
Dharohar – A Rich Cultural Heritage of India

Ishika¹, Shubham Mittal², Narayan Sharma³, Ms. Mani Singh⁴

¹²³ UG Student, Department of Computer Science & Engineering, Panipat Institute of Engineering & Technology, Samalkha, Panipat, Haryana, India

⁴ Assistant Professor, Department of Computer Science & Engineering, Panipat Institute of Engineering & Technology, Samalkha, Panipat, Haryana, India

ABSTRACT

Cultural Heritage means to inherent and cultivate the cultural disinclinations from one generation to next generation. It is possible by education as well as following the traditional livelihood of ours; it is conducted formal/consciously or informal/unconsciously. One of the traits of education is to hand on the cultural values and behaviour pattern of the society to its young and potential members. By this, means society achieves a basic social conformity and ensures that traditional modes of life are preserved. This has been called the conservative function of education. Handing on tradition is bound at times to be in conflict with a desire to initiate change. When a society is changing slowly, the new elements of its culture can be more easily absorbed. However, the rapid changes in the industrial society in the changing scenario have led to much conflict between old and new habits of life and thought. Here there are two contradictory functions of education which are both necessary and it can be

shown that there are conditions of society under which these can be reconciled. [9]Hence in order to emphasize the need to link education and cultural heritage, its inheritance, preservation and cultivation, I decided to have a study of awareness of cultural heritage among the teachers at university level, so that we may have come to know that our teachers, formulating the ‘Destiny of India’ (as stated by Education Commission, 1964-66, ‘Destiny of India is being shaped into their classroom’)are aware about the Indian culture, its heritage or not because teacher are at the core of education structure, policy, values and cultural heritage to inculcate these values among our educands. Heritage awareness is a crucial part of any heritage conservation and management. The creation of awareness is time-consuming and it requires commitment and local support. It is often the most recognizable component of a heritage management. One of the most effective ways to build and maintain respect for community’s heritage is through a selection of activities that

raise public awareness and increase appreciation. The success of heritage conservation initiatives depends on the understanding and participation of the local community

Keywords Cultural Heritage, Elements of Indian Culture, National Symbols, Fine Arts, Performing Arts, Social Structure.

INTRODUCTION

Culture refers to the patterns of thought and behaviour of people. It includes values, beliefs, rules of conduct, and patterns of social, political and economic organization. These are passed on from one generation to the next by formal as well as informal processes. Culture consists of the ways in which we think and act as members of a society. Thus, all the achievements of group life are collectively called culture. In popular parlance, the material aspects of culture, such as scientific and technological achievements are seen as distinct from culture which is left with the non-material, higher achievements of group life (art, music, literature, philosophy, religion and science). Culture is the product of such an organization and expresses itself through language and art, philosophy and religion. It also expresses itself through social habits, customs, economic organizations and political institutions.

Culture has two types: (i) material, and (ii) non-material. The first includes technologies, instruments, material goods, consumer goods,

household design and architecture, modes of production, trade, commerce, welfare and other social activities. The latter includes norms, values, beliefs, myths, legends, literature, ritual, art forms and other intellectual-literary activities. The material and non-material aspects of any culture are usually interdependent on each other. Sometimes, however, material culture may change quickly but the non-material may take longer time to change. According to Indologists, Indian culture stands not only for a traditional social code but also for a spiritual foundation of life.

Indian culture is an invaluable possession of our society. Indian culture is the oldest of all the cultures of the world. In spite of facing many ups and downs Indian culture is shining with all its glory and splendor. Culture is the soul of nation. On the basis of culture, we can experience the prosperity of its past and present. Culture is collection of values of human life, which establishes it specifically and ideally separate from other groups.

LITERATURE REVIEW

The word 'Culture' is derived from the Latin term 'cult or cultus' meaning tilling, or cultivating, refining and worship. Summing up, it means cultivating and refining a thing to such an extent that its end product evokes our admiration and respect.

The food you eat, the clothes you wear, the language you speak, the God you worship, all are aspects of culture. In very simple terms, we can say that it is the embodiment of the way in which we think and do things. It is also the things that we have inherited as members of society. All the achievements of human beings as members of social groups can be called culture. Art, music, literature, architecture, sculpture, philosophy, religion and science can be seen as aspects of culture. However, culture also includes the customs, traditions, festivals, ways of living and one's outlook on various issues of life.

Culture thus refits to a human-made environment which includes all the material and non-material products of group life that are transmitted from one generation to the next.

Culture is the expression of our nature in our modes of living and thinking. It may be seen in our literature, in religious practices, in recreation and enjoyment. Culture has two distinctive components, namely, material and non-material. Material culture consists of objects that are related to the material aspect of our life such as our dress, food and household goods. Non-material culture refers to ideas, ideals, thoughts and belief.

Culture varies from place to place and country to country. Its development is based on the historical process operating in a local, regional or national context. For example, we differ in our ways of greeting others, our clothing, food habits, social

and religious customs and practices from the West. In other words, the people of any country are characterised by their distinctive cultural traditions.

Cultural development is a historical process. We have learnt many things from our ancestors. As time goes, we continue to add new thoughts, new ideas to those already existent and sometimes we give up some which we don't consider useful any more.

Cultural heritage includes all those aspects or values of culture transmitted to human beings from their ancestors from generation to generation. They are cherished, protected and maintained by them with unbroken continuity and they feel proud of it.

A few examples would be helpful in clarifying the concept of heritage. The Taj Mahal, Swami Narayan Temple of Gandhinagar and Delhi, Red Fort of Agra, Delhi's Qutub Minar, Mysore Palace, Jain Temple of Dilwara (Rajasthan) Nizamuddin Aulia's Dargah, Golden Temple of Amritsar, Gurudwara Sisganj of Delhi, Sanchi Stupa, Christian Church in Goa, India Gate etc., are all important places of our heritage and are to be protected by all means.

Besides the architectural creations, monuments, material artifacts, the intellectual achievements, philosophy, treasures of knowledge, scientific inventions and discoveries are a part of heritage. In Indian context, the contributions of Baudhayan, Aryabhatta, Bhaskaracharya in the field of

Mathematics, Astronomy and Astrology; Kanad and Varahmihir in the field of Physics; Nagarjuna in the field of Chemistry, Susruta and Charak in the field of Medicines and Patanjali in the field of Yoga are profound treasures of Indian Cultural heritage. Culture is liable to change, but our heritage does not. We individuals, belonging to a culture or a particular group, may acquire or borrow certain cultural traits of other communities/cultures, but our belongingness to Indian cultural heritage will remain unchanged. Our Indian cultural heritage will bind us together e.g. Indian literature and scriptures namely Vedas, Upanishads, Gita and Yoga System etc. have contributed a lot by way of providing right knowledge, right action, behavior and practices as complementary to the development of civilization.

Our cultural identities are based on various factors such as religion and region. As a result each Indian possesses multiple identities. Which of these identities asserts itself at a certain point of time and prevails over the others, depends on the political, social or economic context which people find themselves in. Thus each person may have some things in common with another, but may be vastly different in some other aspects. For example, except belief, forms of worship and rituals, there may be little that is common among those who follow a particular faith from the point of view of the whole country. Even in the forms of worship and rituals there are sectarian and regional differences.

But you will also find that people of different religions and jatis may have common regional cultural traits like language, food, dress, values and also the world view. In Bengal, both Hindus and Muslims take pride in being Bengalis. Elsewhere, one finds Hindus, Christians and Muslims sharing several elements of regional culture.

Ethnic culture is strong among the tribal groups. For example, in the small state of Nagaland, there are more than a dozen tribes and they differ from each other in their dress, speech and beliefs. Bastar district of Chhattisgarh has several groups claiming different ethnic origin.

OBJECTIVE

India's rich heritage is a comprehensive fusion of faiths, traditions, and customs because it is one of the world's oldest civilizations. The most notable aspects of India's history are its art, architecture, classical dance, music, flora, and fauna, as well as its inhabitants' inborn secular philosophical values.

By changing roads for each dynasty that ruled the Indian land, visiting the heritage monument is like strolling through history. is a part of the Indian legacy and differs in appearance and flavour in each state of India; examples include the delicateness of Indian handicrafts, the richness of silk and cotton fabrics, and the ethnicity of jewellery.

It takes time for cultures to grow. The people that came before our ancestors taught them a lot. They

gradually added to it based on their own knowledge and got rid of unneeded parts.

Our predecessors have taught us a lot. As time passes, we continue to add new concepts to what we already know, occasionally discarding the less-than-useful ones. both inherit and inherit. Our cultural legacy refers to the culture that we received from our forebears.

Therefore, we need to develop a system to spread our rich Indian culture around the world. We also want to provide a platform for Indian video bloggers to showcase the beauty of India. This will also increase tourism in India. And that leads to our country's larger economy.

There are several levels to this inheritance. Humans have a culture that can be referred to as their heritage. All facets of culture or cultural values that have been passed down to people from their ancestors from generation to generation are referred to as cultural heritage. They take pride in being respected, safeguarded, and cared for consistently. Examples aid in elucidating the idea of heritage. Important landmarks include the Taj Mahal, the Jain Caves of Kandagiri and Udayagiri, Bhubaneswar, Konarak Sun Temple, Jagannath Temple, Puri, Lingaraja Temple, Bhubaneswar, the Qutub Minar in Delhi, Mysore Palace, the Jain Temples of Dilwara (Rajah) Stern), Nizamuddin Auriyas Dargar, the Golden Amritsar Temple, the Guru

BENEFITS

Upon executed, the framework could achieve critical substantial and elusive advantages:

- **Accessibility of system:** Any form of system with internet connectivity can access this system from anywhere. Any operating system, including Android, Windows, Linux, etc., can access it.
- **Easy search:** User can easily search any of the particulars heritage sites and can also know about our Indian culture and traditions.
- **Accessibility:** User has the flexibility to book a guide on themselves at heritage site for guidance and can get tour plans.
- **Economic benefit:** It is beneficial for Indian economy as it will increase tourism in our country. As it will increase yearning in people to know more about Indian culture.
- **Reduces effort:** Our work is greatly diminished by it. As we provide a thorough virtual tour of our heritage and deepen understanding of our culture.
- **Time Saving:** This approach makes sure that users get the most out of their time and learn the proper information.
- **Friendly User Interface:** The developed website assists the end user with an interactive graphical interface that can be easily customized.

- **Customer Satisfaction:** Customer satisfaction rises as a result of the user interface's friendliness and simplicity.
- **Ease of learning and Usability:** It is easy to use because it creates a site for the general public with the target audience in mind.

CONCLUSION

The bottom line is that our website offers our community a great platform to know more about our Indian Culture and heritage. We gave our Vloggers a platform to showcase their talent and gain popularity. Vlogger help our platform with new content on new days . Our platform will increase the Tourism that help boost our Indian economy. A country's sociocultural character and heritage are strongly influenced by its tourism and hospitality industries. In the age of globalisation, the creation of jobs, the generation of foreign exchange, and the rise of tourist-friendly locations all contribute to economic prosperity.

The World Travel and Tourism Council (2014) predicts that travel and tourism will contribute more to global GDP, rising from 9.5% of GDP in 2013 to 10.3% of GDP in 2024. (WTTC, 2014).

The Indian tourism and hospitality sector generates 6.8% of the country's GDP, 7.7% of all jobs created, and 18.13 billion dollars in foreign money (IBEF, 2014). India's third-largest source of

foreign exchange is the tourism and hospitality sector (makeinindia, 2015). According to estimates, the market for the tourist and hospitality industries will grow from US\$ 122.1 billion in 2013 to US\$ 418.9 billion in 2022. (IBEF, 2014). Compared to other economic sectors, investments in the tourism industry generate more jobs. 89 jobs in the hospitality business are predicted to be created with a Rs. 10 lakh investment in the tourism sector, compared to 45 jobs in agriculture and 13 jobs in manufacturing (Planning Commission, 2007).

Each year, the hotel business brings in between \$400 and \$500 billion in income (IBEF, 2015). With an increase in foreign visitors, India's tourism and hospitality sectors have blossomed. Figure 1 illustrates how foreign visitor visits to India increased at a CAGR of 7.85% between 2005 and 2014.

REFERENCES

- Agrawal, V.S. (1964). "The wheel Flag of India, "Varanasi.
- Arnold, Matthew (1946). "Culture and Anarchy", Cambridge university Press.
- Beal, Samuel, (1969). Trans, "Travels of Fashion and Sung-Yun, Buddhists Pilgrims from China to India, London.
- Benedict, Ruth (1935). "Patterns of Culture," Routledge Publications.

- Chopra, P.N. (6th Edition), (1984). "India: An Encyclopedic Survey," S. Chand and Company Ltd., Ram Nagar, New Delhi.
- Clinton, J.F. (1996). Cultural diversity and health care in America: Knowledge fundamental to cultural competence in baccalaureate nursing students. *Journal of Cultural Diversity*
- Chrisman, N.J. (1998). Faculty infrastructure for cultural competence education. *Journal of Nursing Education*
- Director General, Centre for Cultural Resources and Training, Ministry of Culture, Govt. of India, New Delhi.
- Eliot, T.S. (1948). "Notes towards the Definition of Culture, Fabes.
- Havell, E.B. (1927), "A Handbook of Indian Art," London.
- Jackson, C., Yorker, B., & Mitchem, P (1996). Teaching cultural diversity in a virtual classroom. *Journal of Child and Adolescent Psychiatric Nursing*
- Kirkpatrick, M.K., Brown, S., & Atkins, T. (1998). Electronic education. *Nurse Educator*
- Lockhart, J.S., & Resick, L.K. (1997). Teaching cultural competence: The value of experiential learning and community resources. *Nurse Educator*
- Lynn Rew, EdD, RNC, HNC, FAAN; Heather Becker, PhD; Jeff Cookston, PhD; Sihlirin Khosropour, PhD; and Stephanie Martinez, MSN, RN, Measuring Cultural Awareness in Nursing, *Journal of Nursing Education*, June 2003, Vol. 42, No. 6
- National Symbols, Reprint edition 2007, pub. By Williams Raymond,(1978), 'Culture and Society and the Long Revolcits on 1961, Chalts and Windus.
- Randall, I. (1994). Assessing diversity. *The Journal of Multicultural Nursing*
- Shankar B. & Swamy C., 'Creating Awareness for Heritage Conservation in the City of Mysore: Issues and Policies', *International Journal of Modern Engineering Research (IJMER)* www.ijmer.com Vol.3, Issue.2, March-April. 2013 pp-698-703 ISSN: 2249-6645
- The Constitution of India, Govt. of India
- <http://www.portal.gsi.gov.in/gsiImages/information>
- http://ncf.nic.in/ncf_role_why.htm