

## **Topic-Attitude of pre-service teacher stowards co-curricularactivities**

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**ABSTRACT:** The G20 Summit, hosted by India for the first time in September 2023, centered on the theme "Vasudhaiva Kutumbakam" (The World is One Family). With a focus on critical global issues like food security, climate change, and digitalization, the summit highlighted the G20's role in international economic cooperation. The Education Working Group (EdWG) discussed the vital role of education in fostering human dignity and achieving a resilient, equitable, and sustainable future. Prime Minister Narendra Modi emphasized the integration of technology into education, while Union Education Minister Democrat Pradhan underscored the importance of investing in education and skills for humanity's progress. The G20 members pledged collaborative efforts to promote holistic learning and skills development, particularly through pre-service teacher training and co-curricular activities, recognizing their impact on attitudes and overall student development. The abstract concludes with insights on the transformative role of attitudes in guiding thoughts, behaviors, and experiences.

### **INTRODUCTION**

Gin G20 stands for Group. Actually, these countries are called Group of Twenty, hence the word 'G' has been used for the group. India is the member of G20, is a member of BRICS too. And also part of Quad. Apart from this, India is also a part of many other global initiatives. The 18th G20 Summit was held on September 9 and 10, 2023, in New Delhi, India. This was the first summit that India hosted the summit of G20 countries. The theme of this summit was "Vasudhaiva Kutumbakam", which means "The World is One Family". Under the theme of "One Earth, One Family, One Future", the G20 summit discussed critical issues such as food security, climate and energy, development, health and digitalization. The Group of Twenty (G20) is the major forum for international economic cooperation. It plays a very important role in setting and strengthening global architecture and governance on all major international economic issues. The Education Working Group (EdWG) of the G20 Presidency in India held deliberations in Chennai, Amritsar,

Bihar, followed by G20 country-wide multi-city meetings and consensus on five comprehensive Council of Study in Pune on Thursday. Summary held. The outcome document focused on the vital role of education as enabling human dignity, working towards a resilient, equitable and sustainable future, the climate challenge, the need for access to quality education, regardless of age, gender, culture, physical or mental disabilities. Cast light on. Training, education about developing technical and professional skills and recognizing the role of digital transformation and education for sustainable development and lifestyle. Prime Minister Narendra Modi congratulated the G20 education institute through a video message and said that the education institute has laid a strong foundation for the youth, and India is combining it with technology. Union Education Minister Democrat Pradhan said the ADGs have shared images for joint action to improve access, quality, and goals of education. He said that investing in education and skills is investing in the progress of humanity. We have to emphasize on local language, which is a key feature of NEP 2020. “Through education, we can build a holistic and educational world,” said Camilo Sobereira de Santana, a Brazilian minister who will attend the next G20M meeting. Teacher is an important director, and we want more and more people to become teachers. It is a platform where all countries and region can share their content, and we are expected to have more supportive participation for school children. “In the video message, Modi advised the youth to provide skills to the youth to prepare for the future. They also discuss artificial creations that learn, providing insights into skill development education. All G20 members cooperate to promote holistic learning, teaching and skills through joint programs, students and apprentices.

If pre-service teachers are trained to promote teaching and skills and their interest is linked to co-curricular activities, so their attitudes become positive towards it. Pre-service teacher training: - Pre-service teacher education is the education with training that is provided to student teachers before they start any teaching. Co-curricular activities: - Co-curricular activities such activities which include various games like music, debate, drama, painting, sculpture, dance, story, essay, competition, craft, decoration, folk dance, fancy dress, competition, festival. Celebrating, cultural programs, organizing morning prayers, etc. are included. Co-curricular activities are organized for the all-round development of students along with theoretical subjects. Internal games and external games also come under co-curricular activities. When 4H is included in co-curricular activities, the chances of both results and products being better increases. 4H stands for Head, Heart, Hand, Health. Co-curricular activities provide the best and fastest development to the students as per

their ability and aptitude. Attitude: - The general meaning of attitude is the presence of positive or negative feelings towards a psychological object (i.e. person, object, group, idea, situation or anything else about which feelings can arise). Attitudes provide the background that facilitates a person's decision about how to act in a new situation. Attitude holds significant importance that they guide thoughts, behaviors, and experiences. Therefore, attitudes change when a person becomes negative from being positive, becomes extremely positive from partial positivity or develops an attitude when there is no attitude. According to Allport – “Attitude is a state related to mental and nervous readiness to respond which is organized by experience and which has a directive and dynamic effect on behavior.” According to Eysenck – “Generally, attitude is also described as a person's position and response readiness to perceived external stimuli concerning an object or group.”

#### **OBJECTIVE**

To study the effect of gender on pre-service teachers' attitude towards cultural programmes.

#### **HYPOTHESIS**

No significant difference will be found between the attitude of male and female pre-service teachers towards cultural programs.

#### **NEED OF STUDY**

Co-curricular activities are the basic need of the life of pre-service teachers. Not all of these activities are, however, undertaken with great enthusiasm, they are still popular as they leave a lifelong impact on pre-service teachers. The study of co-curricular activities becomes more important because teacher training institutes try to produce best service pre-teacher teachers for the future progress of schools.

#### **SIGNIFICANCE OF STUDY**

Co-curricular activities are the activities which are outside the regular academic curriculum but are still a section of school or college. Co-curricular activities are present at all levels of education like Junior K.G. Education ranges from pre-primary, primary, high school, higher secondary school to college and university. In some institutions it is mandatory while in others it is voluntary. But it is mandatory for pre-service teachers in teaching training institutions. The participation of learners at higher levels of education generally involves academic participation but they are awarded standard points in return for the efforts they put into a particular activity. In this way,

every student and pre-service teacher can develop his/her skills and move step by step in the country and realize the dream of G20 summit being held in India.

### **RESEARCHMETHOD**

Survey method has been used for this study.

### **STUDYTOOL**

self-made attitude scale has used to collect data.

### **SAMPLE**

The sample was collected from teacher training colleges of Raipur district of Chhattisgarh. The researcher selected five colleges from the list of total teacher training colleges in Raipur district. The researcher selected 154 female pre-service teachers and 145 male pre-service teachers through random sampling method. Thus, a total of 299 pre-service teachers were selected.

### **STATISTICALANALYSIS**

Mean, standard deviation, and t-test used for analyzing the data.

### **ANALYSIS AND INTERPRETATION**

**Table: Attitude of male as well as female pre-service teachers towards cultural programs.**

Gender	Number	Mean	Standard deviation	t-value
Female	154	38	5.02	2.07
Male	145	39	2.67	

### **STUDY FINDINGS**

Significant difference between the attitude of male and female pre-service teachers towards cultural programmes is found. It is clear from the table that female pre-service teachers were maintaining a more optimistic outlook towards cultural programs than male pre-service teachers.

### **SUGGESTION**

Male pre-service teachers should be motivated towards cultural programs and knowing their interest, they should be encouraged to participate in cultural programs and the importance of cultural programs should be explained to them.

### **CONCLUSION**

Every pre-service teacher knows the importance of co-curricular activities, but we also know the reality of the present scenario. Some organizations try to do the best; While some consider it a waste of time. Co-curricular activities keep pre-service teachers always engaged in work so that their overall personality can develop and have the ability to leave a lasting impression at the global level and leave their impact or impression on people.

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