

TABLE OF CONTENTS

CONTENT	PAGE NO.
<i>Declaration</i>	I
<i>Certificate</i>	II
<i>Acknowledgement</i>	III
<i>Table of Content</i>	V
<i>List of Tables</i>	VIII
<i>List of Figures</i>	IX
<i>Appendices</i>	IX
<i>Abbreviations</i>	X
CHAPTER – I : CONCEPTUAL FRAMEWORK	1-22
1.0 Introduction	1
1.1 Secondary Education	2
1.2 Education and Culture	3
1.2.1 Relationship: Education and Culture	5
1.2.2 Influence of Culture on Education	5
1.2.3 Education for Preservation, Transmission and Development of Culture	7
1.3 Cultural Heritage	10
1.4 Cultural Heritage Education(CHE)	11
1.5 Cultural Heritage Education Programme (CHEP)	12
1.6 Role of School and Teachers for CHE	14
1.7 Rationale of the Study	16
1.8 Conclusion	22
CHAPTER - II : REVIEW OF RELATED LITERATURE	23-42
2.0 Introduction	23
2.1 Review of Related Literature	23
2.2 Implications for the Present Study	40
2.3 Conclusion	42

CHAPTER - III : METHODOLOGY		43-55
3.0	Introduction	43
3.1	Objectives of the Study	43
3.2	Hypotheses of the Study	43
3.3	Explanations of the Term	44
3.4	Operationalization of the Terms	44
3.5	Delimitations of the Study	45
3.6	Population of the Study	45
3.7	Sample of the Study	46
3.8	Design of the Study	47
3.9	Plan and Procedure of the Study	48
3.10	Tools for Data Collection	52
3.10.1	Development of the Tools	52
3.11	Data Collection	54
3.12	Data Analysis	54
3.13	Conclusion	55
CHAPTER - IV : DATA ANALYSIS AND INTERPRETATION		56-68
4.0	Introduction	56
4.1	Analysis of Students' Achievement in CHEP	56
4.1.1	Data Analysis for testing Ho1	57
4.1.2	Data Analysis for testing Ho2	58
4.1.3	Data Analysis for testing Ho3	59
4.2	Analysis of Students' Reactions	60
4.3	Conclusion	68
CHAPTER - V : SUMMARY, FINDINGS AND CONCLUSION		69-86
5.0	Introduction	69
5.1	Rationale of the Study	70

5.2	Statement of the Problem	76
5.3	Objectives of the Study	76
5.4	Hypotheses of the Study	76
5.5	Explanations of the Term	77
5.6	Operationalization of the Terms	77
5.7	Delimitations of the Study	77
5.8	Population of the Study	78
5.9	Sample of the Study	78
5.10	Design of the Study	78
5.11	Plan and Procedure of the Study	78
5.12	Tools for Data Collection	80
5.12.1	Development of the Tools	81
5.13	Data Collection	82
5.14	Data Analysis	82
5.15	Major Findings of the Study	83
5.16	Discussion and Implications	83
5.17	Suggestions for further Research	85
5.18	Conclusion	86
	BIBLIOGRAPHY	87-93
	APPENDICES	94-242

TABLE NO.	LIST OF TABLES	PAGE NO.
-----------	----------------	----------

1.1	Categorization of Culture	11
3.1	Details of the Total Number of Schools and Students	46
3.2	Sample of the Study	47
3.3	Schematic Presentation for the Implementation of CHEP	50
3.4	Categorization of Items Under CHE - based Knowledge Test	53
4.1	Wilcoxon Signed Rank Test for the testing of H_0 1	58
4.2	Wilcoxon Signed Rank Test for the testing of H_0 2	58
4.3	Rank Table within the group differences	59
4.4	Mann - Whitney U Test to test significance of the differences	60
4.5	Students' Reactions Analysis	61
5.1	Comparison of the Calculated Means	83

FIGURE NO.	LIST OF FIGURES	PAGE NO.
------------	-----------------	----------

1.1	Domains of Cultural Heritage Education (CHE)	12
3.1	Different Phases of the Study	48

APPENDIX NO.	APPENDICES	PAGE NO.
Appendix - A	Activities of CHEP	94
Appendix - B	Initial format of the Cultural Heritage Education-based Knowledge Test	175
Appendix - C	Final form of the Cultural Heritage Education-based Knowledge Test	192
Appendix - D	Academic Calendar (2015 – 16) – ‘ <i>Vasarika</i> ’ developed by GSHEB.	206
Appendix - E	Reaction Scale	207
Appendix - F	List of Experts for the validation of CHEP	212
Appendix - G	List of Resource Persons for the Implementation of CHEP	213
Appendix – H	Photographs of Activities of CHEP Implementation	216
Appendix – I	Published Research Papers	219