ABSTRACT

Folklore is embedded in the cultural scape of a community and is evolving to be a crucial element in emerging forms of pedagogic strategy. It is considered to be a pedagogical tool which passes on information and wisdom of human experience from generation to generation and thus helps in transmitting social values and environmental knowledge through both verbal and material modes. From an anthropological point of view, cultural transmission is intricately linked up with the pedagogic process which is also seen in the classroom as classrooms are the major sites of cultural transmission.

The present study was postulated to explore the philosophical and theoretical issues involved with the notion of culturally relevant pedagogy. The study was conducted with an attempt to understand how folklore, mostly considered to be from the realm of non-institutional pedagogy can become a part in both non-institutionalised and institutionalised learning.

Six schools in the greater Tezpur area in Assam, which is a culturally diverse location, were chosen as the field to interface and explore the theoretical paradigm evolved during the course of the study and its efficacy and relevance in practice. Data from the field was collected by making use of questionnaire, observation, formal and informal interaction with the students and teachers. The observation included reactions, verbal responses, facial expression, gestures and cues between the teacher and taught and also amongst the peer group both within and outside the classroom.
The primary contribution of this study to the pedagogic process is that the use of culture serves very important tool for making effective and interesting learning. The research concluded by reviewing the trajectory that the research had taken and by relating the findings of the research with the initial objectives.