in caption section.
- Need to declare public holiday during Shigmo event so that more young people will participate .

**Objective 04:** To study the perspective of teacher trainees towards local medicines of Goa.

Sr. No.	Question	Yes (%)	NO (%)	May be (%)
1.	Do you think allopathy provide permanent solution to problem?	5	30	65
2.	Do you think our local medicine are more effective than allopathy?	32	3	65

**Table No.: 04**

From table number 04, it can be seen that 30 % teacher trainees thinks that Allopathy does not provide permanent solution to problem. Only 05% felt it provides permanent solution and 65% teacher trainees are not sure about the benefit of Allopathy medicine. 32% teacher trainees felt that local

medicine are more effective than allopathy and 65% teacher trainees are not sure about the effectiveness of local medicines. From above data we can interpret that teacher trainees need to be made aware about different types of Indian medicine and their benefits.

### DISCUSSION:

Many great leaders and educators like Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Jiddu Krishnamurthy, John Dewey, Jean Rousseau, Paulo Freire have suggested to teach in primary level through mother tongue but in the state of Goa teaching through mother tongue is a matter of dream. The Education Commission 1964 -66, National Education Policy 1986, modified National Education Policy 1992, National Education Policy 2020 have focused on learning through mother tongue.

In today's modern world there is a need to give equal importance to traditional occupation, culture and local medicines of each state. With globalization we must not forget our root occupation, culture and medicine. Teacher must sensitize learner in a school about the importance of indigenous education.

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