Maharashtra Cosmopolitan Education Society’s

H.G.M Azam College of Education, Pune
(Accredited with ‘B’ by NACC)

&

Savitribai Phule Pune University, University Research Cell.

Jointly organize

National Conference

On

“MULTICULTURALISM IN CHANGING TIMES”

15th & 16th January 2018

AARHAT MULTIDISCIPLINARY INTERNATIONAL EDUCATION RESEARCH JOURNAL (AMIERJ)

A Peer Reviewed Multidisciplinary Journal
Impact Factor 5.18

UGC Approved Journal no 48178, 48818
ISSN 2278-5655

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Two Day National Conference On
“Multiculturalism in Changing Times”

First Edition: April 26th, 2018

Organised by:
Maharashtra Cosmopolitan Education Society’s
H.G.M Azam College of Education, Pune

Published by: Aarhat Publication & Aarhat Journal’s
Mobile No: 9822307164 / 8355852142

Aarhat Multidisciplinary International Education
Research Journal (AMIERJ)
EduIndex Impact Factor 5.18
UGC Approved Journal No 48178, 48818
ISSN 2278-5655,
Volume–VII, Special Issue–XXI,

EDITORS:

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NEED OF MULTICULTURAL EDUCATION IN 21ST CENTURY

Prof. Archana Desai.


Introduction:
India is an old civilization, the birthplace of four world religions and a unique place where one finds diversity of cultures, languages, and traditions. It also has breathtaking natural beauty from Himalayas to the deserts of Rajasthan.

India, an emerging global society is a beautiful mixture of various cultures. Culture is the base of civilization and a tool to transmit education. To transform this culture to blend into our multicultural society is the role of education. Multicultural education includes content integration, the sharing and enhancement of knowledge, reducing any prejudices and empowering social culture.

Multiculturalism is a term used to describe many cultures and learning to get on with one another with mutual respect. Multicultural education is a process that prepares students for their roles and responsibilities in an interdependent world. It places students at the centre of all practices that promote multiple perspectives and an appreciation of cultural and linguistic diversity within a democratic society. A teacher must have multicultural competencies to integrate all culturally diverse students in a sensitive and sentimental classroom.

Multicultural education is a set of strategies and materials in education that were developed to assist teachers when responding to many issues created by the rapidly changing demographics of their students. It provides students with knowledge about the histories, cultures, and contributions of diverse groups; it assumes that the future society is pluralistic. It draws on insights from a number of different fields, including ethnic studies and women studies, but also reinterprets content from related academic disciplines.

Multicultural education, also viewed as a way of teaching, promotes principles such as inclusion, diversity, democracy, skill acquisition, inquiry, critical thought, value of perspectives, and self-reflection. It encourages students to bring aspects of their cultures into the classroom and thus, allows teachers to support the child’s intellectual, social and emotional growth.

Multicultural education was found to be effective in promoting educational achievements among im-migrants students. Thus, it is also attributed to the reform movement behind the transformation of schools. Transformation in this context requires all variables of the school to be changed, including policies, teachers' attitudes, instructional materials, assessment methods, counseling, and teaching styles. Multicultural education is also concerned with the contribution of students towards effective social action.
Definition:
‘Multicultural education is a philosophical concept built on the ideals of freedom, justice, equality, equity, and human dignity as acknowledged in various documents. It affirms our need to prepare student for their responsibilities in an interdependent world. It recognizes the role schools can play in developing the attitudes and values necessary for a democratic society. It values cultural differences and affirms the pluralism that students, their communities, and teachers reflect. It challenges all forms of discrimination in schools and society through the promotion of democratic principles of social justice.’

‘Multicultural education is a process that permeates all aspects of school practices, policies and organization as a means to ensure the highest levels of academic achievement for all students. It helps students develop a positive self-concept by providing knowledge about the histories, cultures, and contributions of diverse groups. It prepares all students to work actively toward structural equality in organizations and institutions by providing the knowledge, dispositions, and skills for the redistribution of power and income among diverse groups. Thus, school curriculum must directly address issues of racism, sexism, classism, linguism, ageism, heterosexism and religious intolerance.’

‘Multicultural education advocates the belief that students and their life histories and experiences should be placed at the center of the teaching and learning process and that pedagogy should occur in a context that is familiar to students and that addresses multiple ways of thinking. In addition, teachers and students must critically analyze oppression and power relations in their communities, society and the world.’

Need and Importance:
India is a land of diversity and the need for multiculturalism in education cannot be more significant than in a country like India. Each state has its own culture, traditions and language. In order to make education in our country better suited to make a good Indian citizen it is important to let the students understand what India is. Globalization has brought in the need for including diversity in education and the need for inclusion of multicultural content from around the world. Higher education, jobs and life needs to be put into a multi-culturalistic perspective. People migrate to different states, countries and continents for better opportunities and standard of living. Multicultural education fosters global citizens who can efficiently and effectively be integrated into any culture. Multicultural education is being perfected by the true world visionaries. If we believe the social psychologists who consider stereotyping as normal cognitive functioning then the concept of inclusion of varied cultures and sensitizing and creating a better understanding towards other cultures is a complex process and mere superficial modification would not result in the desired effect.

Multi-culturalism is needed for the following reasons:
The aims and objectives of multicultural education tend to vary among educational philosophers and liberal political theorists. Educational philosophers might argue for preservation of the minority group culture, by fostering children’s development of autonomy and introducing them to new and different ideas. This form of exposure would assist children in thinking more critically, as well as, encourage them to have a more open mindset. On the other
hand, a political theorist might advocate for a model of multicultural education, which warrants social action. Hence, students are equipped with knowledge, values, and skills necessary to evoke and participate in societal changes, resulting in justice for otherwise victimized and excluded ethnic groups. Under such a model, teachers would serve as agents of such change, promoting relevant democratic values and empowering students to act. Multicultural education has a host of other gains and goals to be met:

- Promote civic good
- Right the historical record
- Increase self-esteem of non-mainstream students
- Increase diversified student exposure
- Preserve minority group culture
- Foster children's autonomy
- Promote social justice and equity
- Enable students to succeed economically in an integrated, multicultural world.

➢ Multi-Culturalism in School

- Children in the classroom are seated or carry out their activities in mixed (ethnic/cultural) groupings if possible
- Posters, books, CDs, images, songs and other resources used in either the classroom or playroom setting represent realistic linguistic, cultural and social practices of the children.
- Stereotypic images are avoided and there is a careful balance of resources that represent both traditional and contemporary images of cultural and language practices.
- Texts in children’s languages, including books, newspapers, games, electronic media and popular culture texts are used throughout the day across different curriculum areas.
- Programs provide opportunities for all children, staff and families to use a variety of communication forms including languages other than the majority language. (The provision for language development will be discussed in greater detail in the next section).
- Programs reflect the diversity of cultures represented by the broader community and extend both children’s knowledge of their own culture and knowledge of cultures other than their own.
- Programs, policies, practices and curricula are not only culturally inclusive but consciously work to recognize and take action against bias, combat racism and reject stereotyping.
- Parents and community are consulted in developing programs and value differences are clearly identified and discussed.
- Where bias occurs, staff will intervene where bias occurs to teach children how to advocate for justice and equity.

Multicultural education encompasses many important dimensions. Practicing educators can use the dimensions as a way to incorporate culture in their classrooms.
1. **Content Integration**: Content integration deals with the extent to which teachers use examples and content from a variety of cultures in their teaching.

2. **Knowledge construction**: Teachers need to help students understand, investigate, and determine how the implicit cultural assumptions, frames of reference, perspectives, and biases within a discipline influence the ways in which knowledge is constructed.

3. **Prejudice Reduction**: This dimension focuses on the characteristics of students’ racial attitudes and how they can be modified by teaching methods and materials.

4. **Empowering School Culture**: Grouping and labeling practices, sports participation, disproportionality in achievement, and the interaction of the staff and the students across ethnic and racial lines must be examined to create a school culture that empowers students from diverse racial, ethnic, and gender groups.

5. **Equity Pedagogy**: An equity pedagogy exists when teachers modify their teaching in ways that will facilitate the academic achievement of students from diverse racial, cultural, gender, and social-class groups.

6. **The Contributions Approach** – Dubbed the “Heroes and Holidays” approach; it is the easiest to implement and makes the least impact on the current curriculum.

7. **The Additive Approach** – Called the ethnic additive approach; it is slightly more involved than the contributions approach, but still requires no major restructuring of the curriculum.

8. **The Transformative Approach** – This approach requires pulling in multiple perspectives while discussing a topic. This approach is significantly more challenging to teach.

9. **The Decision Making and Social Action Approach** – This approach includes all of the elements of the transformative approach but also challenges students to work to bring about social change. The goal of this approach is not only to make students aware of past and present injustice, but to equip them and empower them to be the agents of change.

Multicultural education can be implemented on the macro-level with the implementation of programs and culture at the school-wide or district-wide level and also at the micro-level by specific teachers within their individual classrooms.

**Multicultural education curriculum examined in colleges:**
Multicultural education plays a huge role in the way students perceive themselves and others, but there is still more work to be done. In some college syllabi, there is cultural sensitivity and multicultural competence. However, a lot of them lack the design to prepare teachers with consistent ways of the defining principles of multicultural education and preparation of teaching multicultural education authentically. Multicultural education is a complex subject with many concepts. It is important for teachers to be fully knowledgeable of its depth and open to learn more about it as time goes on so they can create a safe space for their students. It is also important to see that although multicultural education is becoming more known and taught, there is still so much to learn and discover.
within this topic, and there always will be more to learn as we evolve. Even teachers need to be taught and become exposed to different dimensions of multicultural education in order to teach and revolutionize student attitudes about this topic.

**Multicultural education programs implemented for teachers:**

New teachers can be blind to the diversity of their students, which can lead to generalizations and stereotypes about different cultures. New teachers being able to take a multicultural education class leads to increased knowledge of diversity, altering of attitudes towards multiculturalism, and preparedness of them teaching multicultural education to students of a variety of backgrounds. Preparing those teachers include being able to effectively confront fears and openness of talking about sensitive subjects, such as diversity issues and transforming attitudes that students may also possess towards different cultures. Multicultural education courses conclude eye-opening measures for the teachers, including becoming more open to such issues and positively affected preparedness to teach about multicultural education to their students. Some pre-service teachers can still feel hesitant because of the lack of knowledge they still hold about multiculturalism, which can encourage further courses intended to educate teachers on the variety of cultures their students may possess.

**Multiculturalism in Society:**

Following aims should be fulfilled by the education in a multicultural globalized society.

1. To develop and encourage co-existence between cultures.
2. To motivate each student to respect other cultures.
3. To focus on all round development of students by developing an effective teaching pedagogy.
4. To create peaceful and stable society this will enable students to socialize with different cultures.
5. To develop international understanding to face the challenges of globalization.
   a) Study of community keeping in mind the varied cultures hidden or understated in it.
   b) Organizations of representatives from diverse groups of people.
   c) Youth development programs.
   d) Surveys and studies that bring forward real needs and requirements.
   e) Focused study on existing tension areas of social prejudices, discrimination and backwardness.
   f) The curricular modification and adaptation to include multicultural human and material resources.
   g) Co-curricular activities developed with inclusive spirit.
   h) Extra-curricular activities giving focus and necessary equity to art and literature of the marginalized.

**Conclusion:**

Diversity in the nation's schools is both an opportunity and a challenge. The nation is enriched by the ethnic, cultural, and language diversity among its citizens and within its schools. However, whenever diverse groups interact, intergroup tension, stereotypes, and
institutionalized discrimination develop. Schools must find ways to respect the diversity of their students as well as help to create a unified nation-state to which all of the nation's citizens have allegiance. We hope these design principles will help educational policy makers and practitioners realize this elusive and difficult but essential goal of a democratic and pluralistic society.

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External links:
Multicultural Education Pavilion; http://www.edchange.org/multicultural
Alliance for Equity in Higher Education; http://www.ihep.org/programs/the-alliance.cfm
American College Personnel Association Standing Committee for Multicultural Affairs; http://www.myacpa.org/sc/scma/
International Journal of Multicultural Education; http://www.ijme-journal.org
NOVEL PARADIGMS TO INCULCATE MULTICULTURALISM IN CURRICULA OF INDIAN SCHOOLS

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Abstract:
A novel paradigm has been presented in this paper to inculcate multiculturalism in Indian schools. This has been found to be essential in view of growing intolerance and extremism in the youngsters over the years and poses a threat to the very ideals embodying our Constitution. The study focuses on concrete suggestions to promote harmony and tolerance among diverse groups of students & to improve the quality of cultural awareness. Curriculum in schools should sensitively include means that would foster multiculturalism and prevent and malicious propaganda from diverting the minds of children from the noble ideals in our Constitution. The school calendar should have at least two periods a week set apart exclusively for cultural activities. Our school education does not provide sufficient opportunities to our children to understand either themselves or others. As indicated earlier the ‘chalk and talk’ approach does not give space to children to work in groups, to explore and learn together. Multiculturalism is a non-reversible trend all over the world.

Introduction
India is a multicultural, multilingual and multi-traditional nation which is a beautiful portrayal of diverse but united people having their ethnic roots in varied cultures such as the ancient Aryans and Dravidians. Anthropological, archaeological and historical facts endorse this diversity in a complementary manner. After centuries of the Mughal rule followed by the British rule in India came to an end and India became a sovereign Republic in 1947. That was the first time that India was recognized as a free and modern independent nation. Annihilation of the ancient pyramidal caste systems resulted into the integration of a free India based on Equality, Liberty and Fraternity for each individual, irrespective of caste, creed, religion, gender or special attributes. Values are the ideals that give significance to our lives and are reflected through the priorities that we choose on which we act on consistently. This ethos is encountered in our cultural diversity and we need to preserve it.
Schools must develop the social, personal and intellectual capabilities of students along with the mission of nurturing the spirit of tolerance and harmony. In order to achieve these targets, inclusion of multiculturalism in the curriculum at the pre-primary and primary levels of education is inevitable. Multiculturalism is a political philosophy involving ideologies like equal respect for all diverse cultures and advocacy of policies that promote this ideology. Multiculturalism is often termed as ‘Pluralism’ wherein various ethnic groups collaborate without sacrificing their identities. Distinctiveness of multiple cultures is maintained in multiculturalism.
Education especially to the young and nascent minds needs to be imparted very scrupulously, tenderly and thoughtfully to nurture the spirit of integrity, tolerance and clarity of thought.

Growing intolerance among diverse groups of castes, creeds and religions that twine the social fabric of our secular democratic nation is a matter of concern to all prudent citizens of this great country. What is more distressing is that the so called educated class too is often a party to parochial and unjust attitude in this regard. Even more appalling is the terse fact that the desultory education provided by our schools may have contributed to this decimation of the feeling of inclusiveness and tolerance.

In the mad spree for ranks and vocational skills, the student simply follows the rhetoric of ‘mug and vomit’ to perform, and is denied developing of thinking capabilities. Education is seen to alienate students from their original cultural roots. Children rarely have an understanding of the strength of their cultures. Distorted and inaccurate understanding of their own culture nurtures the seeds of prejudice and intolerance towards other cultures. History books more often than not present a naive and superficial account of wars and their reasons that may have been fought between rival groups, overemphasizing their languages and religions thus sowing seeds of hatred for one or the other community. Our school education relies almost exclusively on predetermined sets of ‘competencies’ to be acquired through rote memorization, thereby denying our children opportunities to exercise their innate thinking capabilities and their individual creativity. Our classroom pedagogy deprives children opportunities to learn in a collaborative, reflective manner that would have at least helped them acquire basic social skills. Our outdated system of examination has contributed to a mad rush for ‘ranks’, ‘seats’ and ‘jobs’…making us wonder whether we have, at some point in time, lost sight of the real objectives of education. We are bothered about the declining awareness among our children about their own cultural backgrounds. Another cause for concern is the fact that education is looked upon by marginalized sections of the society to get ‘cultured’ in order to ‘get out of the rut’. Literacy, while opening up the entire world to these sections may also alienate them from their basic cultural strengths. We need to ensure that children from these sections recognize the strengths of their own ethos…and build up on those. While the term ‘culture’ is universally considered to denote a reflection of the manifestation of civilized living, in India the term has come to be tainted with religious and communal connotations: so much so that there are suggestions that one needs to be cautious while using the term. The word ‘creativity’ or ‘creative arts’ could become more meaningful and relevant, especially when we think of the specific context of the needs of children.

The objectives for inclusion of multiculturalism through curriculum are as follows:

a) To suggest ways of enhancing the quality of cultural awareness among school going children.

b) To suggest ways of introducing both in curricular and extra curricular ways, the learning of our traditional, folk, classical and contemporary art forms

c) To suggest ways of helping the students to appreciate the world of arts, music and literature

d) To suggest ways of introducing a capsule on the appreciation of arts in the curriculum of teacher education
e) To suggest ways of introducing art appreciation as an elective subject in the universities

f) To help understand the status of art and music schools and colleges in the country.

It is a sad reality that most of our children do not have sufficient understanding of the strengths of their own cultural backgrounds. Nor are they aware of the cultural backdrop of their friends and acquaintances. What is, perhaps more distressing is the fact that they pick up inaccurate, distorted understanding leading to complexes, prejudices and intolerance. Our school education does not provide sufficient opportunities to our children to understand either themselves or others. As indicated earlier the ‘chalk and talk’ approach does not give space to children to work in groups, to explore and learn together. If children are encouraged to work in group activities, group projects and so on even in the primary grades, gender and other kinds of biases will never get embedded in their mind. On the other hand, opportunities for imbibing the ability to accept the viewpoints of others, leadership qualities etc will routinely become part of day-to-day school life. The present system does not even allow the learner to reflect on his own: to appreciate the value of solitude either.

If one is to understand culture as being the most civilized relationship between humans, a sensitivity to and understanding of those considered ‘others’ is important. This is the only way of destroying prejudices, which is the beginning of the most uncultured behaviour. Gender sensitivity is something that has to be part of any value system that children should absorb. Centrally prescribed textbooks tend to provide insufficient flexibility in integrating local resources including local ‘texts’ and culture with the Teaching-Learning process. Inadequately sensitized teachers add to the problem.

But the notion that everything wrong with the school education system (including inadequate infrastructure facilities) should be set right before attempting to inculcate cultural values through the school curriculum is too pessimistic an approach. Many things can be attempted despite the limitations of the existing system

The suggestions for improving the quality of cultural awareness would therefore include:

• The entire schooling should be based on the culture of the locality / community. Learning should be made ‘culture sensitive’

• The school curriculum should be process based, and experiential, with sufficient flexibility to integrate local culture. The development of the curriculum should be taken up with the involvement of local resources: human and otherwise. The curriculum should have sufficient flexibility to accommodate the hopes, aspirations, needs and culture of the local community. Village Education Committees could be involved in developing the ‘school curriculum’, which could be designed to dovetail with the ‘general’ curriculum.

• The role of the textbooks and the manner in which they are used needs to be re-defined. The ‘dominant’ nature of the textbook should be toned down. There must be sufficient space for accommodating local art forms, practices, places, institutions, festivals, rituals, artifacts, literature, even local riddles and humour.
• The teaching learning process (and the teachers) should not thrust upon the students the values, beliefs and behaviors of the dominant cultures in such domains as religion and family life which only need to be learned for general awareness and understanding rather than for advocated active use.

• Different folk art forms, folksongs, stories, riddles, and games, should be included as ‘text’ material. Conscious efforts should be made to ensure that the Illustrations in textbooks reflect local culture. Decorations, embellishments in textbooks could use local forms such as local mural paintings, Rangoli, Kolam and others.

• The Teaching-Learning process should make use of a variety of ‘home-tongues’, dialects and other local languages. The Teaching-Learning process should make the best use of the diversity of local challenges.

• The school PTAs and Village Education Committees could be encouraged to get actively involved in providing support to teachers for accessing and utilizing local ‘cultural’ resources both human and material. A small cultural museum could be set up in each Gram Panchayath displaying local art and artifacts. Visits to these museums should be built into the school curriculum itself.

• The school calendar should have at least two periods a week set apart exclusively for cultural activities. Local artists, musicians, painters, writers and storytellers could be guests and performers at some of these sessions. Children should be encouraged to directly interact with them.

• Each school should have a good library and use of the library should be made an integral part of the school curriculum. The school library should be the nodal point for all ‘cultural’ learning in the school. Every school library should have a carefully selected collection of literature and reference books. The school library should also have a collection of ‘renowned’ paintings, music, and so on. All teachers should be sensitized so that they can help children get gradually acquainted with the masters and their masterpieces.

• Every teacher should be trained to utilize collections of local folk stories, folk songs and folk ‘knowledge’ as part of the Teaching Learning process.

• In the elementary grades, every child should be given opportunities to participate in activities including singing, dancing, developing stories from pictures, role play, amateur dramatics and so on. Thus children would get ample opportunities to practice music, drawing, dramatics and so on in a non-threatening atmosphere as part of the regular Teaching Learning process.

• The mechanical manner in which “Drill” teachers impart physical ‘education’ should be stopped. Yoga and other local traditional physical activities (Kalari, for instance, in Kerala) should be used instead.

• Children’s camps could be organized during vacations where ‘cultural’ activities could be freely explored in a non-threatening atmosphere. As indicated earlier, the school library could be the nodal point for ‘cultural’ activities including exposure to traditional, folk, classical and contemporary art forms.

• The present Youth Festivals where children artificially ‘study’ certain snippets of art forms for extra marks (and glory) without understanding the basic philosophy behind the art form are to be totally prohibited.
In the light of these observations, following corrective measures to imbibe multiculturalism in schools need to be adopted.

- Integration of local culture in school curricula should be made possible with sufficient flexibility.
- Role of textbooks and their stereotype content should be revisited and modified. Their subject rhetoric nature should be toned down paving way for humor, local practices, and be made more inclusive.
- Dominant cultures and their domains such as religion need only be learned for general knowledge.
- Conscious or unconscious attempts to promote a specific culture should be avoided and discouraged. The feeling of oneness as a nation will be fruitful only if measures such as the cultures of the north-east be made familiar with to those in western and southern India and vice-versa.
- Observance of ‘Onam’ of Kerala in Kashmir, ‘Pongal’ of Tamilnadu in Himachal Pradesh and ‘Durga Pooja’ of Bengal in Telangana and so on.
- Free space on local languages and dialects should be offered and fostered.
- Education in the Mother tongue at primary level should be encouraged.
- The school calendar must have at least 4 hours a week set aside exclusively off the hat cultural activities like providing children multicultural tastes of music, dance and food.
- Short and long films, documentaries and stage plays to promote and pervade multiculturalism should be screened.
- Children’s camps to promote multicultural activities wherein children are made to participate in different events should be made a regular feature of the curriculum.
- Cultural barriers of castes, creeds, languages and religions should be broken down by teachers through their actions and attitude.
- Respect for all castes, creeds, languages and religions should be inculcated in the minds of children through stories, songs and teachers’ unbiased and just attitude towards all diverse groups of students.
- Nepotism, favoritism and biased behavior needs to be avoided by all teachers.
- We must use the process of education at its root levels to fulfill our three primary Constitutional obligations – JUSTICE, LIBERTY and FRATERNITY. Justice is Samata and should not be compromised with Samarasata which insinuates diluted equality and only working together. Liberty should not be curtailed under the garb of discipline and resenting voices should not be silenced but understood. Fraternity should be followed in the true spirit not just verbally but through action. For this, students should be encouraged to ask questions based on critical thinking.

The purpose of quality school education much depends on the flexibility of curricula to incorporate multiculturalism in it. This inclusiveness is of paramount importance to equitable quality education. Reasonable democratic space for teachers sans rigid bureaucratic control is the key to motivate the teachers to more meaningful and responsible
impacting of honest and fair education to the young minds. Too much control on teachers in turn percolates through and reflects in their attitude with students.

School buildings and surroundings should reflect ideas of creative expression. Meaningful murals on outer walls will inspire children with the ideals expressed on them of the three primary virtues of our Constitution.

Conclusion
Multiculturalism involves understanding and respecting religions, castes, creeds, sects, races, languages, dialects, cultures, traditions, customs, cuisines, genders, specially enabled persons and diverse groups of all kinds. Curriculum in schools should sensitively include means that would foster multiculturalism and prevent pervert and malicious propaganda from diverting the minds of children from the noble ideals in our Constitution. Multiculturalism is a non-reversible trend all over the world.

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CONNECTING TEACHER AND STUDENT THROUGH CONSTRUCTIVISM IN A MULTICULTURAL CLASS

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Abstract:
Multiculturalism is one of the most important elements for creating a diverse and open society. India is a vast country that accommodates the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every student's cultural identity. Constructivism is a philosophy of learning that solely focuses on learning from experiencing. "By reflecting on our experiences, we construct our own understanding of the world we live. In the classroom, constructivism takes the idea of combining what they already know, with what they newly learn through experiential learning and applies it to a variety of teaching methodologies. We make use of the five e's which means engage, explore, explain, elaborate and evaluate. Through this idea of teaching and learning students are encouraged through active learning techniques on and talk about what they are doing and how their understanding is changing. "). Constructivism is seen as the way forward that has the potential to vastly improve the teaching in the classroom which is multicultural.

Introduction:
“Keep your language. Love its sounds, its modulation, its rhythm. But try to march together with men of different languages, remote from your own, who wish like you for a more just and human world.”
— Hélder Câmara, Spiral Of Violence
Multiculturalism is one of the most important elements for creating a diverse and open society. If we want to live in multi-cultural societies, it is important to teach our children how to be open-minded, tolerant and how to accept diversity. Schools need to ensure intercultural environment to successfully run the educational process in globalized environment. Ensuring safe and encouraging multi-cultural environment is crucial for all children to develop their potentials.
Multicultural education refers to any form of education that incorporates the histories, texts, traditions, beliefs and values of people from varied cultural backgrounds. It recognizes the roles which schools can play in developing the values and attitudes necessary to sustain oneself in the interdependent world of today. The education system values the cultural differences and reflects them through the students, teachers and various communities. It challenges all form of discrimination in schools and societies through the promotion of democratic principles of equality and social justice.

Indian context:
India is a vast country that accommodates the dynamic mix of race, ethnicity, class, gender, region, religion, and
family that contributes to every students’ cultural identity. The multicultural experience is represented in what is called “unity in diversity. Majority of classrooms in India contain students who belong to different cultures, follow different beliefs, customs and traditions, belong to different socio-economic status and adhere to different sets of ideology. In education this diversity has been viewed as both a negative and a positive challenge. The school districts, educational planners, school authorities and teachers have been hard pressed to provide quality education for all. Thus today one of the major challenges faced by teachers in the transaction of curriculum in the class is for these culturally different students. Although such students have always been a part of the Indian education system, they have not been a significant factor in the development of educational programs till as late as 2005 when National Curriculum Framework laid emphasis on it. The National Curriculum Framework (NCF) 2005, designed syllabus which is child centered and friendly. It recognized that a child’s education should be stress free, full of creativity and should lead to a joyful experience of learning. NCF further recognized five guiding principles for curriculum development all centering on the child’s relationship with nature and environment. These principles are: (1) connecting knowledge to life outside the school, (2) enriching the curriculum so that it goes beyond textbooks, (3) ensuring that learning shifts away from the rote method, (4) since overload might lead to discouragement from trying it at all.

Here is a discussion of the constructivism approach of teaching which teachers may make use of along with other methods to supplement their teaching in a multicultural classroom.

**Constructivism Defined**

Constructivism is a philosophy of learning that solely focuses on learning from experiencing. "By reflecting on our experiences, we construct our own understanding of the world we live in. Constructivism emphasizes the importance of the knowledge, beliefs and skills that an individual develops through different experiences throughout their lives. It recognizes the creation of new understanding as a combination of prior learning, new information, and readiness to learn (Education Broadcasting Cooperation, 2004). Constructivism is seen as the way forward that has the potential to vastly improve the teaching in the classroom which is multicultural.

Jean Piaget and Lev Vygotsky were two important scholars that contributed to cognitive development theories. Both Piaget and Vygotsky are regarded as constructivist According to Piaget’s and Vygotsky’s constructivist classroom, activities such as reading or writing workshop, collaborative learning and games that provide stimulation can be implemented. (e.g. group-work, real-world problem solving) to create more knowledge and then to reflect In the classroom, constructivism takes the idea of combining what they already know, with what they newly learn through experiential learning and applies it to a variety of teaching methodologies. We make use of the five e’s which means engage, explore, explain, elaborate and evaluate Through this idea of teaching and learning students are encouraged through active learning techniques on and talk about what they are doing and how their understanding is changing. Therefore, constructivism in the classroom is learning by experiencing them through active/ engaging activities.
The different practices in constructive teaching which were used by our teachers for the various subjects were as follows.

Languages: English, Hindi, Marathi
- Situational and Contextual topics from real life, theme and content based topics, asking students to imagine situations for example that they are on an island alone how would they feel? And write or speak about it, here the students had the liberty to think and write according to one’s own imagination.
- Role Playing, Oral Presentations, Discussions and Debates.
- Students were allowed to write short stories, plays, letters, poems, new endings for stories and songs.
- Students were allowed to design posters, cartoons, models, concept maps related to content.
- Social sciences:
  - Role Playing, Oral Presentations, Discussions and Debates on film strips shown.
  - Drawing content based topics, charts timelines models maps, graph,s concept maps.
  - Role-play of a well-known person/ real life events from history.
  - A dance based on literature or historical event.

Mathematics:
Students were allowed to construct their own numerical relationships through their own natural ability to think. The students were allowed to explore situations in which pattern recognition plays a vital role in the construction of important mathematical knowledge for example in addition, multiplication, and prime numbers.

In the constructivist classroom students are mostly working in groups, and learning and knowledge are interactive and dynamic. The accent is put on social and communication skills as well as cooperation and change of ideas which improves critical thinking.

Science:
Experimentation: Students individually performed an experiment and then came together as a class to discuss the results.
Research projects: Students researched a topic and presented their findings to the class.
Field trips: Field trips would often be followed by class discussions.
Films: These provide visual context and thus bring another sense into the learning experience.
Class Discussions: This technique is used in all of the methods described above. It is one of the most important distinctions of constructivist teaching methods.

Six elements of constructivist learning model have been designed to provoke teacher planning and reflection on student's process of learning.
1. Situation - teacher develops the situation for students to explain
2. Groupings - teacher selects the process of grouping the material as well as the learners (whether they want the learners to work in whole class, individually or in collaborative thinking teams of two, three etc.)
3. **Bridge** - teacher should build the bridge between what the students already know and what they might learn by explaining the situation. (This may involve simple problem to solve, whole class discussion, playing game, or making lists)

4. **Questions** - anticipating possible questions and answers without providing students with the final explanation of the situation.

5. **Exhibit** - this stage involves student's presentation of their findings, conclusions or records of thinking as they were explaining the situation to the class. This can be done in writing description, verbal presentation (graph, chart), visual representation (acting out, role play, making video tape, photographs, etc.)

6. **Reflections** - these are the student's reflections on their learning, on what they have learned, what were their feelings while finishing the exercises, what they expected the final explanation to the problem to be, etc. Reflective practice of the teacher applies to student's learning.

**Thus due to constructivism:**

Children learn more and enjoy learning more when they are actively involved rather than passive learners. Education works best when it concentrates on thinking and understanding, rather than on rote memorization. Constructivism promotes social and communication skills by creating a classroom environment that emphasizes collaboration and exchange of ideas.

Students must learn how to articulate their ideas clearly as well as to collaborate and negotiate on tasks effectively by sharing in group projects.

Classrooms therefore need to promote the exchange of personal views from all students so that students can learn from each other and build upon interpretation of their own knowledge against others' knowledge and predetermined knowledge. Constructivist classrooms can provide this type of learning environment through interactive and engaging activities. which proves beneficial in a multicultural class.

**Conclusion**

Constructivism is a learning theory that most certainly has the potential to improve practice in multicultural classrooms. constructivism has made educators aware that there needs to be a move from the 'traditional' style in order for there to be a deeper change in the teaching and learning so that the beliefs and values of all can be altered for the better of education for future generation. Pro: By using a constructivist approach to teaching, students will be “fully engaged in their own learning” (Rhinehart Neas). This allows the students to make sense of what they are doing by relating it to the real world and where they could use the information in their future.

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ROLE OF THE TEACHER FOR PROMOTION OF MULTICULTURALISM

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Abstract

Education has a social aim of making the individuals responsible towards the society. Hence there is need of reconstructing of education, for better future of the world with the call for promoting world peace, multinationalism or multicultural perspective. No program of national integration can succeed without suitable teachers who will be above castelim, communalism and all partials activities. Teachers approach towards multiculturalism also matters a lot. Hence for promoting multiculturalism also, teacher’s role is very important. Teacher’s role as promoter, organizer, observer, learner, motivator, reflective practioner, evaluator and researcher is very significant for promotion of multiculturalism.

Introduction:

- Education is the most powerful weapon which you can use to change the world!

-----Nelson Mandela

Education has a social aim of making the individuals responsible towards the society. It makes good citizen, a knowledgeable social animal through social interactions; he becomes aware of his responsibilities also. Education is not just the package of books or stationery but it is a communication or an association with the world and its people. Education imparted through books is not sufficient or enough for building up a perfect individual. The education given through books should be perfected through practical usage and experiences. After all, humans are social animals; their success in life is largely a matter of successful social relations and their attitude towards the society. Generally various countries promote regionalism and country culture. Thus the students became more regionalist or nationalist. Only my culture, my nation is best in the world and other are somewhat inferior. This theory was beneficial for rulers. Thus every nation has built a compartment. Dr. Sarvepalli Radha Krisna once said that ‘we may be French, we may be German, we may be American, we may be French, we may be Russian, but we are essentially human beings’. Let us not overlook this fundamental fact. So our education should be provided in such a way that it will fulfill the demands of the society. It should be changed as per the changes in the society.

The last few decades of last century has brought drastic change in the society. Due to emerge of ICT, globalization and revolution of social media, people come together, it shorter the gap between this whole world. But also it started creating wider gaps between the rich and the poor, stronger nationalisms in battle with desires for multinationalisms and internationalism.
Hence there is need of reconstructing of education, for better future of the world with the call for promoting world peace, multi-nationalism or multicultural perspective. So there is need of changing classroom for bright future of not only students but also society. Process of changing education should be started from the teacher, as teacher plays prominent role in shaping future generations.

Teacher is very important factor in this whole system, as he is considered as the backbone of the educational system, maker of the mankind, architect of the society. He is the main element in transferring all policies, content to the students. Unless teachers are infused with the spirit of democracy and secularism and inculcated with the values of liberty, equality and fraternity, they cannot motivate and train students in the desired direction. No program of national integration can succeed without suitable teachers who will be above castelim, communalism and all partials activities. Teachers approach towards multiculturalism also matters a lot.

**B| Need and importance of promotion of multiculturalism:**

In the last century, there has been an increase in global mutual acceptance of opposing views and different cultures but, there is still a long way to go. Specifically when it comes to multiculturalism, it is co-existence of diverse cultures, where culture includes racial, religious, or cultural groups and is manifested in customary behaviors, cultural assumptions and values, patterns of thinking, and communicative styles. Multiculturalism is the preservation of different cultures or cultural identities within a unified society, as a state or nation.

It is very important because it helps to foster world peace, it minimize the social gaps between various groups of society. Instead of ignoring each other on the bases of differences, multiculturalism taught us to accept each other with what we are and this will lead society towards peace. It promotes positive interactions between people having totally different cultural that have completely different perspectives. Multiculturalism helps to maintain the uniqueness of multiple cultural with respect to social integration, cultural absorption and racial separation.

Multiculturalism is very important for various factors and stakeholders of society. From family to work place, at every stage it is important. Hence promotion of multiculturalism is very much required.

**C| Multiculturalism and Education:**

Education, according to Indian tradition, is not merely a means to earn a living; nor is it only nursery of thoughts or a school for citizenship. It is initiation into the life of sprit, a training of human soul in pursuit of truth and the practice of virtue.

Any individual takes education at least for 10 to 12 years, so it is best possible way to inculcate ethics, social values, life skills, etc. through educational process.

Multicultural education is now very much essential as there is increasing of number of students who speak a second language and come from various backgrounds. Diversity exists even within mainstream society and students need to have the communication and life skills that multicultural education promotes. Multiculturalism supports the idea that students and their backgrounds and experiences should be the center of their education and that learning should occur in a familiar context that attends to multiple ways of thinking.
D] Role of the teacher for the promotion of multiculturalism:-

Enlightened, emancipated and empowered teachers lead communities and nations in their march towards better and higher quality of life. Teachers are torch bearers in creating social cohesion, national integration and a learning society. No nation can make progress without professional and competent teachers. Hence for promoting multiculturalism also, teacher’s role is very important. Individual teacher may work to teach in various ways that support multicultural ideas, but in order to truly experience a multicultural education, there must be an understanding about their role and commitment at every level. Role of the teachers for the promotion of multiculturalism can be described as below

1) Promoter: -
Teacher must know and aware about the concept of multiculturalism and components of multicultural education. These components required in educating a multicultural education are content integrations, prejudice reduction, empowering school culture and social culture. Teacher must be able to relate all these in their classroom environments and preparing students to manage their life in the global marketplace.

2) Organizer: -
For promotion of multiculturalism teachers would serve as agents of such change, promoting relevant democratic values and empowering students to act. Hence he should be able to organize, integrate multicultural education in our school and classroom, go beyond the textbook, Creating multicultural projects, etc.

3) Observer:
Teacher must observe their students closely, and value their real-life experience of diversity over the textbook version. In other words, multicultural education cannot be taught in a textbook. It must be developed by each educator based on a particular student group’s observation.

4) Learner:-
Teacher should familiar with their students’ learning styles. As they can help their students to discover their academic strengths by helping them discover their own learning style. In this way, students discover what method of comprehension works best for them based on their own backgrounds and personalities.

5) Motivator: -
Teacher should encourage their students to be proud of their own heritage. Teacher should look for ways to emphasize the differences between students in a positive light. This might mean writing essays on family background or partnering with other students to help each other develop projects that accent the culture of the other. This can include prompts that look back on family history for generations, or could ask students to look at their current family setup.

6) Reflective Practitioner: -
Teacher must introspect about his own biases. In order to fully understand the significance of multiculturalism in the classroom, teacher must first thoroughly examine their own cultural beliefs, values, and biases. Then teacher
will be ready to begin learning about other cultures—to become familiar with their values, traditions, communication styles, learning preferences, contributions to society, and relationship patterns of their future students.

**7) Evaluator:**
Teacher should prepare assignments that include multiculturalism. If used cleverly, classroom assignments can provide a primary window into a student’s cultural beliefs. Writing assignments can play a significant role in gathering information about student thought patterns and tendencies. Interviews with family members, assignments asking students to write about learning experiences that occur outside of school, and assignments involving family stories and traditions all can play a significant role in unearthing information about a students’ cultural heritage.

**8) Researcher:**
Teacher should curious about ways for preservation of the minority group culture. It can be done by fostering children’s development of autonomy and introducing them to new and different ideas. This form of exposure would assist children in thinking more critically, as well as, encourage them to have a more open mindset. For this teacher should gather information on what is currently being done to promote multicultural education already.

**E] Conclusion:**
Students and parents can often be solicited as sources of useful personal information and visiting the neighborhoods where diverse students live can help give teachers an idea about the level of social support present and the types of challenges that the student might face outside of the classroom. So teacher must aware about concept of multiculturalism, activities for its promotion, and teacher’s role in fostering multiculturalism also encourage them to have a more open mindset.

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Present age is the age of Globalization. Because of globalization the world has become as a small village. It affects all people in the world, people have come nearer. So for that good communication is required. This communication will develop through multiculturalism with the help of teacher education.

“Culture is that complex whole which includes knowledge, beliefs, art moral, law customs and any other capabilities and habits acquired by man as a member of society”. (Sangolkar,2011)

In 191 countries there are 6800 languages, Out of that 4539 languages are spoken by people and 2261 are written. In that, in our India there are 1652 languages spoken by people. This is the characteristic of language. In our world there are 13 religions. If we see all this information we will get the importance of multiculturalism in the world.

We can easily prompt this through our teacher education. Teacher is the Idol of student. Teacher can easily develop multiculturalism through his daily teaching learning process. So it can apply by through teacher training programme.

**Need of multiculturalism:**

1) Students who began their education in different culture may need some time to adjust to a different style of learning.

2) Some students may be expected to challenge the ideas of their professors and their peers, as well as ask questions, engage in debate, and be assertive and outspoken.

3) There is also a great deal of variability in classrooms, with some instructors preferring a great degree of formality, and teaching via a lecture format, and other instructors preferring a more casual style, with class discussions and group work being the norm.

4) The role of the instructor is to “impart expert knowledge and the student’s role is to absorb it. It would seem presumptuous for a novice to challenge and expert.” International students that are accustomed to this dynamic may be reluctant to engage in a debate in class or to ask questions or volunteer answers.

**Promoting Multiculturalism through teacher education:**

Teacher Education is the base of promoting multiculturalism. When students are taking training in D.Ed., B.Ed., or M.Ed. they can understand the importance of multiculturalism. At this stage they can also develop multiculturalism through teacher education in their own self by following ways.

1. When students will take training in B.Ed. level they can enhance the importance of multiculturalism.
2. In B.Ed. the teacher educator can organize the co-curricular activities for developing multiculturalism in student teacher.

3. Through Teacher training we can organize group discussion on multiculturalism.

4. Organize poster presentation, seminar presentation, lectures, peer group discussion.

5. Give respect and take respect of other languages.

6. The teacher educator can try to learn more than one language. When the teacher educator learned many languages, he can try to reach student teacher for learning participation.

7. Also teacher educator can teach different languages to their present student teacher. By this can try develop multiculturalism.

8. For promoting multiculturalism teacher training college can make availability of different languages material such as newspaper, magazines, books, some audio-video material.

9. Teacher training college can also organize different language’s speakers and expert’s lectures.

10. By guidance and counseling teacher educator can try reduce the fear in student teachers. By this different types of religions student teachers come to close for communication. Hence they can come to near multiculturalism.

**Conclusion:**
Thus teacher education can play a vital role for prompting multiculturalism in society.

**References:**
MULTICULTURALISM IN TEACHER EDUCATION IN A MINI METROPOLIS

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Abstract:
Teacher education programs need to be more deliberate about preparing teachers to teach ethnically diverse students of colour, ethnicity, gender and cultural background. Other factor underscores the need for more multicultural teacher education is the fear of diversity expressed by the students enrolled in teacher education programs. To overcome this problem and better preparation of pre-service teachers to work effectively with ethnically diverse students.

This research has helped us to understand the effect of various cultures on the teacher’s teaching methods. This will also help to improve the teaching methods. Also to overcome the difficulties and fix the problems which are faced by the teachers. It will help to improve the teaching methodology and use it effectively, also to improvise the teaching techniques.

Key words - Multiculturalism, Teacher Education, Mini Metropolis.

Introduction:
It is found that the teachers in a city like Pune come from varied backgrounds but a standard of education must be maintained across different boards and different schools in spite of the fact that the pool of teachers come from multicultural background. The students also belong to varied demographics and pre-service training must equip teachers to handle a multicultural classroom.

Review of Related Literature:
Books – Following books reviewed for the present study –
• ‘Teacher Education’, by Dr. Pramod Kumar Singh and Dr. S. C Pachuri,
• ‘Teacher Education’, by Dr Anupama Handa and Dr Naresh Kumar Sanwat,
• ‘Teacher Education In India’, (2013) by Sesadeba Pany and Sankar Prasad Mohanty .

Need of the study :
It has been noted that the teachers who belong to different cultural backgrounds deliver the same lesson plans in a different manner. Multicultural pre-service teacher education is important and suggests some ways it can be better accomplished.

Significance of the study:
Present research helped to understand the effects of multiculturalism on the methods and teaching techniques of a
teacher in various grades. This helped to improve the standard of teaching, planning and also to understand the errors and make corrections for the same.

**Statement of the problem:**
To study multiculturalism in Teacher Education in a mini metropolis.

**Operational definition of the terms:**

**Multiculturalism:**
Many cultures that incorporates ideas, beliefs or people from many different countries and cultural backgrounds.

**Teacher Education:**
Teacher education or teacher training refers to the policies, procedures and provision designed to equip (prospective) teachers with the knowledge, attitudes, behaviours, and skills they require to perform their tasks effectively in the classroom, school and wider community.

**Mini metropolis:**
Mini metropolis is a city that is gradually growing, yet smaller in scale than metropolises.

**Objective of the study:**
Following was the objective of the study –
1) To study multiculturalism in Teacher Education in a mini metropolis.

**Research Question:**
1) What are the feelings of teachers of various subjects while teaching multicultural background students?

**Scope, Limitation, Delimitation:**
The scope of this research was two mini metropolis – Kharadi and Wadgaon Sheri. The factors associated with the respondents, like- interest, cultural background, attitude were beyond the control of a researcher. The study was delimited to the subject teachers of Social Studies.

**Sampling method:**
Purposive Sampling Method was adopted for the study.

**Sample:**
The batch of teachers undergoing Masters Course in education at Azam campus were chosen as the sample for the study. Basis of selection wa regular attendance and contact ability of teachers. Care was taken that the teachers are employed in schools which are affiliated to the different boards i.e. CBSE, ICSE, IGCSE and SSC.
The teachers were also selected on the basis of the sections they were teaching i.e. pre-primary, primary, secondary and higher secondary in order to have an idea of how multiculturalism would affect the teachers teaching different age groups.

**Assumptions:**
Following were the assumptions for the study –
1. Teachers’ background is a major factor when we study teacher education.
2. Teacher’s background includes the cultural background to which she belongs.
3. When teacher is living in a mini metropolis she is still affected by the cultural background of her origin.

Tools of research:

Two main techniques were used in order to collect the required data –
1. Interview
2. Questionnaire

Research methodology:

In order to understand the scope of the study, observations of teachers were done in their respective classrooms in order to get the idea of difference in teaching styles of the teachers belonging to different cultures and ethnicity. Survey method was adopted for the research.

The data that collected after the interviews and administration of questionnaire were placed in a tabular form and standard deviation was calculated as questions asked had either an affirmative or negative response.

Following questions were posed to teachers in three locations –
1. Those undergoing M Ed. At Azam campus,
2. Those teaching in an international school in Pune,
3. Those teaching in St. Arnold’s Central School.

1. Do you find any individual differences in the reactions of students when you teach a topic which is related to Indian history e.g. ‘Partition of India’?
2. Do you find any individual differences in the reactions of students when you teach a topic which is related to Indian Geography?
3. Do children question you when you teach a topic like ‘Festivals of India’ or ‘Regions of India’ about the festivals you personally like or the region you belong to?
4. If you are well travelled and experienced living with multicultural groups does it enrich your teaching?

Findings of the Study:

Following are the finding of the study –
• Present research helped to understand how a teacher’s culture shows effects on her teaching methods.
• There are individual differences in the reactions of students when the teacher teaches a topic which is related to Indian History as well as Indian Geography.
• Travelling and experienced living with multicultural groups enrich teacher’s teaching.
• It has enabled the researchers to conclude that the culture of the teacher highly affects her teaching methodology.

Eg a teacher from south India
• will always have that south Indian assent in the way she speaks, she will be able to teach about her region effectively.
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PROMOTING MULTICULTURALISM THROUGH TEACHER EDUCATION

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Abstract:
The school enables some students to achieve the knowledge attitudes and skills need to participate effectively in social changes. Multiculturalism is an approach to teaching and learning that is based on democratic values. It encourages students to bring aspects of their cultures into the classrooms. Empowerment is a fundamental goal of multiculturalism. Understanding and communication skills across different kinds of cultures and developed into the recipients through Multicultural Education.
The aim of multiculturalism is to help all students succeed academically to provide to all students with the skills, attitude and knowledge is needed to from successful cross, Cultural relationship, increasing awareness of global issues making strong cultural consciousness, creating a safe-accepting and successful teaching environment for all. When one think about benefit of multicultural classroom, the following things get attached with it. They are developing and open mind, building empathy in the classroom it is importance to try to create antibias classroom blueprint. Teaching only conspicuous culture will be recede the students and their families from the ability to become an open minded person but willingness to end those challenges will be beneficial for everyone like teaching students in culture classroom.
Another side of teacher’s role is that of becoming a resource person for the student, to collect, compile and community resource to students flourished with experience and lives.
Equality pedagogy, empowering social culture, prejudice, reduction, knowledge construction, content integrations are the dimensions which the educators to incorporate culture in their classroom. Teacher educators plays a very crucial role to maintain and improve the quality of the teaching workforce continuously

Key-Words: Multiculturalism, Teacher education

Introduction:
Multicultural Education gives students opportunities to build understanding and communication skills across cultures. In order to view Multicultural Education as an empowerment strategy, one must first take seriously the notion that education can serve as an effective vehicle for social change and emancipation. Considerable research over the past two decades portrays schools as agents of dominant groups that select and socialize the young into the highly stratified society. The school enables some students to acquire or achieve the knowledge, attitudes and skills needed to participate effectively in social action and social changes.
Multiculturalism is an antidote for ignorance. Multiculturalism that promotes maintaining the distinctiveness of multiple cultures is often contrasted to other settlement policies such as social integration, cultural assimilation and racial segregation. Multiculturalism Education is an approach to teaching and learning that is based on democratic values that affirm cultural pluralism within culturally diverse societies in an interdependent world.

Multicultural Education promotes principles such as inclusion diversity, democracy, skill acquisition, inquiry critical thought, values of perspectives and self-reflection as a way of teaching. It encourages students to bring aspects of their cultures into the classroom and thus allows teachers to support the child’s intellectual and social emotional growth.

Multicultural Education was found to be effective in promoting educational achievements among immigrant students. Thus it is also attributed to the reform movement behind the transformation of school. Transformation in this context requires all variable of the schools to be changed including policies, teacher’s attitudes, instructional material, assessment methods, counseling and teaching styles. Multicultural Education is also concerned with the contribution of students towards effective social action.

Multicultural Education is an imperative dimension to empowerment and empowerment is a fundamental goal of Multicultural Education. Some teachers aware that, many people approach Multicultural Education without thinking about social inequality to empowerment at all. Educator’s outline some issues and concerns that should be developed within the field of Multicultural Education. It is an impact to explain what empowerment means in the context of education. Education of empowerment demands taking seriously the strengths experiences, strategies and goals members of oppressed groups have. If educators do not give youth a sense of how to ‘make it’ within existing realities, all too often the doom then to social marginality. Education for empowerment also means teaching students how to advocate effectively for themselves as well as collectively. Education for empowerment also means developing the insights and skills to work collectively for social justice.

Importance:
Recipients are given opportunities through Multicultural Education to fabricate their understanding and communication skills across different types of cultures. One should mind that it is not discrete area or simply the provision of languages and English as an additional language. Multicultural Education to help the students developed in a school context and with the help of school programmes and policies should aware of -

- Proficiency in English
- Competency in a language or languages other than English
- In depth knowledge and awareness of their own other cultures.
- An understanding of the multicultural nature of India’s past and present history.
- An understanding of and skills of interact in, intercultural settings.
- An appreciation of the importance of local, national and international interdependence in social environmental, economic and political areas is vital to local and global harmony.
• Promoting diversity as a positive learning experience.
• Incorporating multicultural perspective across all learning domains.
• Enhancing teachers and students intercultural understanding and cross culture communication skills.
• Making sure all schools policies including their year strategic and annual plans, course of conduct, dress code and discipline, policies reflect the diverse nature of the school community.

Aims and Objectives:
• Creating a safe accepting and successful learning environment for all.
• Increasing awareness of global issues strengthening cultural consciousness
• Teaching students that there are multiple historical perspectives.
• Preventing prejudice and discrimination.
• To increase all students self-understanding by helping them view themselves as members of distinct non-universal cultures.
• To promote democracy and democratic learning
• To help all students succeed academically
• To provide all students with the skills attitude and knowledge needed to form successful cross cultural relationship.

Benefits of Multicultural Classroom:
• Becoming great communicators
• Developing an open mind
• Building empathy in the classroom
• Celebration of various cultures.

In the modern age diversity and socio-culture awareness have become more important than they were ever before one of the places where this evident is at schools. Where the people from different cultural background come together with a wide variety of nationalities present in a single place. These schools offer a small glimpse of the many cultures across the globe to know more about the benefits of begin in a multicultural classroom.

Multicultural Educational Strategies to teach Multicultural Classroom:
It is imperative as an educator to have strategies to teach multicultural classroom whether it is something as simple as having posters of all different ethnicities of children or something harder like convincing parents to be open to your deserve teaching, it is important to try to create an anti-bias classroom blue print. Teaching only dominate culture will hinder your students and their families from the ability to become an open minded person to challenge the world’s stereotype, challenges will inevitably ensure but the willingness to overcome this challenges will be beneficial for everyone like teaching students culture classroom.
Role of the Teacher in Multicultural Classroom:

- It becomes the responsibility of the teacher to design a programme aimed at meeting the need of their classes.
- It is due to novelty of the concept of multicultural objectives may be through different activities.
- Reading books or stories about young people from different cultures and asking students to identify the values, relates, similarities to their own lives role-play unfamiliar situations and evaluate the objectivity of the author certain objective may be achieved.
- To develop lessons aimed at analyzing specific stereotypes
- And important part of teacher’s role is to bring issues on racial difference and tensions to the classroom and discuss them professionally with the students.
- Another side of the teacher’s role is that of becoming a resource person from the students to collect the compile and use community resource to enrich students experience and lives.
- To be positive role model for the teacher to be positive role model for a students by utilizing proper language and behaviour is important for the teacher.

Implementation of the Multicultural Education in the Classroom:

Multicultural Education encompasses many important dimensions practicing educator can use the dimensions as way to incorporate culture in their classroom. The five dimensions

- **Content Integration**: Content Integration deals with the extent to which teachers use examples and content from a variety of cultures in their teaching.
- **Knowledge Construction**: Teacher need to help students understand investigate and determine how the implicit cultural assumption, frames of reference, perspectives and biases within a discipline influence the ways in which knowledge is constructed.
- **Prejudice Reduction**: This dimension focuses on the characteristics of a student’s racial attitude and how they can be notified by teaching methods and materials.
- **Empowering Social Culture**: Grouping and labeling practice sports participation disproportionally in achievement and the interaction of the staff and students across ethnic and racial line must be examined to create a school culture that empowers students from diverse racial ethnic and gender groups.
- **Quality Pedagogy**: An equity pedagogy exists when teachers modify their teaching in ways that will facilitate the academic achievement of the student from deserves racial, cultural, gender and social class groups.

Multicultural Education can be implemented on the micro level with implementation of progress and culture at the school wide or district wide level.
Challenges of Multicultural Education:

Every person not connected with schooling may think that there is nothing difficult in a teacher’s job. This thought is a huge mistake as the number of challenges teachers face every new lesson is incredibly big and this happens in the classrooms where the teachers and students speak the same languages and understand each other perfectly.

Only imagine how many difficulties a teacher should overcome then if his students are from different countries with opposite religious views and diverse educational background however there are thousands of such multicultural classes working on a daily basis and teachers have to overcome dozens of challenges to achieve the educational goals. Let’s what these challenges are and how to cope with problems with Multicultural Education.

The educational process is known as multicultural if there are two or more students in one classroom have come from other countries or were raised in different customs and traditions. It’s main goal is to provide equal opportunities for school learning to students of different gender race social class coming from different cultures and ethnic groups. There are also some more specific goals of Multicultural Education promote cultural democracy in the society and schools in particular.

- Improve academic achievement for all students
- Developing skill attitudes and knowledge necessary for functioning in community
- Gain cultural competency etc.

It goes without saying that these goal very important of society but it is fact, that it will take years to achieve them with all other challenges faced by the teacher in the multicultural classrooms unlike customary classrooms issue in Multicultural Education make the teaching and learning process a real trial for the both teachers and students all that happened due to challenges faced by the teacher are influencing the learners

1) **Language Barrier:** The main thing that differs multicultural classrooms from ordinary ones is language barriers. Coming from the different countries and even city district children can speak the same language but never understand each other. This might be the influence of parents, environment dialects etc.

2) **Domination of Different Learning Styles:** Despite of the fact that student may differ in race, religion or family background these young people can also observe information in a variety of ways. They can be accustomed to other teaching approaches methods ways of material. Presenting so it will take time to get used for everything new.

3) **The Cultural Difference:** can also be noticed in purely formed speaker listener relationship and diverse patterns of corporation and compulsion as result students might not know how to behave when a teacher is speaking have no idea of group pair work will not understand the rules of game introduced.

4) **Non Verbal Behaviour:** sometimes it is much easier to understand a foreign language than a body language of another ethnic group. If a teacher is not aware of the non-verbal behaviors characteristics of the society, where is students are from that might bring about a variety of a trouble and difficulty of right
interpretations, such customary non-verbal behaviours are as raised hands, eye-contact head nods can have a completely different meaning in our country. Let alone any other body high

5) **Presenting One Topic from Different Perspective:** You may say every teacher should present a topic from different perspective independent on the pupils nationality in the classroom of course it would be great but a restricted number of schools lessons does not always provide this opportunities.

6) **Diversity of Extracurricular Activities:** As a children from other cultures have appeared in the classroom that differs from theirs in means that they should also get accustomed to new traditions a way of life relationships in this new society.

7) **Teaching Communication Skill:** Apart from difficulties is using a foreign language students may feel shy or unable to express their view point because of horror not to be understood.

**Suggestions:**

- Each group of children in an early childhood education and care programme should be assigned a teacher who has a bachelor’s degree with specialized education related to early childhood (e.g. developmental psychology, early childhood education i.e. special education). Achieving this goal will require a significant public investment in the professional development of current & new teachers.

- Education Programms for teachers should provide them with a stronger & more specific foundational knowledge of the development of children social & affective behaviour, thinking & language.

- Teacher education programms should require mastery of information on the pedagogy of teaching preschool-aged children.

- A critical components of pre service preparation should be supervised, relevant students teaching or internship experience in which new teachers receive on going guidance of feedback from a qualified supervisor.

- All early childhood education of child care programmes should have access of a qualified supervisors of early childhood education.

- Federal of state departments of education human services and other agencies interested in young children and their families should initiate programmes of research and development at learning more about effective preparation of early childhood and teachers.

- The committee recommends the development of demonstrations schools for professional developments.

- Create professional development opportunities that promote teacher collaboration.

- Provide teachers with ongoing support

- If research knowledge is to be used systematically in early childhood education and care programs, preservice and in service education that effectively transmits that knowledge to those who staff the programmes will require.
Teacher need to develop strong identifies as professionals. In addition to obvious factors such as recruitment, remuneration and opportunities for advancement teacher professionalism is also impacted by access to the quality professional development. Knowledge of assessment procedures (observation, performance records work sampling, interview method) that can be used to inform instruction.

To identify the conditions under which the gains of mentoring placement of pre-service teachers in demonstration schools and supervised students teaching can be sustained one’s teachers move into community based programme.

Teacher will also need to provide different levels of instruction in activities and use a range of techniques and including direct instructions, scaffolding, indirect instruction (taking advantage of movements of opportunities) an opportunities for children to learn on their own (self-directed Learning)

Teachers should be provide with opportunities to reflect on practice with qualified supervisors. These supervisors should be both an expert teacher of young children and an expert teacher mentor.

The educator / teachers should include multiple activities, such as systematic exploration / detection and representation, planning and problem solving creative expression, oral, expression and the ability of willingness to listen to incorporate information. Presented by a teacher, socio-dramatic exercise paly and arts activities.

Systematic and wide spread public education should be undertaken to increase public awareness of the importance of providing, stimulating education experiences in the lives of all young children.

With regrade those children whose home language is not English, the age and level of native language mastery that is desirable before a second language is introduced.

Research is also needed on the interplay between child’s characteristic, the immediate contexts of the home and classroom and the larger context of the home and classroom and larger context of the formal school environment in developing and accessing curricula.

Conclusion:

In a fast changing world, the role of teachers and expectation placed upon them are evolving too as they face the challenges of new skills requirement, rapid technological developments and increasing social and cultural diversity and they need to cater for more individualized teaching and special learning needs.

Teacher’s educators have a crucial role to play in maintaining and improving the quality of teaching workforce. The provision of the high quality initial teacher education early carrier support and continuous professional development in significant factor is ensuring that suitable candidates are attracted into the teaching profession and that teacher possess and maintain relevant competences, they require to be effective in today’s classroom

Multiculturalists take for granted that it is “culture” and “cultural group”. That are to be recognized and accommodated yet multicultural claims include a wide range of claims involving religion, language, ethnicity, nationality and race. The republic of India’s state boundaries are largely drawn based on linguistic groups. This
decision lead to the preservation and continuation of local eco-linguistic sub cultures, except for the Hindi sprachraum which is divided into many states. Thus most states differ from one another in language cultural cuisines, clothing, literacy style, architecture, music and festival.

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MULTICULTURALISM IN INDIAN PERSPECTIVE

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Abstract:
In this paper an attempt is being made to focus on the different aspects of multicultural practices which are prevalent in our society. These practices have led to a development of unified India which is vibrant and has strong roots in its cultural background. This beauty of India makes it unique and progressively working towards a better future.

Introduction
Nothing is forever, progressive ideas that are right, bright and appropriate at one time fade and became irrelevant over a period of time. Then new ideologies develop which will suit to the new situation. It is believed that what is happening today is to promote the city, will not work in future. But some ideologies are evergreen. We felt the need of those ideologies that developed in the past for present and even for future those who will fill the value of being connected is full co-existence are aware with term multiculturalism a political and social dimensions of life. Above all we need to concentrate our energies on the ties that bind us and these to create a new identity of humanity. Diversity is an inescapable condition of modern life and respect for this is essential. Once this respect has been led to rest we can develop a strong nation rather than retreating into ever smaller tribes.

Multiculturalism
Multiculturalism is a magic concept. The Canadian government has been described as the instigator of multicultural ideologies because of its public emphasis on the social importance of immigration. In 1971 followed by Australia in 1973 and quickly adopted by many nations if we look at examples of early societies in Egypt, Mesopotamia, India and China we often see example of migration or contact between different ethnic groups. We do see culture mixing their ideas in the form of introducing to a region or even architecture. However what is clear is that if a culture mixes up with other cultures it progresses instead of getting suppressed. History has evidences to prove increase in wealth and trade has given incentives for multicultural empire to become popular. Empires like selevieds parathions and sassanions also adopted tolerant attitude towards their large multiethnic state. Trade played an important role in creating incentives for states to adopt and integrate foreign culture, while allowing them to retain more clearly their own distinct identities.
India and Multiculturalism

The many places of worship represented gods across the country reflecting the diversity of people found in the country. Celebrations of festivals, local and national festivals helped people to mix up with each other. Given this rise of multiculturalism, it is surprising to note that people of India how clear distinction in their physique dress, language, food habits, religious practices and rituals but the unique unity in diversity and unlimited freedom to enjoy culture is the beauty of India which gives recognition as the world largest democracy with multiculturalism. Here we see the real taste of multicultural practice. Threat to multiculturalism comes when a group starts to think in a narrow way considering themselves as the superior to others and show discrimination. Multiculturalism is defined as the state of coexistence of diverse cultures which includes racial, religious, linguistic etc. which may have differences and restrictions in customary behavior, cultural assumptions and values, pattern of thinking and communication style. It also aims at the presentation of different cultures and their identities within a unified society of a state or nation. One of the countries that voted in favor of the declaration of human rights adopted by general assembly in 1948 was India which had become the member of the United Nations after the attainment of independence. Multiculturalism or purism is fundamental to the belief that all citizens are equal, multiculturalism in India ensures that all citizens can keep their identities, can take pride in their ancestry and have a sense of belonging. Acceptance gives each Indian citizen a feeling of security and self-confidence making them more open to and accepting of diverse culture. The Indian constitution which is the source of many state policies can be said to a basic multi-cultural document in the sense of providing political and institutional measures for the recognition and accommodation of the country’s diversity. Through multiculturalism India recognizes the potential of all citizens, encouraging them to integrate into their society and take an active part in its social cultural economic affairs.

Benefit Of Multicultural Practices In India

1) Multiculturalism develops a stable relationship between state and its people.
2) It gives recognition to many language, races, creed and diversity.
3) It develops a sense of confidence and it is the beauty of our country which thrives on its belief of unity in diversity.
4) It helps us to accept different identity.
5) It gives chances to all cultures to flourish.
6) It uprights the value of our constitution.
7) It makes people responsible citizens nurturing service orientation in their attitude towards other people.
8) Its a kind of commitment to human rights.
9) It develops respect for creation. We are responsible for the wholeness of the earth we live in so we are required to be sensitive to the needs of our fellow human beings as well.
10) It provides a dynamic work culture.
11) It provides a platform for freedom from discrimination and equal respect for all cultures.

**Conclusion**

Multiculturalism is applied by the government, philosophers, writers, critics, and scholars for human society alone but for me, it includes not only human beings but also plants, animals, the planet itself as we may say that human beings in a society or nation should live as a member of family irrespective of their race, religion, caste, language, or gender. It is necessary we should live in harmony with other beings both animal and planets. For me, this universe is a big concert of symphony, harmony of diverse notes. Creation plays its role in concordance but man tries to play discordant notes against the rhythmic flow of the system.

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A STUDY OF MULTICULTURAL EDUCATION- TEACHING AND LEARNING IN INDIAN MULTICULTURAL SOCIETY.

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&

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Abstract

This paper aims at providing a bird’s eye view of the Multicultural Education- Teaching and Learning in Indian Multicultural Society. Multiculturalism is the phenomenon of multiple groups of cultures existing within one society, largely due to the arrival of immigrant communities, or the acceptance and advocacy of this phenomenon. The culture of India has been shaped by its long history, unique geography and diverse demography. This review paper provides a comprehensive overview of multicultural education in Indian society.

Keywords: Multiculturalism, Education, Teaching, Learning, Diversity.

Introduction

The term ‘multiculturalism’, however, has not been used only to describe a culturally diverse society, but also to refer to a kind of policy that aims at protecting cultural diversity. Although multiculturalism is a phenomenon with a long history and there have been countries historically that did adopt multicultural policies, like the Ottoman Empire, the systematic study of multiculturalism in philosophy has only flourished in the late twentieth century, when it began to receive special attention, especially from liberal philosophers. Multiculturalism describes the existence, acceptance, or promotion of multiple cultural traditions within a single jurisdiction, usually considered in terms of the culture associated with an ethnic group. This can happen when a jurisdiction is created or expanded by amalgamating areas with two or more different cultures (e.g. French Canada and English Canada) or through immigration from different jurisdictions around the world (e.g. Australia, Canada, United States, United Kingdom, and many other countries).

Definitions of Multiculturalism

Multiculturalism refers to the view that cultural differences should be respected or even encouraged rather than minimized, erased, or silenced. Sociologists use the concept of multiculturalism to describe one way of approaching cultural diversity within a society. Underlying multiculturalism is the belief that members of different cultures can live peacefully alongside each other; assimilation is not necessary, nor perhaps even desirable.
The concept of multiculturalism is so broad that it often defies definition. It can refer to: a demographic fact describing the co-existence of peoples from different ethno-cultural backgrounds in a single society or organization; an ideological aspiration celebrating diversity, a set of policies aimed at managing diversity; or a process by which ethnic and racial groups leverage support to achieve their aspirations (Dewing and Leman, 2006). It is a term that has recently taken on negative connotations, being seen as a divisive force rather than as a platform for mutual benefit and co-existence. Multiculturalism most often refers to a set of ideas and ideals celebrating our nation’s cultural diversity. At the policy level it refers to the “management of diversity through formal initiatives in the federal provincial and municipal domains” (Dewing and Leman, 2006: 1).

**Multiculturalism in India**

According to the 1961 Census of India, there are 1652 indigenous languages in the country. The culture of India has been shaped by its long history, unique geography and diverse demography. India's languages, religions, dance, music, architecture and customs differ from place to place within the country, but nevertheless possess a commonality. The culture of India is an amalgamation of these diverse sub-cultures spread all over the Indian subcontinent and traditions that are several millennia old. The Indian caste system describes the social stratification and social restrictions in the Indian subcontinent, in which social classes are defined by thousands of endogamous hereditary groups, often termed jātis or castes. Religiously, Hindus form the majority, followed by Muslims. The statistics are: Hindu (80.5%), Muslim (13.4%), Christian (2.3%), Sikh (2.1%), Buddhist, Bahá’í, Jain, Jew and Parsipopulatrons. Linguistically, the two main language families in India are Indo-Aryan (a branch of Indo-European) and Dravidian. In India's northeast, people speaking Sino-Tibetan group of languages such as Manipuri (Meitei-Lon) recognized by the Indian constitution and Austroasiatic languages are commonly found. India (officially) follows a three-language policy. Hindi (spoken in the form of Hindustani) is the official federal language, English has the federal status of associate/subsidiary official language and each state has its own state official language (in the Hindi sprachraum, this reduces to bilingualism). Further, India does not have any national language. The Republic of India's state boundaries are largely drawn based on linguistic groups; this decision led to the preservation and continuation of local ethno-linguistic sub-cultures, except for the Hindisprachraum which is itself divided into many states. Thus, most states differ from one another in language, culture, cuisine, clothing, literary style, architecture, music and festivities.

India has encountered religiously motivated violence, such as the Moplah Riots, the Bombay riots, the 1984 anti-Sikh riots, the 2002 Gujarat riots, the 2012 Assam violence, and most recently, the 2013 Muzafarnagar violence in the state of Uttar Pradesh. This has resulted from traditionally disadvantaged communities in public employment such as the policing of the same locality, apprehension of owners in giving properties for sell or rent and of society in accepting inter-marriages.
Meaning And Concept Of Multicultural Education

Multicultural education is a philosophical concept built on the ideals of freedom, justice, equality, equity, and human dignity as acknowledged in various documents, such as the U.S. Declaration of Independence, constitutions of South Africa and the United States, and the Universal Declaration of Human Rights adopted by the United Nations. It affirms our need to prepare student for their responsibilities in an interdependent world. It recognizes the role schools can play in developing the attitudes and values necessary for a democratic society. It values cultural differences and affirms the pluralism that students, their communities, and teachers reflect. It challenges all forms of discrimination in schools and society through the promotion of democratic principles of social justice.

Multicultural education is a process that permeates all aspects of school practices, policies and organization as a means to ensure the highest levels of academic achievement for all students. It helps students develop a positive self-concept by providing knowledge about the histories, cultures, and contributions of diverse groups. It prepares all students to work actively toward structural equality in organizations and institutions by providing the knowledge, dispositions, and skills for the redistribution of power and income among diverse groups. Thus, school curriculum must directly address issues of racism, sexism, classism, linguism, ageism, heterosexism, religious intolerance, and xenophobia.

Multicultural education advocates the belief that students and their life histories and experiences should be placed at the centre of the teaching and learning process and that pedagogy should occur in a context that is familiar to students and that addresses multiple ways of thinking. In addition, teachers and students must critically analyze oppression and power relations in their communities, society and the world.

To accomplish these goals, multicultural education demands a school staff that is culturally competent, and to the greatest extent possible racially, culturally, and linguistically diverse. Staff must be multicultural literate and capable of including and embracing families and communities to create an environment that is supportive of multiple perspectives, experiences, and democracy. Multicultural education requires comprehensive school reform as multicultural education must pervade all aspects of the school community and organization.

Recognizing that equality and equity are not the same thing, multicultural education attempts to offer all students an equitable educational opportunity, while at the same time, encouraging students to critique society in the interest of social justice.

Approaches To Multicultural Education

Banks (1997b) describes the dimensions of multicultural education in five overlapping areas in which researchers and practitioners are involved. Content integration is the inclusion of materials, concepts, and values from a variety of cultures in teaching. Knowledge construction is the recognition that all knowledge is socially constructed, created in the minds of human beings to explain their experience and thus, can be challenged. Ideas that shape society do change. As such, knowledge construction is a primary aspect of multicultural education because before teachers can effectively teach multicultural, they must reconstruct their world views. Equity pedagogy is involved when teachers
alter their teaching methods to accommodate the various cultural differences of diverse students to stimulate academic achievement. Prejudice reduction concerns changing the students' attitudes towards differences of race and ethnicity. Prejudice reduction can also include teaching tolerance about religion, physical and mental abilities, and sexual preference. An empowering school culture is the dimension of multicultural education that enables the other four dimensions. Educators must examine the 188 structures of education that impede learning and empower students and families from "diverse racial, ethnic, and gender groups" (p.24). The aim is to create schools that encourage the full development of all students. Essentially, multicultural education is about social change through education. It requires deep and critical thinking, imagination, and commitment to another tomorrow, inclusive of the wealth of all of our stories and peoples. It is another aspect of the continuous human journey toward justice and pushes us toward the fulfillment of the promises of democracy. It gives us new questions to ask and directions to follow to uncover human possibilities in the new millennium. As stated by Greene (1995), "People trying to be more fully human must not only engage in critical thinking but must be able to imagine something coming of their hopes; their silence must be overcome by their search" (p. 25). Multicultural education harbours a place for a multitude of voices in a multicultural society and a place for many dreams.

**Scope Of Multicultural Education**

Sleeter (1996) delineates five approaches to multicultural education:

a. Advocates of the Teaching the Culturally Different approach attempt to raise the academic achievement of students through culturally relevant instruction.

b. In the Human Relations approach students are taught about commonalities of all people through understanding their social and cultural differences but not their differences in institutional and economic power.

c. The Single Group Studies approach is about the histories and contemporary issues of oppression of different people, women, low socioeconomic groups, and gays and lesbians.

d. The Multicultural Education approach promotes the transformation of the educational process to reflect the ideals of democracy in a pluralistic society. Students are taught content using instructional methods that value cultural knowledge and differences.

e. Educators who use the Social Reconstructions’ approach to multicultural education go a step further to teach students about oppression and discrimination.

Students learn about their roles as social change agents so that they may participate in the generation of a more equitable society.

**Principles of Teaching and Learning in a Multicultural Society**

Principle 1: Professional development programs should help teachers understand the complex characteristics of different groups of children in the Indian society and the ways in which race, ethnicity, language, and social class interact to influence student behavior.

Principle 2: Schools should ensure that all students have equitable opportunities to learn and to meet high standards.
Principle 3: The curriculum should help students understand that knowledge is socially constructed and reflects the social, political, and economic contexts in which they live and work.

Principle 4: Schools should provide all students with opportunities to participate in extra- and co-curricular activities that develop knowledge, skills, and attitudes that increase academic achievement and foster positive interracial relationships.

Principle 5: Schools should create or make salient super ordinate crosscutting group memberships in order to improve intergroup relations.

Principle 6: Students should learn about stereotyping and other related biases that have negative effects on racial and ethnic relations.

Principle 7: Students should learn about the values shared by virtually all cultural groups (e.g., justice, equality, freedom, peace, compassion, and charity). 189

Principle 8: Teachers should help students acquire the social skills needed to interact effectively with students from other racial, ethnic, cultural, and language groups.

Principle 9: Schools should provide opportunities for students from different racial, ethnic, cultural, and language groups to interact socially under conditions designed to reduce fear and anxiety.

Principles related to School Governance, Organization and Equity

Principle 10: A school's organizational strategies should ensure that decision-making is widely shared and that members of the school community learn collaborative skills and dispositions in order to create a caring environment for students.

Principle 11: Leaders should develop strategies that ensure that all public schools, regardless of their locations, are funded equitably.

Principle 12: Teachers should use multiple culturally sensitive techniques to assess complex cognitive and social skills.

Conclusion

Multiculturalists take for granted that it is “culture” and “cultural groups” that are to be recognized and accommodated. Yet multicultural claims include a wide range of claims involving religion, language, ethnicity, nationality, and race. The Republic of India's state boundaries are largely drawn based on linguistic groups; this decision led to the preservation and continuation of local ethno-linguistic subcultures, except for the Hindi sprachraum which is itself divided into many states.

Diversity in the nation's schools is both an opportunity and a challenge. The nation is enriched by the ethnic, cultural, and language diversity among its citizens and within its schools. However, whenever diverse groups interact, intergroup tension, stereotypes, and institutionalized discrimination develop. Schools must find ways to respect the diversity of their students as well as help to create a unified nation-state to which all of the nation's
citizens have allegiance. We hope these design principles will help educational policy makers and practitioners realize this elusive and difficult but essential goal of a democratic and pluralistic society.

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ASSIMILATION OF MULTICULTURALISM IN EDUCATION

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Abstract
The process of globalization has created revolutionary changes in the society, one of the most important of which is the multicultural society. Classrooms are becoming increasingly multicultural. There is an important relationship between culture and education. This lead to new challenges to educational systems. We need a dynamic education system to prepare students for being the better citizens of tomorrow. This paper explores some aspects of multicultural education like the concept, approaches, benefits and some issues.

Key words: Multiculturalism, diverse groups, education

Introduction
Multiculturalism is the co-existence of diverse cultures, where culture includes racial, religious, or cultural groups within a single jurisdiction and is established in customary behaviours, cultural assumptions and values, patterns of thinking, and communicative styles. In a multicultural society, it is important to have an education system which include all the diverse groups and thereby making the purpose of education meaningful. Here comes the importance of multicultural education. Multicultural education refers to any form of education or teaching that integrates the histories, texts, values, beliefs, and perspectives of people from different social or cultural backgrounds.

Concept and definition of multicultural education
James A. Banks is considered as the father of multicultural education and has defined multicultural education as ‘an inclusive concept used to describe a wide variety of school practices, programs, and material designed to help children from diverse groups to experience educational equality’ (Banks, 1984, p. 182). The concept of multiculturalism is a very important and necessary notion in the present age of globalization. Globalization refers to the process of change which affects all the regions of world in a variety of sectors. It includes the technology, economy, politics, media culture and the environment, Even though colonialization intensified the process of multiculturalism, a transformation in various aspects of the society has been seen vividly throughout the world in the last two decades.

We live in a global village shaped by technology and educators must be committed to multicultural education to recognise the multiplicity of identities and cultures that exist in it and we must acknowledge that they are often sources of conflict. We believe that everyone should enjoy the fundamental freedom without any distinction of caste, creed, race, sex language or religion but still the basic human rights do not exist in some parts of the world. Multicultural education provides an environment that values these diversities and exposes them positively. There is
an important relationship between culture and education since the culture of teachers and students affect education processes in the classroom.

The highest level of academic achievement for its students can be ensured through the process of multicultural education as it permeates all the aspects of school practices, policies and organizations. It provides knowledge about the histories, cultures and contributions of its diverse groups and thereby create a positive self-concept in the students. Multicultural education plays an important role in developing the attitudes and values necessary for a democratic society. It challenges all form of discrimination in schools and society through the promotion of democratic principles of social justice. Essentially multicultural education is about social change through education. It requires deep and critical thinking, imagination and commitment for a better tomorrow. Schools must find way to respect the diversity of their students as well as help to create unified nation-state to which all of the nation’s citizens have a commitment. Multicultural education is another aspect of the continuous human journey towards justice and pushes us towards the fulfilment of the promises of democracy.

To achieve multiculturalism in education, we need to have a clear definition of what we understand from ‘multicultural education’. Through a clear definition, we can make the necessary changes in the policies and with the help of leaders having intercultural communication skill, the vision of which can be taken into practice. Understanding and respecting other cultural viewpoints and behaviour is essential to the promotion of intercultural understanding.

**Approaches of Multicultural Curriculum and Pedagogy**

Curriculum and pedagogy is an important aspect of any system of education. According to Bank (1994), there are four approaches to integrate ethnic and racial content into a school curriculum: contributions, additive, transformative, and social action. The contributions approach to multicultural education emphasizes minority groups’ contributions to the greater society. In this approach, stories of ethnic heroes and special days celebrating minority communities are added to the mainstream curriculum; however, the central part of the curriculum remains unchanged. The additive approach is used when different ethnic heritage themes and perspectives are addressed in the school curriculum without making any significant changes. While the additive and contribution approaches focus on recognizing and teaching about diverse groups of people, the transformative approach demands change to the internal structure of the curriculum in order to integrate the perspectives and experiences of ethnic, racial, and other minority groups. It promotes democracy by educating for equity and justice. This way enables students to recognize the concepts from various points of view. It also impacts perspectives and content from various groups, which helps increase students’ understanding of society and several cultures. The social action approach is another form of critical multiculturalism. Its aims are to teach students thinking and decision-making skills, which will empower them to think critically about, society, and racism, and prepare them to initiate and support social change. The goal of this approach is not only to teach students to respect differences between groups, but allows them to
recognize inequality and discrimination in the school and society, thus empowering them to become actively involved in groups that work for change.

**Benefits of being in a multicultural classroom**

One of the most important things that children must develop in their younger years is their communication skills. Being able to communicate well with others would help children as they get older. However, one of the challenges of communication is interacting with people from different backgrounds. There are many things to consider when talking to someone with a different nationality or culture for the first time. In fact, most people have a difficult time interacting with other people with different nationalities, as factors like language and cultural barriers make it a real trial. Foreigners and locals alike both have perceived notions about certain nationalities or races as well, which may make it more difficult. But a multicultural classroom helps to overcome these by making students interact daily. Being able to do so at a young age would help children to become better communicators, which they could find essential later in their lives.

With a diverse population present in a single classroom, each student can share their own cultures with their fellow classmates. Stories and interesting information regarding their countries or cultures may be exchanged. This may create a deeper understanding, open mindedness as well as appreciation of each other’s culture. In essence, it can truly benefit and help students to maintain a healthy relationship with each other. However, a multicultural classroom does not only serve as a level playing field for students to understand and respect each other, it can also serve as a real life class. For instance, when historical events are discussed in a class room, fascinating and real life experiences can be given by a student from the same country and these valuable insights may not be available in textbooks.

One of the world’s biggest social issues is stereotyping. If this occurs in classrooms, this brings about unhealthy relationships and a culture of division that causes unwanted judgments towards people. For this reason, being exposed in a multicultural classroom will definitely give students and teachers the opportunity to show their empathy to each other, no matter what their backgrounds are. As children from different races come together in one classroom, this will certainly help the teachers a chance to construct a positive classroom culture with their students. This will also lead the students to deepen and to strengthen their relationships with each other that are built on trust, respect, and empathy. One of the best things about being in a multicultural classroom is being able to celebrate cultural events from countries around the world. Having the chance to celebrate these events brings appreciation among the students and helps students of each nationality feel represented. This experience also gives the students more opportunities to get to know their classmates. For example, when a food festival is conducted in school that can help students to understand the origins and cultural significance of various dishes. Students may also celebrate other festivals such as a cultural festival, a dance festival, among others. By doing this, they could learn all sorts of things while having lots of fun.
Issues in a multicultural classroom

Unfortunately, multicultural education is not as easy as, it requires schools to reform traditional curriculum. Multicultural education is most successful when implemented as a schoolwide approach with reconstruction of not only curriculum, but also organizational and institutional policy. Unfortunately, most educational institutions are not prepared to implement multicultural education in their classrooms. Multicultural education requires a staff that is not only diverse, but also culturally competent. Educators must be aware, responsive and embracing of the diverse beliefs, perspectives and experiences. They must also be willing and ready to address issues of controversy. when the educational system of student’s cultures may differ from the culture of their new class room and in such cases the academic achievements can be low. In a multicultural classroom when the students and teachers have different styles of nonverbal communication, then they cannot understand and express clearly to each other which may lead to low academic achievement. If students do not adapt to the unfamiliar classroom’s environment, both teachers and students may face problems in communication, teaching and learning. Often students learn the learning content in a second language and in such cases, this will badly affect the students' achievement if they do not have language proficiency. Problems with self as well as the new culture are issues in the intercultural classroom. The teaching material and approaches of teachers should be modified to recognize the students' cultures and to gain students' trust. Therefore, students will feel respected and safe with their teachers and classmates.

Conclusion

In the present era of globalization, multiculturalism is an important and necessary concept and so as the importance of multicultural education. A multicultural classroom can be considered as a melting pot of diverse cultures and countries. Having a diverse group of students may pose some challenges, but it also has many benefits wherein the students will learn beyond the walls of a classroom from one another. Education in the multicultural classroom should focus on the value of multiculturalism and skills that contribute and encourage students to have trust amongst one another and their teachers. Through the right pathway, it can be emerged as a discipline that encourages understanding and tolerance between groups and thereby creating harmony and cooperation.

References


Abstract:
Students from various backgrounds bring so much life into the classroom. Diverse classroom environments provide wonderful opportunities for rich and varied instruction. This article focuses on meaning of Multicultural School, its principles and objectives in Multicultural School, importance and Characteristics of Multicultural School, what are the Multicultural School Goals author responsibilities integration of Multicultural School, this paper we will deal with challenges facing multicultural school at the beginning of the 21st century.

Introduction:
“Multicultural Education is a process that goes beyond the changing demographics in a particular country. It is more effective education for a changing world.” (Nieto 83) There is an important relationship between culture and education since the culture of teachers and students affect education processes in the classroom. Culture, schooling, and education are in democratic multiculturalism approaches of teaching, learning, and education programs.

Meaning:
Multicultural Education is a process of comprehensive school reform and basic education for all students. It challenges and rejects racism and other forms of discrimination in schools and society and accepts and affirms the pluralism (ethnic, racial, linguistic, religious, economic, and gender, among others) that students, their communities, and teachers reflect. definition, goals and problems The educational process is known as multicultural if there are two or more students in one classroom have come from other countries or were raised in different customs and traditions.

Characteristics of Multicultural School:
• Multicultural School is a process: “Multicultural Education is a process that goes beyond the changing demographics in a particular country. It is more effective education for a changing world.”
• Multicultural School is basic education: Multicultural education must be understood as basic education. The major stumbling blocks to implement a broadly conceptualized multicultural education is the ossification of the canon, which assumes that the knowledge that is most worthwhile is already in place.
• Multicultural School is critical pedagogy:
• Multicultural School is antiracist education: Antiracism, indeed antidiscrimination in general, is at the very core of a multicultural perspective. Eliminate typical stereotypes of multicultural perspective.
Multicultural School is important for all students: The widespread misperception: multicultural education is only for students of color, or “disadvantaged” or “at-risk” students. Multicultural education is, by definition, inclusive. Because it is about all people, it is also for all people.

Multicultural School is pervasive: A true multicultural approach is pervasive. It permeates everything: the school climate, physical environment, curriculum, and relationships among teachers and students and community. Multicultural education is a philosophy, a way of looking at the world.

Multicultural School is a education is for social justice.

Multicultural School Goal

- Its main goal is to provide equal opportunities for school learning to students of different gender, race, social class, coming from different cultures and ethnic groups.
- There are also some more specific goals of multicultural education: Promote cultural democracy in the society and schools in particular.
- Improve academic achievements of all students; Develop skills, attitudes, and knowledge necessary for functioning in the community; Gain cultural competency.

Challenges Faced By Teachers In The Multicultural Classrooms

These goals are very important for all members of society but it is a fact that it will take years to achieve them with all those challenges faced by teachers in the multicultural classrooms. Unlike customary classrooms, issues in multicultural education make the teaching and learning process a real trial for both teachers and students. All that happens due to the challenges faced by a teacher and influencing the learners.

- Respect the Professor: If the students do not respect the professor they do not learn effectively and they do not benefit from the class.
- Lecturer needs to be open to other cultures and to try to familiarize the students with the differences between the patterns of behavior of the representatives of various nationalities, sub-cultures, etc.
- The role of the teacher is vital because the teacher is the person who builds the atmosphere during the class and through equal treatment he/she can make it easier for the students coming from different backgrounds to feel good in the group.
- Teachers must be prepared to effectively facilitate learning for every individual student, no matter how culturally similar or different from her- or himself.
- Teaching communication skills: Apart from difficulties in using a foreign language students may feel shy or unable to express their viewpoint because of the horror not to be understood. Teachers should encourage students to discuss different issues, speak up their mind on a variety of topics and promote a pleasant atmosphere in the classroom.
The main thing that differs multicultural classrooms from ordinary ones is a language barrier. Coming from different countries and even city districts children can speak the same language but never understand each other. This might be the influence of parents, environment, dialects etc.

**Domination of different learning styles:** Despite the fact that students may differ in race, religion or family background, these young people can also absorb information in a variety of ways. They can be accustomed to other teaching approaches, methods, ways of material presenting so it will take time to get used to everything new.

**Cultural difference:** The cultural difference can also be noticed in the poorly formed speaker-listener relationships and diverse patterns of cooperation and competition.

**Non-verbal behavior** Such customary non-verbal behaviors as raised hands, eye contact, head nods can have a completely different meaning in another country let alone any other body signs. If a teacher is not aware of the non-verbal behaviors characteristic of the society where his students are from, that might bring about a variety of troubles and difficulty of right interpretation.

**Constant work with parents:** Every teacher should understand how a student feels in an absolutely new environment and communication with his parents can be helpful in that. This knowledge will help teachers to build their lessons more effectively and help students to find their place in the classroom.

**Flexibility** is more important than knowledge in dealing with multicultural issues. Therefore, teachers should explore the issues in the multicultural classroom.

**What Multicultural School do?**
- Debunks simplistic and erroneous conventional wisdom.
- Dismantles policies and practices.
- Develops an awareness of the influence of culture and language on learning.
- Develops an awareness of the persistence of racism and discrimination in school and society.
- Creates a learning environment in which students are empowered

**Strategies to teach multi-cultural classroom**

The following are some of the strategies to teach in a multicultural classroom setting:

1. **Exposure to Different Languages Cultures:** It is important for students to recognize that English is not only language spoken in the united states. Students should be exposed to speakers of various languages. In addition to broadening students’ perspectives by introducing them to different languages, such speakers can share with students ideas and values from other cultures.

2. **Role –Playing:** Role-playing is a versatile activity that allows students to express their opinions in realistic situation. Students can trade places with a fellow student or a character from a literature selection.

3. **Questioning style:** Questioning techniques that personally involve students will allow them to respond in a way that reflects their cultural diversity and that will expose their fellow students to those differences (Evans, 1991)
4. **Group Discussions**: Group discussions stimulate thinking. The notion that thinking originates within individuals.

5. **Cooperative Learning**: May years of research and practice support the use of cooperative groups to focus on students' different strengths and styles.

**Conclusion:**

Many people wonder ‘why is multicultural education important’ but there are many reasons to implement it in modern schools. Teachers who learn more about their students’ backgrounds, cultures, and experiences will feel more capable and efficient in their work as teachers. Teachers should work continuously to improve the lives of their students. Teachers can reduce issues in the multicultural classroom through improving their teaching approaches and learning. The learn to be tolerant, patient and open to new information, while a child learns to survive in an absolutely different environment and this experience is incredibly important.

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MULTICULTURALISM AND SCHOOL CURRICULUM
: AN ANALYTICAL STUDY

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Abstract:
The purpose of multicultural curriculum is to attach positive feelings to multicultural experiences so that each child will feel included and valued, and will feel friendly and respectful toward people from other ethnic and cultural groups. By analyzing the curriculum and the instructional methods in the present school system the present study will help to know the strength and weakness prevailing. It also paves a platform to modify the existing strategies of teaching and the content of text books in a multicultural perspective towards multicultural education. This paper discuss about the multicultural components present in the State and NCERT social science textbooks. Content analysis, interview and observation was used to collect the data for this study. Based on the findings of the study suggestions were put forward.

Keywords: Curriculum, Multiculturalism, Textbook, Instruction, Education

Introduction
The concept of multicultural education has a deeper meaning when it’s examined in the context of unity in diversity. Banks and Banks (1997) defined multiculturalism as, “A philosophical position and movement that deems that the gender, ethnic, racial, and cultural diversity of a pluralistic society should be reflected in all of the institutionalized structures of educational institutions, including the staff, the norms, and values, the curriculum, and the student body”. It’s not only the knowledge of different cultures but it is the understanding, assimilation and application of values from different cultures to maintain the unity and harmony. It leads to universal brotherhood, leads to selfless actions and leads to universal peace.

Need and significance of the study
India is well known as the land of unity in diversity. For us the different cultures are not merely a matter of pride but it is an integral part of our country. For education is concerned culture play a vital role. A better understanding about different culture is necessary for maintaining the unity between the people. Education can convey this message of unity in a much stronger way than any other means. The concept of multicultural education has a deeper meaning when it’s examined in the context of unity in diversity.
There are diverse students who experience systematic inequities in and outside of schooling that make their schooling experience less impartial and compassionate than schooling experienced by their more mainstream classmates. Teaching in ways that are culturally and linguistically relevant to students can make schooling more interesting, more comprehensible, and ultimately more meaningful to diverse students (Gay, 2010; Krashen, 2003; LeClair, Doll, Osborne, & Jones, 2009; Szpara & Ahmad, 2007). By doing so, it can make schooling more successful.

In this context, the investigator felt a need to analyse the existing school curriculum to find out whether the curriculum is multicultural in nature and is it transacted keeping in view of a multicultural perspective. Since the restricted time period of the study, only the secondary school social science text book of English (CBSE NCERT syllabus) and Urdu medium (State syllabus) is chosen for the analysis. Failed to do so, have negative impact on the society. The teaching strategies, methods and various ways adopted by the teachers will also to be taken care of to know the multicultural aspect during instruction.

**Statement of the problem**

“A Multicultural Analysis through the Curriculum of Secondary School Social Science Text books”

**Objectives of the study**

1. To find out the multicultural aspects incorporated in the secondary school social science textbooks State and NCERT syllabus

**Hypotheses of the study**

1. There will be number of multicultural aspects incorporated in the secondary school social science textbooks State and NCERT syllabus

**Related literature on multiculturalism and Education**

Multicultural Education is not a new term in the field. It is originated in 1960s. the term is defined by various persons with respect to their field of study, their ideas, their perspective. It is also explained as a shift in the curriculum, as a means of inclusion, various issues of society etc. Mostly, it is conceived as the criticizing and exploring societal transformation through cultures. If education considered as a means of social change, Multicultural education form the foundation for this transformation. Many studies related to the importance of multicultural education in the curriculum has been carried out in Indian and outside India.

The goal of multicultural education is not only to teach children about other groups or countries. It is also to help children become accustomed to the idea that there are many lifestyles, languages, cultures, and points of view. The purpose of multicultural curriculum is to attach positive feelings to multicultural experiences so that each child will feel included and valued, and will feel friendly and respectful toward people from other ethnic and cultural groups (Dimidjian, 1989).
Many textbooks found to neglect discussions of social inequality, gender discourses and about the marginalized groups. Some studies revealed that (aruna&Saleem, 2009) the representation of women appear in only one-third of textbooks of higher secondary textbooks. What about the other two-thirds?

According to Ramchandra (2013) Multicultural education includes content integration, the knowledge and wisdom construction process, prejudice reduction, equity pedagogy and empowering school culture and social culture. In a multicultural education, a teacher has not a particular religion or culture. He is a studied transmitter of all religions and cultures. He follows all religions and cultures good principles.

It is reflected from these reviews that curriculum, textbooks, teaching methods, strategies, teachers and the institution have an inevitable role in developing a multicultural environment in the classroom. When all these put together in its equal proportion, the concept of multicultural education gets its form.

**Methodology**

- **Method**
  
The research took the form of Descriptive Survey method.

- **Sample**

The secondary school social science textbooks of English (CBSE NCERT) and Urdu (State) medium will be included as the sample. 50 secondary school social science teachers of English and Urdu medium and 15 Editorial member/experts will also be included in the sample. The teachers and experts will be selected by Purposive sampling technique from different schools in Hyderabad, Telangana

- **Tool used for the study**

  - **Content analysis**

  Content analysis will help to analyse the content of a textbook according to the multicultural aspects. Each textbook will be coded on parameters designed to measure emphases on multicultural aspects.

Multicultural aspects can be identified as,

- Inclusion of social sources in curriculum
- Inclusion of different gender, cultural groups, and communities
- Correlation between nature, society and economy
- Space for Collaborative learning
- Inclusion of elective languages
- Correlation between traditional and modern topics
- Inclusion of educational technology
- Sustainable development for all
- Illustration and depictions used
- Historical aspects from different cultures
- **Statistical technique**

  Though it is a qualitative study, frequencies and percentage indices were seen for the variables of the study.

**Analysis**

- **Analysis of data from the text book**

  The frequency of multicultural aspects found out from the entire content is quite impressive in certain categories from the analysis. Some of the multicultural aspects were rarely comprehended in the textbook. Inclusion of different gender, cultural groups, communities, communication, Correlation between nature, society and economy are the two categories which is widely used multicultural aspect categories in the textbook. Historical aspects from different cultures are not well depicted in the textbook. As the state syllabus textbook, many relevant historical aspects of the state also not included in the textbook which students must know about. Inclusion of educational technology is not at all seen in the entire textbook content, where now every classroom is converted into smart classroom. Space for Collaborative learning is very well included in many chapters as a group discussion, group work and project. This can be well appreciated.

  From the NCERT textbook well explained multicultural aspects are seen from various chapters. The depictions, illustrations and inclusion of gender are focused very well. Historical aspects and inclusion of cultural aspects are a bit less in textbooks. As in the case of state syllabus textbook inclusion of educational technology is also absent here. Space for individual expression has got a very big space in all the textbooks. The categorization of multicultural aspects in the state syllabus and NCERT text book is graphically represented in figure 1 and 2.

**Figure 1**

![Categorisation of Multicultural Aspects in State Syllabus Textbook](image-url)
From the figures it is evident that the lowest frequency is seen in the multicultural aspects inclusion of elective languages, inclusion of technology, sustainable development and inclusion of historical aspects from different culture.

**Educational implications**

The curriculum should reflect the society as such instead of neglecting ongoing discussing and debating topics in the society. Co-curricular and extracurricular activities should be plan according to that where students will get an opportunity to make their observations about the society in schools. This will help in their life for many decision making process.

The school education and the curriculum in the schools must focus on the following points for promoting multiculturalism, and equipping the future generation idea of multiculturalism;

1) Equal representation of every culture in the textbooks

Since textbooks gives a cross section view of our society, the thought process and ideas which textbooks gives is of great significance. The totality of viewpoints incorporated from different perspectives, from different culture, based on historical evidences, theories, and practices should be the basis of construction of textbook which aims to develop a multicultural environment in a classroom. Each and every culture should have a relevant position in textbook. The objectivity should be made clear by the experts. This will help to maintain the classroom a diverse one.

2) Illustration of facts in classroom from diverse culture

The concepts and facts in any textbooks are explained through various illustrations. The illustrations in the book support which idea is a question mark. Is that based on the experts that evaluate the text book or the
government which holds the power or the practices existing? Whatever it is, it should be made clear by the
educationist or the policy makers that the text books should contains illustrations from various cultures
which meet the needs of the various students from diverse background.

3) Meeting the needs of culturally diverse classroom
For meeting the needs of culturally diverse classroom, the school environment, teachers, the materials, the
methods, the programmes all plays equal and important role. The multicultural classroom in not different
from an inclusive classroom that. The only difference is that it the former is culturally diverse, where
students from different cultures meet together, share their ideas, and moreover learn adjusting with different
perspectives. As the primary agent of formal education, the school holds the responsibility of accepting the
child as he/she is and meeting the needs of these children. Organizing various culturally relevant
programmes for the students make them aware of the importance and create a feeling unity among other cultures.

4) Dignity and respect for each and every culture should be the focus point when preparation of curriculum
Curriculum reflects the society as such. By looking into the curriculum of different years, we can see the
changes which took place in the society. Societal needs are the one of the basic principles in curriculum
construction. Whatever changes we want in the society can only be achieved through education keeping in
mind that the curriculum should be prepared accordingly. The multicultural aspects of the society therefore
hold a prime concern to be included in the curriculum. No divisive agenda in the name of different culture
should be there in the curriculum.

5) Teaching strategies which based on multicultural relevant ideas and theories
Teachers use different strategies and methods to meet the needs of the learners according to their individual
differences and preferences. Classroom is not a uniform section of students; teachers cant expects
uniformity in ideas and expression from the students. We will never get that from our classrooms. That is
the beauty of the students we have. The ideas we give them create an image based on their viewpoint. We
have to assimilate their ideas in a different way. For that we have to equip with the multicultural perspective
of ideas and positive attitude in welcoming them. There are various methods for developing the
multiculturalism in the classrooms (Indani, 2013). Every teacher should be aware and make use of that
methods and strategies.

6) Community participation programmes which underscore the culturally relevant ideas
Without community participation, any kind of education is incomplete. The involvement of community in
realising the goals of education is necessary. Those programmes will create an attachment in students to the
society and they develop an attitude of serving the society as a whole. It is important to note that the
programes should be culturally relevant and will create a distinct understanding about the culture and its
harmony with other cultures as well. Only with that the purpose of multicultural education can be achieved.
Bibliography


BRINGING PEACE THROUGH INCULCATION OF MULTICULTURALISM IN THE SCHOOL CURRICULUM

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Abstract:
India has always been moved to “Harp” about its nature of UNITY IN DIVERSITY....In this Era of searching for peace in a fragmented society, In a situation where one tries to be tolerant in an intolerant surrounding, a need for reflecting on the changing nature of society comes in. This is when especially an educationist’s quest for bringing about a radical change drives him / her back to the root of what exactly is the purpose of education?....what is the purpose of culture?.....What is the purpose of multiculturalism?.....Is there a shortfall in the system of education?.....or have we as educationists fallen short?....How can peace be revived once again through education? Therefore in order to receive the right direction in the above regard the Researcher has made an attempt to –
A. Bring forth and analyze the purpose of education.
B. Has taken into consideration the mission statements of educational institutions.
C. Has brought forward a relationship between the mission statements of the educational institutions considered in the given paper.
D. Has drawn a relationship between the purpose of education and the given mission statements.
E. Has made an attempt to identify the elements in our present system that must be reinforced to fulfil the purpose of education.

Introduction
While considering the Role of Multiculturalism in changing times.... comes forth the bitter truth about this transition of living in a country where one is supposed to experience, “Unity in Diversity” should it now be called, “Tolerance in an Intolerant Society?”
Since its inception The History of mankind has been facing intolerance, but that which brought in a “RAY OF HOPE” has always been “EDUCATION”.

Objective –
To chalk out the aspects that must be included in the curriculum so that individuals are moulded to have a peaceful temperament and in turn peaceful personality that will give rise to a peaceful society.

Key words – Peace, Culture, Multicultural

Peace – Freedom from disturbance, maintaining calm.
**Culture** – The sum of attitudes, ideas, customs, beliefs and social behaviour that distinguishes one group of people from another. Culture is transmitted through language, material objects, rituals, institutions and art, from one generation to the other.

Culture is an important element of ontological structure of human consciousness as human beings are both creators and creations of culture. The relationship of humans to the world is mediated through culture and culture is embedded in universal features of Human consciousness and species.

**Multiculturalism** - has been described as a "salad bowl" and "cultural mosaic".

One of the approaches to multicultural policy making maintains that they avoid presenting any specific ethnic, religious, or cultural community values as central.

**Multicultural** is a term with a range of meanings in the contexts of sociology, political philosophy, and in colloquial use.

In sociology and everyday usage, it is a synonym for "pluralism" with the two terms often used interchangeably, for example a cultural pluralism in which various ethnic groups collaborate and enter into a dialogue with one another without having to sacrifice their particular identities.

Multi-cultural society is something that incorporates ideas, beliefs or people from many different countries and cultural backgrounds (By G. Milo).

In reference to sociology, multiculturalism is the end state of either a natural or artificial process (e.g. legally controlled immigration) and occurs on either a large national scale or a smaller scale within a nation's communities. On a smaller scale this can occur artificially when a jurisdiction is created or expanded by amalgamating areas with two or more different cultures (e.g. French Canada and English Canada). On a large scale, it can occur as a result of either legal or illegal immigration to and from different jurisdictions around the world.

Multiculturalism as a political philosophy involves ideologies and policies which vary widely ranging from the advocacy of equal respect to the various cultures in a society, to policies of promoting the maintenance of cultural diversity, to policies in which people of various ethnic and religious groups are addressed by the authorities as defined by the group to which they belong.

**A. The Purpose Of Education**

Let us consider the following definition to understand the purpose of education better.

“The purpose of education is to teach one to think intensively and to think critically but education which stops with efficiency may prove to be a greatest menace to society. The most dangerous criminal may be a man gifted with reason but no morals……..we must remember that intelligence is not enough. **Intelligence plus character that is the true goal of education.**”

- Martin Luther King Junior
The above definition clearly indicates the need for inclusion of Value Education or Moral Education in school curriculum with serious preference.

In the above definition it is clearly indicated that not only intelligence but Character along with Intelligence is the true goal of Education.

Let us consider the meaning of Character – Character means the moral or ethical qualities an individual possesses. Hence if Education aims at the all round development of an individual, building of Character becomes an important aspect of the same.

B. Mission Statements Of Educational Institutions –

In order to understand whether the system of Education in India gives importance to the aspects of Character building which eventually aims at contributing to the society ultimately leading to bringing in PEACE, let us consider the Mission statements of three selected Educational Institutions in India at three different levels as given below -

a. Savitribai Phule Pune University (A UNIVERSITY)

To be a global, socially conscious Centre of Excellence in the conservation, creation, Advancement and dissemination of knowledge, equipped to take up challenges of the enormous change taking place all around and committed to empower its faculty and students to contribute meaningfully to economic, technological and social development and progress.

b. H.G.M. Azam College Of Education (A College)

Educate to integrate, innovate and liberate.

c. Gyanankur English Medium School, Kesnand, Pune, Maharashtra – India (A School)

Gyanankur exists to provide access to Quality, Holistic Education for low income children in India empowering them to live fulfilling lives as caring and contributing members of their communities.

C. Relationship between the Mission Statements Of The Educational Institutions Given Above –

Some of the common words and phrases marked in bold, used in the above mission statements clearly indicate that most educational institutions at all levels strive to liberate individuals in the society that will positively contribute to the community, society, country ultimately leading to world peace and progress.

D. Relationship between The Purpose Of Education And The Given Mission Statements –

If we now consider the Purpose of Education along with the Mission statements of the Educational institutions given above we understand that the system of education must shape individuals that will –

1. Think intensively
2. Think critically
3. Possess Intelligence plus good character
4. That they do not prove themselves to be a menace to society
E. Identifying The Aspects In Our Present System That Must Be Reinforced To Fulfil The Purpose Of Education –

1. Education for PEACE

“And the Peace of God that surpasses all understanding will guard your hearts and minds through Christ Jesus. Finally brethren, whatever things are True, whatever things are noble, whatever things are Just, whatever things are pure, whatever things are lovely, whatever things are admirable, if there is any virtue and if there is anything praiseworthy meditate on these things. Whatever you have learned or received or heard, or seen – put into practise. And the God of peace will be with you”

- Holy Bible (Philippians 4:7,8,9)

As we consider the above statements which clearly lists down the elements required to build character that leads to the acquisition of the ultimate form of Peace. We understand that the following Elements are needed to be reinforced in the present system of education so that we exercise and experience the peace that surpasses all understanding.

Therefore let us consider the Elements listed below along with their meanings and quotes in some place that explain its usage more vividly -

1. **Truth** –

   Meaning - This is the quality of being truthful and honest in all that is practised.

   Quote - “Whoever is careless with the truth in small matters cannot be trusted with important matters. ...” - The Bible.

2. **Nobility** –

   Meaning - The body of persons forming the noble class in a country or state : aristocracy (Merriam Webster dictionary)

   Quote - “You can easily judge the character of a man by how he treats those who can do nothing for him.” — Johann Wolfgang von Goethe

3. **Justice** –

   Meaning - the quality of being just, impartial, or fair(Merriam Webster dictionary)

   Quote - There may be times when we are powerless to prevent injustice, but there must never be a time when we fail to protest. - Elie Weasel

4. **Purity** –

   Meaning – freedom from physical and moral pollution (Oxford dictionary)

   Quote - “Always aim at complete harmony of thought and word and deed. Always aim at purifying your thoughts and everything will be well.” — Mahatma Gandhi

5. **Lovely** –

   Meaning - good
Quote - To re teach a thing its loveliness is the nature of metta. Through loving kindness, everyone & everything can flower again from within. -Sharon Salzberg

6. **Admirable** –
Meaning - deserving the highest esteem

Quote - Every great work makes the human face more admirable and richer, and that is its whole secret. - Albert Camus

7. **Virtuousness** –
Meaning – particular moral excellence (Oxford dictionary)

Quote - “Wisdom is knowing who to be and what to do in a given situation; Virtue is acting on the wisdom” — Brendon Burchard

8. **Praiseworthiness** –
Meaning - deserving approval and admiration

Quote – “It is great happiness to be praised by them who are most praiseworthy” – Sir Philip Sidney.

**Benefits of using philosophical base to explain the above belief** -
1. To have an increased clarity in our own beliefs.
2. The second benefit is increased assurance that our beliefs are reasonable.
3. The third benefit which the study of philosophy can confer upon our belief is increased consistency.

The above mentioned three values clarity, reasonableness and consistency are basic intellectual values.

**Conclusions** –
What we put into our minds determines what comes out of our words and actions. We as educationists must not overlook the fact that this generation is also exposed to harmful input through the medium of television, internet, irrelevant printed material, irrelevant conversations, irrelevant movies and irrelevant magazines. This harmful input needs to be replaced with wholesome material.

Therefore developing a curriculum with special focus on the elements mentioned above will definitely prove to be a wholesome material not only to guard the minds of our students but also help them live a wholesome, contented and a fulfilling life. It is only then that we will be able to give rise to a generation that will not only be able to discern between good and bad, to be able to make the right choice and eat the good fruit of the good choice they make rather than facing consequences and get into a state of frustration.

After exposing the students to the curriculum with the elements given above they will be able to fulfil the following Objectives which are mentioned above as well –

a. Think intensively
b. Think critically
c. Possess Intelligence plus good character
d. That they do not prove themselves to be a menace to society
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MULTICULTURALISM AND ITS SIGNIFICANCE IN THE INDIAN CLASSROOMS.

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Abstract
Article 15 A and Article 45 A in our Indian Constitution give more clarification to Multiculturalism, and suggest the needs of multiculturalism in the Indian classrooms. If we think for united India or Vasudhaiv Kutumbkam, Multicultural classes perform sensible roll over here. Multiculturalism that promotes maintaining the distinctiveness of multiple cultures is often contrasted to other settlement policies such as social integration, cultural assimilation and racial segregation. Multiculturalism has been described as a "salad bowl and "cultural mosaic".

Keywords: Multiculturalism, Multicultural classes, Distinctiveness Assimilation, Racial segregation ,Cultural mosaic.

Introduction:
Multiculturalism is a word with a meanings in the contexts of sociology, political philosophy. In sociology and everyday usage, it is a synonym for "plurality" with the two terms often used interchangeably. for example a cultural pluralism in which various ethnic groups collaborate and enter into a dialogue with one another without having to sacrifice their particular identities. It can describe a mixed ethnic community area where multiple cultural traditions exist.

Multiculturalism is the end state of either a natural or artificial process and occurs on either a large national scale or a smaller scale within a nation's communities. On a smaller scale this can occur artificially with two or more different culture.

Culture:
Culture is the social behaviour and norms found in human societies. Culture is considered a central concept in anthropology, encompassing the range of phenomena that are transmitted through social learning in human societies. Two different and seemingly inconsistent strategies have developed through different government policies and strategies. The first focuses on interaction and communication between different cultures; this approach is also often known as interculturalism. The second approach to multiculturalists policy making maintains that they avoid presenting any specific ethnic, religious, or cultural community values as central.
Multiculturalism -
Multiculturalism that promotes maintaining the distinctiveness of multiple cultures is often contrasted to other settlement policies such as social integration, cultural assimilation and racial segregation.

Two different and seemingly inconsistent strategies have developed through different government policies and strategies. The first focuses on interaction and communication between different cultures; This approach is also often known as interculturalism. The second centers on diversity and cultural uniqueness which can sometimes result in intercultural competition over jobs among other things and may lead to ethnic conflict. Controversy surrounding the issue of cultural isolation includes a culture within a nation and the protection of the cultural attributes of an area or nation. Proponents of government policies often claim that artificial, government guided protections also contribute to global cultural diversity. The second approach to multiculturalist policy making maintains that they avoid presenting any specific ethnic, religious, or cultural community values as central.

Multiculturalism and Indian Classrooms-
Many Indian classrooms, especially in higher education institutions offer a high degree of diversity which is both as a boon and a challenge. In the initial few months, it is easy for students to revert to their comfort zones and stay with their ‘type’. This is not the healthiest development as these cliques could even become gangs.

Even if that does not happen, it is a sad waste of an opportunity to learn from a larger community. One of the most common reports is one of a North South divide. Separated by language and food preferences, and received wisdom on both, students and those in charge of their pastoral care must work hard to bridge this gap. It is one of the easiest to break, unlike religion or caste and the hardest sex. Girls and Boys have separate living arrangements. With limited hours to study and play together, they have very different experiences of student life. This diversity is probably the toughest to engage with and deliver learning to both groups in the classroom.

The objective of different policies really is for all groups to be together in the same classroom, working together as a team. They do not need to be identical, or work as one, but together, like a well oiled machine. For this to happen, one does need professional norms to be laid down and implemented in the classroom. Diversity needs an explicit acknowledgment of differences and a cognitive assertion of their immateriality.

The leader of the classroom, ideally the teacher, must lead by example. This is the most efficient, direct and effective way of smoothening in the classroom. There are various tools that a teacher or class leader can use to manage diversity… and some of these are similar to those used to manage the range of abilities in a classroom, while others are the complete opposite. Thus a teacher has the delicate task of balancing between range and diversity management all the time. This while focusing on content, assessment and achievement.

While the principle clearly is to treat everyone equally in the classroom, regardless of where they come from, there is a degree of knowledge and sensitivity required. For example, a teacher cannot wish the class a Happy Easter or Happy Muharram. Nor would it be appropriate to use examples in class that are specific to one sectarian context. For example, a lesson on transportation would be sensitive to diversity if it includes a discussion on the entire range
– walking to personal planes. It is not just the poor who can feel left out. A truly diverse session works to the entire spectrum. The first step is to lay down ground rules, preferably at the beginning of the year or session. And these rules apply to everybody. But more important than the first step is the thinking and effort that goes into defining the ground rules. These must be well thought through, because nothing can be worse than a rule that proves to be wrong – it undermines the effort and undermines the authority of the teacher. Ground rules must be simple.

There is a fine line between equal opportunity and equal access. In building accessibility, we have forgotten that nothing must be or can be for free – it must be earned. This is the essence of civilised society – that we each have our bounds, defined by what we have earned.

While there still may be a case for positive discrimination whether by economic circumstances or other criteria this can only extend to access to the institution or programme. Once the students are in, they are all on an equal footing. Thus, equal treatment in examinations and results too. Once they graduate (high school or college), again, everybody has earned according to their merit and been rewarded likewise.

Traditionally, students coming into the multicultural classroom are at a deficit because they must learn how to navigate unfamiliar people, their cultures, and language. Thus, teachers have the added responsibility of leading students through this unfamiliar territory towards achievement. This requires specialized learning techniques, practice, and education in order to effectively accomplish. Teachers who unite classrooms with activities both inside and outside of the classroom stand a better chance at boosting student achievement and ameliorating the negative effects that have been observed in multicultural classrooms in the past. There is an important relationship between culture and education since the culture of teachers and students affect education processes in the classroom. Thus, culture includes everything that makes one group or community within a society distinctive from another: language, values, literature, worldview, food, religion, clothing, holidays, beliefs, and behaviour that construct a specific group’s lifestyle.

Multicultural education encompasses practices and theories that support equitable opportunities and academic achievement for all students. Therefore, I agree with some studies that report some issues of teaching and learning in the multicultural classroom because there are several cultures in this classroom. Culture, schooling, and education are in democratic multiculturalism approaches of teaching, learning, and education programs. For example, the population of the United States is composed of people of many cultural backgrounds with a diversity of traditions, values, and beliefs. Thus, there is the relationship between multiculturalism and education processes through teaching and learning methods and approaches.

**Common Observations of Multiculturalism in the Classrooms**-

- Low Academic Achievements are an obvious issue.
- Teachers different cultural background this negatively affects the academic levels of students.
- Major problem with multiculturalism is religious differences.
- The assumption that ALL people from a certain culture are bad in some way.
Another disadvantage of being multicultural is not being accepted by the peers.

Suggestions for the Teachers

✓ A teacher has to make bridge between range and diversity management all the time.
✓ The first step is to lay down ground rules, preferably at the beginning of the year or session. And these rules apply to everybody.
✓ More important than the first step is the thinking and effort that goes into defining the ground rules.
✓ Ground rules must be simple and robust.
✓ Sticking to this rule is not just about maintaining discipline, it is about equal treatment.
✓ starting a class on time is about equal opportunity – everyone has a chance to come in on time and access the learning.
✓ Teachers have the added responsibility of leading students through this unfamiliar territory towards achievement.
✓ This requires specialized learning techniques, practice, and education in order to effectively accomplish.
✓ Teachers who unite classrooms with activities both inside and outside of the classroom stand a better chance at boosting student.

Conclusion

This paper will focus on the scholarly literature to show what multiculturalism should become, i.e. a basic approach to any teaching and learning. Therefore, my goal for this paper is to explore some issues in the multicultural classroom that teachers and student may face; most specifically: low academic achievement, adjustment to a new cultural environment, and trust problems with self as well as the new culture. This study also gives an example of some cultures that use and prefer indirect relations over directness, open expression, or frankness. There are significant variations between cultures in communication and teachers as well as parents role become very important over here.
INNOVATIVE TEACHING LEARNING STRATEGIES FOR DEVELOPING MULTICULTURALISM:
AN INDIAN CONTEXT

Ms Yasmin Hathai

Introduction:
When you’re a culturally responsive teacher, one of your major goals is to help all students become respectful of all the cultures and people that they’ll interact with once they leave class. I admit: this can be daunting, given that the world at large is infinitely more complex and diverse than the microcosmic environment that the student inhabits.

In typical educational and social settings, students tend to show classic in-group/out-group behaviors. In general, most students are comfortable interacting with people, behaviors, and ideas that they are familiar with, and react with fear and apprehension when faced with the unfamiliar. Culturally responsive instruction can help you show your students that differences in viewpoint and culture are meant to be cherished and appreciated, not judged and feared.

In the last century, there has been an increase in global mutual acceptance of opposing views and different cultures – though arguably, there is still a long way to go. Specifically when it comes to India, it is crucial that multicultural education exist with the increasing number of students who speak a different languages and come from somewhere else. Diversity exists even within mainstream society and students need to have the communication life skills that multicultural education promotes.

While this blending of cultures can most definitely be a blessing—it can also be a curse. With more diversity than ever, teachers have to adjust methods from one student to the next, and from one year to the next. Multicultural education is about more than a classroom with varied skin colour – it includes careful examination of the neighborhoods, parenting styles and general experiences that shape each and every K-12 student.

Meaning Of Multiculturalism:
Multiculturalism is a term with a range of meanings in the contexts of sociology, political philosophy, and in colloquial use. ... It can describe a mixed ethnic community area where multiple cultural traditions exist, or a single country within which they do. Multiculturalism is a situation in which all the different cultural or racial groups in a society have equal rights and opportunities, and none is ignored or regarded as unimportant.

Defining Diversity:
It means understanding that each individual is unique, and recognizing our individual differences. These can be along. the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.
1. **4 Ways To Help Students Embrace Diversity:**

2. **How can you, a culturally responsive educator, overcome human nature’s fear of the unknown and help students become more respectful of cultures with different ideas?**

Fortunately, I have a few tips to make this a lot easier for you.

1. Provide students with evidence that people who don’t look or act like them are still people just like them.

You can teach this viewpoint by building a culture of learning from one another rather than a culture of passing judgment on differences in values and beliefs.

There are a wide range of classroom activities that can help students recognize the essential humanity and value of different types of people. For instance, providing students with an opportunity to share stories of their home life, such as family holiday practices, provides fellow students with a window into their peer’s cultural traditions. Another thing you can do is show your students everyday photographs of people of different ethnicities, shapes, sizes, and garb. This gives students the opportunity to see people that look very different from themselves and their family engaging in the same types of activities that they and their family participate in. This can help humanize types of people that your students have never had an opportunity to meet.

Welcoming guest speakers into the class that hail from differing backgrounds and have all made a positive contribution to important fields can also help dispel any preconceived notions that students might possess about the relative competence and value of people from different cultures.

2. Teach your students about multicultural role models. This demonstrates that people of all genders, ethnicities, and appearances can have a positive influence on the world and deserve to be respected and emulated.

It’s important to avoid teaching students about the same minority role models repeatedly; after all, if students never learn about prominent African American citizens other than Martin Luther King, Jr. and Malcolm X then it’s likely that some students will assume that few other African Americans have made substantial contributions to American culture and politics. If students are taught about the contributions that people of various ethnicities, genders, and creeds have made to a variety of different artistic, scientific, and political fields, then they’re more likely to respect and value diverse culture backgrounds as a whole.

3. Craft the right environment for culturally responsive learning. Use your wall spaces to display posters depicting cultural groups in a non-stereotypical fashion. Students can also mark the countries from which their ancestors immigrated on a world map, and classroom signs can be hung in several languages. These added touches might seem innocuous, but they go a long way in helping students absorb the rich diversity that surrounds them, both in the classroom and in the world outside the school walls. Such touches will help promote an environment in which students from diverse backgrounds feel more comfortable being themselves and will help insulate students from the cultural and ethnic stereotypes that pervade television and other mass media outlets.
4. Teach students to embrace their own culture and heritage. Another important goal of culturally responsive education is to teach students to respect and appreciate their own culture and heritage. Minority students can sometimes feel pressured to dispose of their cultural norms, behaviors, and traditions in order to fit in with the prevalent social order. When this happens it can create a significant disconnect between the culture of the student’s school and community lives and can interfere with emotional growth and social development, frequently resulting in poor performance in social and academic domains.

Providing opportunities for students to investigate unique facets of their community is one effective way to help students gain a greater appreciation for their own culture. Having students interview family members about cultural practices and traditions or write about important learning experiences that the student has experienced in his home community are just two of the many ways that students can explore their heritage.

Using a culturally-centered instructional approach can help facilitate cultural pride among diverse students. Given the current federal and state preoccupation with standardized testing in core subjects, it is particularly crucial that educators consider the impact of multiculturalism in core curricula such as math, science, reading, and writing. Providing diverse students with examples of diverse contributors to these fields and using culture-specific subject matter when teaching core topics will help them perform better in these highly scrutinized and important domains.

Placing ethnically diverse students in a situation that emphasizes the strong points of their culture’s preferred means of learning may help provide them with a greater sense of self-efficacy and achievement.

**Ways To Implement A Real Multicultural Education In The Classroom :**

In this article, I want to take a look at several ways to encourage a real multicultural education in our schools.

**Define Multiculturalism.** Multicultural education is a progressive approach for transforming education based on educational equality and social justice. The components required in educating a multicultural education are content integrations, prejudice reduction, empowering school culture and social culture. These all relate and all require attention as they relate to the efforts of conflict resolution in today’s world. What kids learn in their classroom environments when it comes to interactions with those who are different from them translates into how well they will manage life in the global marketplace.

**Observe your students closely, and value your real-life experience of diversity over the textbook version.** David Kolb created a four-step model for really understanding the needs of a particular student group. He starts with concrete experience, adds reflective observation and then moves to abstract conceptualization and active experimentation

In other words, multicultural education cannot be taught in a textbook. It must be developed by each educator based on a particular student group.

**Learn your students’ learning styles.** Teachers can help students discover their academic strengths by helping them discover their own learning style. In this way, students discover what method of comprehension works best for
them based on their own backgrounds and personalities. If educators make this learning style quest a class project, an inherent lesson in multiculturalism is taught.

**Encourage your students to be proud of their heritage.** Educators should look for ways to emphasize the differences between students in a positive light. This might mean writing essays on family background or partnering with other students to help each other develop projects that accent the culture of the other. This can include prompts that look back on family history for generations, or could ask students to look at their current family setup.

**Be aware of your biases.** In order to fully understand the significance of multiculturalism in the classroom, educators must first thoroughly examine their own cultural beliefs, values, and biases. Then prospective educators are ready to begin learning about other cultures—to become familiar with their values, traditions, communication styles, learning preferences, contributions to society, and relationship patterns of their future students. While some of this education can be achieved by simply reading about cultural diversity, it is difficult to truly substitute for genuine interaction and discourse with members of students’ cultures.

While book knowledge about diverse cultural groups can come in handy to a certain extent when designing lesson plans and educational materials, one of the most important reasons for truly learning about the cognitive patterns of cultural groups is so that the interpersonal attitudes and behaviors of diverse students can be effectively interpreted in terms of the culture that they’re entrenched in. Traditional teaching environments force students from those and other groups to modify their thought and behaviour patterns to fit standard European-American norms or else face academic and behavioural consequences. In a culturally responsive classroom, the onus is instead placed on the instructor to learn about and adapt to the cultural intricacies of the students that they teach.

**Create assignments that celebrate multiculturalism.** If used cleverly, classroom assignments can provide a primary window into a student’s cultural beliefs. Writing assignments can play a significant role in gathering information about student thought patterns and tendencies. Interviews with family members, assignments asking students to write about learning experiences that occur outside of school, and assignments involving family stories and traditions all can play a significant role in unearthing information about a students’ cultural heritage. Students’ parents can often be solicited as sources of useful personal information and visiting the neighborhoods where diverse students live can help give educators an idea about the level of social support present and the types of challenges that the student might face outside of the classroom.

There are tons of ways that educators can approach multiculturalism in K-12 classrooms but the first step is recognizing its importance.

**The Importance Of Integrating Multicultural Learning Into Teachers’ Professional Development**

“Multicultural education is a philosophical concept built on the ideals of freedom, justice, equality, equity, and human dignity…”

Research has shown there are limitless benefits to multiculturalism in the curriculum. In fact, its absence can be a true hindrance to students. Multiculturalism adds to students’ (and teachers’) comfort when working with their peers
of diverse racial and ethnic backgrounds. Infusing multiculturalism into the curriculum won’t happen overnight, nor will it be accepted by all teachers since it may take extra work in the beginning; time can be so precious to a teacher. However, it is critical to make sure teachers have access to professional development programs that teach them how to integrate this vital information into their curricula.

Author and researcher Donna Y. Ford has created four approaches to integrating multiculturalism into the curriculum, two of which I will focus on in this series. This is critical in order not to overwhelm teachers who are just starting to introduce multicultural content, especially since overload might lead to discouragement from trying the implementation at all.

Ford (1991) states that “transformation includes that the basic goals, structure and nature of the curriculum are changed to enable students to view concepts, events, issues, problems and themes from the perspective of diverse groups. Students become more empathetic by viewing events from multiple perspectives.” How can we teach educators to do this in a weekend of professional development?

One option is having Family Involvement (FI). FI has been defined in many ways; it can have minimal or substantive impact on student achievement. It can range from having family members volunteer in the classroom to having them participate on field trips to asking them to set aside times for study at home. Through this involvement, teachers can learn the various roles family members play within their homes and apply that to the classroom. Culturally-competent teachers develop meaningful relationships with their students and their families. This leads to trust and strength in the classroom as teachers are then better able to interpret events from multiple perspectives.

Through the transformative approach in the classroom, students are provided with the knowledge and skills to better understand the perspectives of their classmates. For example, students of colour are informed and empowered when teachers focus on how the common culture emerged to make up the nation. What better way to do this than to have a person of colour talk with the students in the class? The caveat is, this will require curriculum revision and changes in teacher preparation, which may mean additional time, effort and commitment. However, the students are well worth the investment.

This is where professional development comes in. School districts have requirements regarding professional development, such as topics covered, the number of times per year training is required, how long the trainings will last, etc. But what has the largest and longest lasting positive impact on the teachers and students? This is where we need to place our focus.

Districts must be dedicated to serving all of their students. If a few school days are dedicated to equipping teachers to integrate multiculturalism into their classrooms, then the first steps can be made toward a curriculum that includes all of the students, not just the white, middle-class majority.

Professional development is only as good as the way it’s implemented and the follow-up responsibility falls on the cooperation of the teachers for the benefit of all of the students. There are limitless sources among the teachers
themselves to increase multicultural content in the classroom. Draw on those strengths, distribute the work load and the creativity is endless.

References
MULTICULTURALISM AND INDIAN EDUCATIONAL POLICIES

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Abstract

India is a land of myriad languages, cultures, ethnic groups. Apart from it, the country has followers from different religious faith of the world. India is the amalgamation of diverse sub cultures spread all over the country and traditions that are millennia’s old. India has been extremely sensitive to the importance of recognizing, protecting, and promoting cultural differences. Therefore, this paper tried to focus on the constitutional provisions of India in relation to multiculturalism. The paper has attempted to highlight the educational policies of India addressing cultural diversity in different levels of education i.e. primary, secondary, higher, teacher education. On the basis of the review it can be concluded that the Indian constitution and educational policies provides a well balanced model of multiculturalism. It is the need of the hour to transcend the multicultural perspective from policy level to the active public sphere especially in the education sector.

Keywords: Multiculturalism, Multicultural Education, Educational Policies

Introduction:

The national culture of India is the amalgamation of diverse sub cultures spread all over the country and traditions that are millennia’s old. In India, it is not possible to escape from the impact of its culture, be it politics, technology, education and development. Diversity is a strength in itself but transformed into a problematic issue when coexist with justice, equality and equal opportunity. India has been extremely sensitive to the importance of recognizing, protecting, and promoting cultural differences. The philosophy of multicultural education demands equal opportunity in terms of access, quality, equity, etc., for all without any sort of discrimination.

Multiculturalism:

The term multiculturalism is used to indicate a specific social and cultural school of thoughts adopts the liberal and all compulsive policy of cultural amalgamation. The phenomenon of multiculturalism is not new to the world and thus not new in academics but it gets a new air in the period of colonization. The imperial policies of developed nations and radical changes in the means of transport and development of international trade gave birth to new multicultural society. It influences every human life and produces cozy atmosphere in which two different cultures co-exist and contribute to the process of acculturation. The scene of cultural crisis, ethnic dispute and religious riots of early 20th century have substituted with the cultural harmony, embracement of ethnic diversity and the acceptance of religious differences of mid 20th century. Many scholars of disciplines like sociology, history,
political science, immigrant studies and literary criticism contribute many significant discourse to define and refine the terminology of multiculturalism.

The term multicultural is popularly used as adjective in the phrases like multicultural education, multicultural curriculum and multicultural society. Multicultural and multiculturalism are the words frequently used to describe the ethnic diversity. Multiculturalism denotes a society in which the several cultures co-exist. It means that it is a society, state, a nation, a country, a region or even a geographical location as town or school, which is composed of people who belong to different cultures. Oxford Advanced learners dictionary defines multiculturalism as the practice of giving importance to all cultures in a society and it includes people of several, different races, religions, languages and traditions. Multiculturalism is a late twentieth century literary, pedagogic, socio-political movement. It is an ideology that considers all cultures worthy and issues of study. It is compared to ‘bowl of salad’ where every piece maintains its taste and adds to total.

Multicultural Education

Multicultural education is a philosophical concept built on the ideals of freedom, justice, equality, and human dignity as acknowledged in various documents. It affirms our need to prepare students for their responsibilities in an interdependent world. It recognizes the role schools can play in an interdependent world. It challenges all forms of discrimination in schools and society through the promotion of democratic principles of social justice. Multicultural education is a process that permeates all aspects of school practices, policies, and organization as a means to ensure the highest levels of academic achievement for all students. It helps students develop a positive self concept by providing knowledge about the histories, cultures, and contribution of diverse groups. It prepares all students to work actively toward structural equality in organizations and institutions by providing the knowledge, skills for the redistribution of power among diverse groups. Thus school curriculum must directly address issues of racism, sexism, classism, linguistic, ageism, heterosexism, religious intolerance, and xenophobia. Multicultural education advocates the belief that students and their life histories and experiences should be placed at the center of the teaching and learning process and that pedagogy should occur in a context that is familiar to students and that address multiple ways of thinking. In addition, teachers and students must critically analyze oppression and power relations in their communities, society and the world. Recognizing that equality are not the same thing, multicultural education attempts to offer all students an equitable educational opportunity, while at the same time, encouraging students to critique society in the interest of social justice.

Education policies approaches to multicultural education are the Multicultural Education approach promotes the transformation of the educational process to reflect the ideals of democracy in a pluralistic society. Students are taught content using in the instructional methods that value cultural knowledge and differences and Educators who use the Social Reconstructions approach to multicultural education go a step further to teach students about oppression education and discrimination. Students learn about their roles as social change agents so that they may participate in the generation of a more equitable society.
Educational policies related to Primary Education:

The Right to children Free and Compulsory Education Act (RTE) 2009 got an assent of president to provide free and compulsory education to all children of the age of six to fourteen years belonging to the Scheduled Caste (SC) and Scheduled Tribe (ST), the socially and educationally backward class, or such other group having disadvantage owing to social, cultural, economical, geographical, linguistic, gender or other such factor. Sarva Shiksha Abhiyan (SSA) is the government’s flagship programme launched in 2001 to provide universal access to elementary education for children to achieve grade appropriate levels of learning and also aims to eliminate gender differences and gaps between social categories. Government of India introduced centrally sponsored scheme in 1995 to provide nutritional report to primary education in the line of universalization of elementary education. The idea behind implementation of mid day meal programme apart from child nutrition and educational advancement is social equity which helps to sit together and share a common meal.

CABE’s committee report (2005) on Integration of cultural Education in the school curriculum points up that ‘chalk and talk’ approach does not give space to children to works in groups, to explore and learn together. If children are encouraged to work in a group activities, group projects and so on in the primary grades, gender and other kind of biases will never get embedded in their mind. On other hand opportunities for imbibing the ability to accept the viewpoints of others, leadership qualities etc., will routinely become part of day to day school life. It further suggest that for the pre primary and elementary stage of school education the mother tongue shall be the medium of instruction so that children do not feel threatened by an alien language thrust upon them. This will ensure that the thinking process of child, which happens in the mother tongue / home language do not get hindered.

National Knowledge Commission (2007) believes that providing universal access to quality school education is corner stone’s of development and a minimum necessary condition for any progress towards making India a knowledge society. It further suggested that school education must be provided to all which requires integration of children of disadvantaged, minorities’ communities along with children with disabilities or special needs. It also, underlines that there should be no distinction made in terms of the type of schooling provided within the government system for children from different social, economic and cultural backgrounds. It further stressed that school system should be flexible enough to cater the particular needs of students. Programme of Action (POA) 1992 emphasized linking of education and culture in order to promote the process of child personality development particularly in terms of discovering the inherent potentialities of the child. It suggested taking step towards the reflection of diverse images, of natural and cultural heritage in the school curriculum.

Educational policies Related to Secondary Education:

There has been throwing concern about how best to meet the educational challenge of learner diversity. Due to social mobility, the student population in Indian schools becoming increasingly diverse, educators must respond with school reform efforts that meet the needs of all students. Thus various educational bodies and commission time to time made.
National Curriculum framework (2005) has emphasized on the importance of cultural diversity, as the greatest gifts of our country. It further says that “need to radically change the center verses periphery perspective on intercultural relationships in our country. Cultures on the so called periphery must receive must attention as cultures in the center. As for education, its implication is that ways of life other than one’s own must be imaginatively and effectively presented as deserving of as much respect as one’s own”. CABE’s committee report (2005) on Integration of Cultural Education in the school curriculum shows concern about the children of our country who do not have sufficient understanding of the strengths of their own cultural backgrounds. Nor they are aware of the cultural backgrounds of their friends and acquaintances. Improving the quality of cultural awareness the report suggested that the entire schooling should be based on the culture of the community. The Indian Education Commission’s(1964-66) report also put forward a new “Common School System” for integration of cultural values into the school education should be designed and implemented, one that would bridge the cultural barriers by bringing all students together irrespective of caste, creed, location or gender to have access to education of comparable quality.

National Policy on Education (1986) has dwell on between formal system of education and the countries rich and cultural traditions which need to be bridged. Deculturalisation, dehumanization and alienation must be avoided at all costs. It has laid stress on taking step to foster among students an understanding of the diverse cultural and social system of the people living in the different parts of the country. It also instated on promotion of link language and launching of programmes to increase substantially the translation of books from one language to another and publish multilingual dictionaries.

The policy focus attention on reorienting the curricula and process of education by cultural content in as many manifestation as possible. In our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of our people. Secondary Education Commission(1952) emphasized the role of education creating awareness and understanding of cultural diversity of the nation. It says that “if a democracy like ours is to survive- a democracy which harbours so many faiths, races, and communities- education must cultivate in our youth an openness of mind and largeness of heart which would make them capable of entertaining and of blending harmonious pattern of differences of ideas and behavior. It suggested the ways school can create understanding among its citizen. It” it is possible for every school to do so, not only through the proper presentation of the various school subjects-particularly the humanities and social studies – but also by utilizing resources and opportunities provided by the fact that its students are drawn from different castes, creeds and classes”. This will make student to learn and live harmoniously in the as community and later in the lager community outside the school.

National Knowledge Commission(2007) has recognized the significance of language not only as a medium of instruction or a medium of communication but also as determine to access. It recommended that the teaching of English as a language should be introduced, along with the first language of the child, starting from class I. It also
suggested increase in the availability of English Language teachers and providing more bilingual and supplementary teaching materials.

**Educational Policies Related to Higher Education:**

Education Commission (1948) lays emphasis on the use of regional language in the process of teaching and learning. NPE (1986) highlighted that in higher education in general and technical education in particular, steps will be taken to facilitate inter-regional mobility by providing equal access to every Indian of requisite merit, regardless of origins. University Education Commission suggested that students should be encouraged to participate in the social and cultural activities, of the areas in which the colleges are situated so that they may become alive to the needs of the society in which they live. Report of the committee on “Concept and Framework of the community college scheme” highlighted that higher education is neutral to the cultural heritage of our country, be it the art, craft, handicraft, music, architecture or any such thing which deserves proper protection and promotion through educational system with income assurance. Therefore, it suggested that curricula being taught in the universities today need to be modified suitably and updated regularly in consultation with the industry business and the service sector as well as the local community particularly the marginalized section of the population that include minority, first generation degree seekers, backward areas and low income.

**Educational Policies related to Teacher Education:**

The change on the educational scenario would rest on the academic excellence, professionalism and commitments of teachers and teacher educators working in perfect consonance with educational planners (The Curriculum Framework for Teacher Education, 2004). It also emphasizes that the transaction of curriculum should be culture specific. The input derived from cultural anthropology, social psychology and social-linguistics need integration with the educational theories and practices. It further says that “India’s unity in diversity, contributions of different ethnic, religious, regional, linguistic groups and minorities to the making of rich composite structure culture, art, literature, philosophy, architecture, mathematics and science must find a significant place in teacher preparation. It stressed on empowering teachers to evolve culture specific pedagogy for learners. NCTE (2009) suggested introduction of courses that engage student–teachers with contemporary Indian issues with interdisciplinary frameworks so as to locate education and the learner in a socio-cultural, economic and political context with a thrust of diversity. It also emphasized on design of practical courses that enable observing and studying children in real contexts; provide hands on experience of curriculum/ text analysis and design. It also stressed on instituting teacher learning centers for grounding the education of pre-service students within immediate classroom context, the wider societal contexts and learner diversity.

**Conclusion:**

No educational system is wholly detached from its specific cultural milieu. Indian constitution and educational policies provides well balanced model of multiculturalism which disallows separatist tendencies but allows proliferation of diversity. Never the less, multicultural education is the starting point to eliminate inequalities in
society by addressing the ills and shortcomings of an education system. The diversity of cultural, linguistic, ethnic,
religious, socio-economic groups, in India calls for multicultural education programmes that reflect understanding
and respect for children’s difference. In diverse countries like India, multicultural perspectives from policy level to the
public sphere, especially in the education sector, inside and outside the four walls of school from its vision
statement to the evaluation through curriculum developments, pedagogies, school and community relationship and
staff development, etc. Diversity in the nation’s schools is both an opportunity and a challenge. The nation is
enriched by the ethnic, cultural, and language diversity among its citizens and within its schools. However,
whenever diverse groups interact, intergroup tension, stereotypes, and institutionalized discrimination develop,
Schools must find ways to respect the diversity of their students as well as help to create a unified nation state to
which all of the nation’s citizens have allegiance. We hope these design principles will help educational policy
makers and practitioners realize this elusive but essential goal of a democratic and pluralistic society.

References:
IMPLICATIONS OF MULTICULTURAL EDUCATION FOR EDUCATIONAL POLICIES AND SOCIAL JUSTICE

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Abstract

The definition of Multicultural Education in „Handbook of Research on Multicultural Education” states that „Multicultural Education is a field of study designed to increase educational equity for all students that incorporates, for this purpose content, concepts, principles, theories and paradigms from history, the social and behavioral science and particularly ethnic studies and women studies.” Multicultural Education also focuses on preparing students to work towards structural equality and promote human relationships and also to promote their own native cultural values. This paper gives an overview about Multicultural Education, its importance, social justice and how educational policies will help to promote Multicultural Education in India.

Keywords – Implications, Multicultural Education, Educational Policies, Social Justice.

Introduction -

Multiculturalism means where people of different cultures live together or come together for some purpose like some celebration or get-together, from education perspective education that incorporates the histories, texts, values and beliefs of people from different cultural background. Equal education right for all students regards of culture, religion and language. Multicultural Education removes barriers of caste and culture among students and brings harmony in the society. It is an approach towards equal rights to all in a democratic country.

Following are the points explaining usefulness of multiculturalism in education -

1. Multicultural knowledge increases students’ sense of self-realization and belief in self. Self-confidence is developed and there are more chances for a successful future. Multicultural knowledge is the base for developing cultural pluralism, inter group harmony among peers and society members, it develops the ability to think, work and live from a multicultural perspective.

2. Equality in Education can be divided into three parts - (a) all should get equal opportunity to learn regards caste, religion, gender and economic condition as well. (b) Learning from multicultural perspective should give positive outcomes for both the individual and the group as well. (c) Healthy environment should be maintained and equal opportunities should be given for students to show their fullest potential cognitively and academically.

3. Considering Multiculturalism, educators have to keep in mind about certain things and modify educational conditions to promote learning. The teacher has to think to bring understanding among students to respect and appreciate cultural differences among themselves.
4. Multiculturalism encourages students to become independent and interdependent learners. It promotes social action and also helps students to take an active role in improving the quality of culture and community.

5. Socialization and multiculturalism promotes inter-group and inter-group harmony. Thus teachers have to develop such class environment to enhance their knowledge and skills that will prepare students to live and work with members of their own cultural groups and members of other cultural groups. Educators help students to work together, they formulated their instruction in such a way that students learn together, share information, learn from each other and even rely on each other.

6. Teaching with a multicultural perspective means that teachers see that culture, race, gender, religion, socio-economic status and ability are powerful variables in the learning process and that important ideas about teaching can be gained from studying cultural systems. When teaching from a multicultural perspective, educators challenge assumptions; they examine curricula from a broader point of view and in an assertive, proactive manner.

7. Teachers also practice to promote cultural continuity between the home and school of minority students and attempt to eliminate cultural differences in classrooms.

8. Teaching for the purpose of social justice in diverse classrooms, It includes explicitly recognizing and working with students’ culture as a basis for learning, teaching key concepts in the curriculum through content and examples drawn from more than one cultural group, involving students in structured dialoguing across their differences about social justice issues and preparing young people to act collaboratively on social justice issues.

Educational Policies should consider following points to implicate multiculturalism in today’s education system –

- To prepare students for their responsibilities in an interdependent world.
- Schools play an important role in developing attitudes and values towards the society which are important from multicultural and social perspective.
- To teach students to give equal importance to different cultures and communities and bring understanding among peers and a varied cultural group.
- Not to discriminate among peers in schools and develop a sense of equality in society by different ways of promoting multiculturalism and social justice.
- Multicultural education is a process that promote practices in schools and also encourages government to make policies for organization, for individual and group to ensure highest level of academics for students.
- Upgrade knowledge about histories, cultures and contribution of different groups and develops a positive attitude among students for diverse groups.
- To bring equality among students as they work together actively in schools and classrooms by sharing and providing knowledge and skills from a diverse group.
- The schools have to enhance its curriculum so that the organization can address issues of racism, sexism, classism, ageism, and religious tolerance.
Multicultural education advocates the belief that students and their life histories and experiences should be placed at the center of the teaching and learning process and that pedagogy should occur in a context that is familiar to students and that addresses multiple ways of thinking.

To help teachers and students to critically analyze relations in their communities, society and the world around.

Demand of a multicultural school staff which should be competent to give equal and satisfactory treatment to diverse group which are different from each other on cultural, racial and linguistic grounds.

Requirement of a multicultural literate staff which is capable of embracing communities to create an environment that supports multiple cultures.

Multicultural education requires comprehensive school reform as multicultural education must pervade all aspects of the school community and organization.

Multicultural education attempts to offer all students an equitable educational opportunity, while at the same time, encouraging students to critique society in the interest of social justice.

**Implication of Multicultural Education for Educational Policies and social Justice –**

1. Professional development programs will help teachers and students to understand the complex characteristics of different children coming from different groups the race, ethnicity, language, and social class helps to interact and influence student behavior.

2. Schools will have to ensure that all students have equal opportunities to learn and to meet high standards.

3. The curriculum helps to reflect the social, political, and economic contexts in which they live and work in.

4. Schools should emphasis on providing all students with opportunities to participate in extra- and co-curricular activities that develop knowledge, skills, and attitudes that increase academic achievement and foster positive interracial relationships among peers.

5. Students should learn about the values shared by virtually all cultural groups like justice, equality, freedom, peace, compassion, and charity.

6. Teachers should help students acquire the social skills needed to interact effectively with students from other racial, ethnic, cultural, and language groups.

7. Schools should provide opportunities for students from different racial, ethnic, cultural, and language groups to interact socially under conditions designed to reduce fear and anxiety.

8. A school's organizational strategies should ensure that decision-making is widely shared and that members of the school community learn collaborative skills and dispositions in order to create a caring environment for students.

9. Political Leaders should develop strategies that ensure that all public schools, regardless of their locations, are funded equitably.

10. Teachers should use multiple culturally sensitive techniques to assess complex cognitive and social skills among students.
Multicultural Education in India –

In India, Multicultural education came to be known in 1990’s and its relation is linked with mainly facts, realities and traditions in India. Post-Independence India had faced a critical time in relation to education, hence after the constitution was formed in 1951 there were two major reports brought up in 1953 and 1966. The purpose of these reports was basically to give equal right of education to all the children regards of caste, culture, social and economic status. The motive of these two reports was basically to bring social equality and multiculturalism in education. India is a diverse country, its uniqueness lies in its culture, traditions and customs in different states. This Diversity in India is considered as defining feature in India. For Multicultural Education to be bought in India, Indian Democracy also talks about social equality in terms of education and other fields as well, hence the Indian approach in Multicultural education steps not only towards unity in diversity but it also adds to Diversity in unity. The statement Diversity in Unity implicates that diversity is supported in India.

Educational Policies and social justice –

The Educational department takes step towards social justice in education system and to bring equality multiculturalism in education and it adopts certain policies for it.

- The Rashtriya Madhyamik Shiksha Abhiyan (RMSA), launched in 2009, aims at enhancing access and improving the quality of secondary education by removing gender, socio-economic and disability barriers and making all secondary schools conform to prescribed norms. The principal objectives were to increase the total enrolment rate from 52% in 2005–06 to 75% over the five year period from 2009–2014 by providing a secondary school within a reasonable distance of any habitation. The programme aims to provide universal access to secondary level education by 2017, i.e., by the end of the 12th Five Year Plan and achieving universal retention by 2020.
- The Rashtriya Uchchatar Shiksha Abhiyan (RUSA) was launched in 2013 as a Centrally Sponsored Scheme to provide norm based and outcome dependent strategic funding to eligible state higher educational institutions. RUSA aims to improve the overall quality of state institutions by ensuring conformity to prescribed norms and standards, adopting accreditation as a mandatory quality assurance framework, promoting autonomy and improving governance in State Universities.
- Millennium Development Goals (MDGs) adopted by the United Nations in 2000, India was committed, to achieving universal primary education, in terms of both enrolment and completion of primary schooling for all girls and boys, by 2015. It was also committed to eliminating gender disparity in primary and secondary education, “preferably by 2005, and at all levels by 2015.” Unfortunately, these goals remained unrealized.
- The first National Policy on Education (NPE) was formulated by the Government of India in 1968, based on the recommendations of the Indian Education Commission (1964-66), also known as the Kothari Commission.

Present status of Multicultural Education –

India as a new industrial country is increasing the numbers of immigrant. Recently, there are many immigrants came to work in India from all over the world. Besides that, as an educational hub, India also welcomes students
from overseas for further studies in India. Some of them come with their family. In Education sector, we can see few overseas students learnt together with local students in the same classroom. This is a new phenomenon in Indian colleges. According to the new college environment, Indian education need to enhance social integration among these various ethnic groups beyond mere physical integration and intends to eliminate social prejudice and discrimination. Multicultural education in India will be successful if the education system can provide an opportunity for students of different cultural groups to interact with each other. The education system should bring all cultural groups together will lead to positive communication in groups and also lead to better understanding of the cultures and promote greater social tolerance and interaction among students.

Status of multicultural education in curriculum -
In the context of Indian educational system all school curriculum starts from pre-primary to higher education related to Multicultural Education. There are no specific activities suggested for the implementation of Multicultural Education but some activities like celebration of different days, Annual day, Drama Street play, important days, Mythological event and other cultural activity conducted in schools and colleges, celebration of different festivals different cultural days. Through these activities in schools or colleges directly or indirectly Multicultural Education is emphasized. Teachers while teaching they plan some activities for whole class or for a group of students this will enhance their social skills and gives them a chance to interact with peers who come from different backgrounds or cultural pluralism is got to seen in such kind of activities. Multicultural education brings overall development in an individual from social grounds and also from the cognitive aspect, the individual thinks from the society point of view and is able to take independent decision. Hence we should enhance our curriculum in such a way that importance is given to Multicultural Education and social justice.

Conclusion -
After discussing in detail about all aspects of Multicultural Education, one realizes that Multicultural Education is very important for Education in general and especially for children who need extra help, e.g. Gifted learners. In the recent time, we strongly realize that to help all students with different tribes, traditions, religions, social-economic status and mental abilities, Multicultural Education is needed, so that they can grow and develop optimally. A Teacher should not consider it a big barrier, but it is a challenge which can trigger all students to strive for the excellence. If everyone can achieve this goal, he or she can be meaningful for him or herself and others. Hence Multicultural Education is a requirement of today’s education system.

References -


MULTICULTURALISM AT WORKPLACE

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Abstract
As today's world becomes increasingly global in its outlook and as the marketplace becomes increasingly global in nature, multiculturalism in the workplace most likely will grow. Although the transition to a multicultural workplace could result in issues related to acclimation for workers and their employers, multiculturalism at work provides many advantages that can help a company prosper. Multiculturalism in the workplace can create a sense of cultural awareness among workers. Employees who are exposed to others' ideas and point of view will learn to think outside the box when faced with problems.

Multiculturalism:
Is an educational philosophy that focuses on celebrating cultural differences while also recognizing the importance of challenging all forms of discrimination based on race, gender, age, religion, ability or sexual orientation. The definition of multicultural is something that incorporates ideas, beliefs or people from many different countries and cultural backgrounds. When people of different cultures come together to celebrate and share their different traditions this is an example of a multicultural celebration. Multicultural education refers to any form of education or teaching that incorporates the histories, texts, values, beliefs, and perspectives of people from different cultural backgrounds. Multiculturalism has many positive and negative aspects. Multiculturalism is a combination of people several different races, religions or nation traditions. Multicultural education is a philosophical concept built on the ideals of freedom, justice, equality, equity, and human dignity as acknowledged in various documents, such as the U.S. Declaration of Independence, constitutions of South Africa and the United States, and the Universal Declaration of Human Rights adopted by the United Nations.
The value of multiculturalism is important because it dilutes and dissipates the divisiveness of ignorance. It is important because it encourages dialogue, often between radically different cultures that have radically different perspectives. Multicultural education is a process that permeates all aspects of school practices, policies and organization as a means to ensure the highest levels of academic achievement for all students.
School curriculum must directly address issues of racism, sexism, classism, linguism, ageism, heterosexism, religious intolerance, and xenophobia.. Multicultural education advocates the belief that students and their life histories and experiences should be placed at the center of the teaching and learning process and that pedagogy should occur in a context that is familiar to students and that addresses multiple ways of thinking.
Technology and globalization have changed the way we work and live. Increasingly, the work force is becoming a multicultural landscape. According to the U.S. Department of Commerce, multiculturalism can encompass a range of cultural, social, ethnic and economic differences; and businesses are learning to take full advantage of the range of skills and talents this changing work force is bringing to the table.

**Multicultural in the Workplace:**

A multicultural workforce is one in which a wide range of cultural differences exist among the employees in the organization. While a number of major and minor traits are used to describe cultural differences, the most common traits used to identify the level of multiculturalism evident in a given workforce often boils down to "age, sex, ethnicity, physical ability, race and sexual orientation, according to the "Encyclopedia of Business."

Multicultural Basics - In general, a multicultural workforce is one in which employees are heterogeneous, many dissimilar in certain traits. Practically speaking, any workforce with two or more employees has some level of multiculturalism based on the basic assumption that no two people are exactly the same. Companies vary in level of multiculturalism. Those that have easily detectible and wide-ranging cultural differences within their workforces are more often described as multicultural companies or workforces.

Company leaders typically recognize that to get the benefits of a diverse workforce and to avoid common challenges, they must teach employees to accept and tolerate their differences.

Multicultural Benefits - People with differences have natural barriers in communication and relationships. "Opposites attract" is a popular relationship adage, but people with differences also tend to find more conflict in communication than people with shared backgrounds and life paradigms. However, diversity management can draw out strong benefits of a multicultural workforce, including a broader and deeper pool of ideas and creative development, stronger connections to a global marketplace and better ability to adapt to marketplace changes.

**How to Implement Multicultural Programs in the Workplace:**

Implementing a multicultural program in the workplace assumes that your organization has concluded that inclusiveness and diversity aren't mutually exclusive and that your workplace could benefit from a multicultural program that exposes employees to both differences and similarities among coworkers and colleagues. Human resources best practices for implementing multicultural programs suggest that if more employees -- from all levels within the company -- are involved, the greater the participation and enthusiasm is for a multicultural program. Therefore, the implementation stage should include as many people as practicable for it to be a successful program.

1. Ask for employee volunteers to help plan programs and events. When soliciting multicultural program committee members, stress that all employees who are interested can volunteer -- the volunteers don't have to be representative of multiculturalism to implement a multicultural program. They need only have an interest in being a part of the organization's workplace diversity planning.

2. Obtain a workforce census to gain perspective on the cultural representations in your workplace. Sort the census by race, ethnicity and age as a start in determining cultural representation. For example, your company's voluntary
EEO form gives employees the option to select Hispanic or non-Hispanic. However, within the Hispanic identifier, there are different cultures and national origins, such as Mexican, Cuban and Puerto Rican. You may need to look further to learn about employees in other ways, such as conversations about their specific cultures instead of reaching possibly incorrect conclusions.

3. Research other companies' multicultural programs. Read magazines like "Fortune" and "Inc." to learn about sample programs. Access the U.S. Department of Labor's website pages for the Exemplary Voluntary Efforts (EVE) Awards; employers whose diversity and multicultural programs have been awarded for excellence are named annually. Examine how other employers implemented their multicultural programs without appearing to create a mandatory workplace program that might discourage employee participation simply because it's required. Aim for ways to increase the number of employees who participate by creating a sense of belonging from every perspective.

4. Study how affinity groups work in other companies and use that information to form groups within your company. Affinity groups are small groups of employees within one organization whose members share or have an interest in a particular culture, gender or sexual orientation, generation, race or national origin. Avoid forming affinity groups that create distance or further division among employees, however. For example, employer-sponsored affinity groups formed strictly according to race may contribute more to divisiveness than inclusiveness. Instead of forming inter-company affinity groups for African-American or Asian engineers, for example, support employee membership in the National Society of Black Engineers or the Society of Asian Scientists & Engineers.

5. Promote events that incorporate multiculturalism education with workplace competence and success. For instance, programs that focus on multiculturalism concerning language and communication can improve workforce collaboration and teamwork. Coworkers who experience communication difficulties due to language or generational differences will benefit from learning more about how cultural differences shape the way employees communicate with each other and with customers and clients.

6. Schedule multicultural program events to coincide with or replace annual employee outings your company plans during the summer months or holiday season. Integrate multiculturalism in activities where the majority of your workforce naturally participates.

**Multicultural workplace benefits:**

1. More Understanding – and Respect – for Cultural Differences
2. Increased Creativity
3. Diverse – and Delicious – Treats
4. Align with an Increasingly Global Workforce
5. Speak Your Native Language
6. Learn or Strengthen a Second or Third Language
7. Better Service for Customers and Partners
As today's world becomes increasingly global in its outlook and as the marketplace becomes increasingly global in nature, multiculturalism in the workplace most likely will grow. Although the transition to a multicultural workplace could result in issues related to acclimation for workers and their employers, multiculturalism at work provides many advantages that can help a company prosper.

**Cultural Awareness**

Multiculturalism in the workplace can create a sense of cultural awareness among workers. Employees who are exposed to others' ideas and points of view will learn to think outside the box when faced with a problem. Once a worker has been exposed to beliefs of someone whose ideas seem foreign to him, he can begin to reflect on the narrowness of his world view and how it adversely affects his ability to think and solve problems. In an article posted on The Multicultural Advantage website, Josh Greenberg, president of AlphaMeasure Inc. in Boulder, Colorado, notes that multiculturalism allows workers to all contribute based on their own cultural background, experience and other qualifications. When a variety of viewpoints are thrown into the problem-solving mix, new and innovative solutions can be reached.

**Service Coverage**

Companies that have a culturally diverse workforce may benefit from such diversity because they create a workforce with a larger social network than just one ethnic group. This can generate an interest for products and services in many ethnic communities within the larger community. Businesses that offer goods and services that appeal to several ethnic groups are more likely to benefit from a multicultural workforce whose members can communicate with people in those ethnic groups.

**Employee Relations**

Employees exposed to different viewpoints and cultures in the office or workplace will be more likely to practice toleration. Employees who are tolerant of different views are more likely to cooperate with one-another or reach a compromise when differences exist. This can have a profound effect on employee relations, making it possible for employees of different cultures to not only coexist, but also thrive.

**Knowledge**

Employees who become aware of the culture of others in the workplace may want to learn more about that culture. A curiosity about someone else's culture can lead to a lifelong or a short-term pursuit of learning. Knowledge of another culture will stimulate tolerance in the workplace and also encourage workers to use knowledge of other cultures when they do their jobs.

The concepts of “multiculturalism” and “diversity” have been popping up more and more and gaining considerably more importance over the past years. Living in the era of globalization and technology has opened doors and opportunities that had never been seen before, which has completely revolutionized the way we work, communicate, and the way we live. Although there are, of course, challenges posed by having a diverse and
multicultural team, such as language barriers, different habits and customs, etc. which should be taken into consideration when hiring, the benefits of a multicultural workplace are so much greater.

In general, a multicultural workforce is one in which employees are heterogeneous, many dissimilar in certain traits. Practically speaking, any workforce with two or more employees has some level of multiculturalism based on the basic assumption that no two people are exactly the same. Companies vary in level of multiculturalism. Those that have easily detectible and wide-ranging cultural differences within their workforces are more often described as multicultural companies or workforces.

People with differences have natural barriers in communication and relationships. "Opposites attract" is a popular relationship adage, but people with differences also tend to find more conflict in communication than people with shared backgrounds and life paradigms. However, diversity management can draw out strong benefits of a multicultural workforce, including a broader and deeper pool of ideas and creative development, stronger connections to a global marketplace and better ability to adapt to marketplace changes.
MULTICULTURALISM AT WORKPLACE

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Abstract:
Multiculturalism is the phenomenon of multiple groups of cultures existing within one society, largely due to the arrival of immigrant communities, or the acceptance and advocacy of this phenomenon. The culture of India has been shaped by its long history, unique geography and diverse demography. Multicultural concerns have long informed India’s history and traditions, constitution and political arrangements. Much of the writings on Indian history, culture and politics are marked by some kind of multicultural concern. The central question addressed in this paper is how a vast multi-ethnic country – in terms of religion, language, community, caste and tribe – has survived as a state in conditions of underdevelopment, mass poverty, illiteracy and extreme regional disparities. Placed in relation to the failures of many less diverse and plural post-colonial and “socialist” states, India’s record of relative political unity and stability seems remarkable indeed. It is argued that at the heart of the resolution of many ethnic conflicts in India lies a set of multicultural state policies. The Indian Constitution as the source of these policies can be said to be a basic multicultural document, in the sense of providing for political and institutional measures for the recognition and accommodation of the country’s diversity. (Harihar Bhattacharyya, UNESCO)

Introduction:
Multiculturalism is the phenomenon of multiple groups of cultures existing within one society, largely due to the arrival of immigrant communities, or the acceptance and advocacy of this phenomenon. The culture of India has been shaped by its long history, unique geography and diverse demography.

More organizational leaders are trying to overcome the challenges of managing a multicultural workforce so that they can reap the benefits. A multicultural workforce consists of employees with a wide range of backgrounds. Age, race, national origin, gender and marital status are just some of the traits that distinguish employees culturally. Workplace diversity trainers often mention that there are more similarities among employees than there are differences; however, despite the many common attributes employees share, there still exist cultural differences. Culture is defined as a set of values, practices, traditions or beliefs a group shares, whether due to age, race or ethnicity, religion or gender. Other factors that contribute to workplace diversity and cultural differences in the workplace are differences attributable to work styles, education or disability.

The emergence of the multicultural workplace has brought about universal, communication and behavioural challenges. These challenges make effective communication difficult to achieve in a multicultural workplace
Ensuring success amidst the challenges in a multicultural workplace would be the focus of this essay with a look at the cultural diversity and its effects at work, coupled with the different communication modes available and necessary in a multicultural workplace. It can be a major challenge to work in multicultural environments where your clients’ organizations have values, beliefs and certain conventions that are distinctly different from yours. Although multicultural consulting comes with its own unique challenges, it comes with many benefits, as well. There are few other such powerful experiences in which you can learn so much about people and organizations and also about yourself. The range of types of organizations is highly diverse and consultants who can work in multicultural environments often have a wider range of potential consulting projects than the consultant who is fearful or disinterested in those environments.

**Multiculturalism:**

"Multiculturalism" is the co-existence of diverse cultures, where culture includes racial, religious, or cultural groups and is manifested in customary behaviours, cultural assumptions and values, patterns of thinking, and communicative styles.

(https://www.ifla.org/publications/defining-multiculturalism)

According to Prof. Dr. Dominic KV [5] Multiculturalism is defined as the state of co-existence of diverse cultures. Culture includes, racial, religious, linguistic, etc. which may have differences and distinctions in customary behaviours, cultural assumptions and values, patterns of thinking and communicative styles. It also aims at the preservation of different cultures and their identities within a unified society as a state or nation. „Multiculturalism” is now used not only to define disadvantaged and marginalized groups like tribal, linguistic-cultural-religious minorities, LGBT, disabled, etc., but also immigrants who may come under ethnic, religious minorities as well as minority nations and indigenous peoples. Multiculturalism is applied by the government, philosophers, politicians, writers, critics and scholars for human society alone, but to me it includes non-human beings, plants and the planet itself.

Multiculturalism describes the existence, acceptance, and/or promotion of multiple cultural traditions within a single jurisdiction, usually considered in terms of the culture associated with an aboriginal ethnic group and foreigner ethnic groups. However „Multiculturalism” has now occupies a very central place in public culture of Western liberal democracies and increasingly in global political discourse too. Now the term has become a global term in many respects. The multicultural ideas have spread to debate over the nature of global justice and the search for global norms of human rights and redistributive justice.

**Multiculturalism at workplace:**

A multicultural workplace is one in which a wide range of cultural differences exist among the employees in the organization. While a number of major and minor traits are used to describe cultural differences, the most common traits used to identify the level of multiculturalism evident in a given workplace often boils down to "age, sex, ethnicity, physical ability, race and sexual orientation. (Encyclopedia of Business)
In general, a multicultural workplaces one in which employees are heterogeneous, many dissimilar in certain traits. Practically speaking, any workplace with two or more employees has some level of multiculturalism based on the basic assumption that no two people are exactly the same. Companies vary in level of multiculturalism. Those that have easily detectible and wide-ranging cultural differences within their workforces are more often described as multicultural companies or workplaces.

A multicultural workplace refers to the diversity in culture of employees in a particular employ. This includes diversity of values, beliefs, age and country of origin, stereotypes, prejudices, religion, emotions and assumptions. These diversities could determine confidence, dominance, mindsets, disposition and perceptions. (ibid. p.174). When members of diverse cultures are involved in a workplace, responses or reactions are experienced. These are usually clashes and struggle for dominance. This was experienced in the early history of the United States of America (Beamer and Varner, 2001 p.9).

**The Magic of Multiculturalism at Workplace:**

In *The Magic of Multiculturalism in the Workplace*, Tomas writes about the benefits of multiculturalism in the workplace, he points out:

The truth is that the age we live in, an age of globalization and where geographical borders hold less and less meaning with each passing day, is an age which craves travel and diversity. According to studies, 57% of employees think their companies should be more diverse, and that there are higher turnover rates due to the fact that they are not. If you are looking to make your team more creative, more productive, more knowledgeable and more cultured, hiring for diversity is definitely something you should be taking into account.

David Tomas points out that not only does a multicultural environment promote cultural awareness, but ultimately inspires the team and increases productivity. Diverse language skills globalize the company, people develop an increase in tolerance and ultimately there is a wider range of skill sets among the team. A multicultural environment is ultimately provides numerous benefits to both the employee and the organization.

**The Advantages of Multiculturalism at Workplace:**

As today's world becomes increasingly global in its outlook and as the marketplace becomes increasingly global in nature, multiculturalism in the workplace most likely will grow. Although the transition to a multicultural workplace could result in issues related acclimation for workers and their employers, multiculturalism at work provides many advantages that can help a company prosper.

1. **Cultural Awareness:**

Whether in the workplace or not, working and living alongside people from other cultures and backgrounds increases our cultural awareness and knowledge, and opens our horizons, stretching them far beyond the borders of our country. Not only does this make people become more open and accepting towards ideas and foreign concepts, but it generally ignites a will to learn and discover more than they already know. When you realize how many different ways of living there are, and how much things can change just from traveling a few kilometers, it often
helps you realize how much you do not know, that you didn’t even know you didn’t know. This desire to learn and improve is not restricted to travel or exploration, but begins to spread across all aspects, and helps form people who are eager to learn and continuously improve, whether at work, at home or in their free time. Cultural awareness is key when looking to expand your company into other markets, also. It is important to recognize that cultural habits and customs affect business and the workplace as well, and it can be very risky for your company to begin operating in other markets without an active notion that things are most likely done in a different manner.

2. Increased creativity and productivity:
When people with different ways of thinking and living join together to brainstorm and solve a problem, magic can happen. The different ways of approaching a difficult situation and going about fixing it, when brought together can give place to extremely creative and unique ideas that could not have been thought of in any other way. Having an open mind, being culturally aware and working with people who think and work differently from you inspire people to think outside the box, and consider options that they previously may have thought unviable. Taking the best of what each person has to offer and putting them together can create a kind of “super solution” that can bring innovative and revolutionary plans, strategies and ideas to your team and company.

3. Language Skills:
Admittedly, language can be one of the great barriers of hiring people from abroad, but it is also one of its greatest strengths. It is important when hiring to assure there is a common language which team members master and can communicate in, there is nothing more difficult than having to work with someone you cannot clearly communicate. Once a common language has been established, however, which is nowadays most commonly English, any knowledge in other languages is a very big plus. Whether it gives team members the chance to learn a first few words in German or Russian to get by while they’re there on holidays, or to brush up on their French which they haven’t used in years, it is an amazing opportunity to add skills to your team as a group, and for each member in individual. When globalizing your company and beginning to operate in other countries, it is also extremely important and useful to have members who are able to speak other languages, making communications smoother and easier.

4. Employee relations and tolerance:
Working alongside people who are different from you in many ways, as beneficial as it might be, will always present certain challenges. What you will see change, however, the more you work with them, is how you deal with these challenges and situations: your level of tolerance. Tolerance is not about encountering a problem and ignoring or putting up with it and gritting your teeth – it’s about accepting that all people are different and live in different ways, and beyond accepting that, it’s about valuing and cherishing it. Having tolerant team members will not only improve relations amongst each other, but it will also affect the way they interact with everyone around them, be it managers, colleagues from departments, suppliers, clients or customers.
5. Unique talents:
The more people you have on your team and the more diverse and different they are from each other, the more unique and special talents you will find among them. Stereotypes aside, people who have grown up and been educated in different ways and different environments, have the tendency to develop different skill sets, which can be an amazing addition to your team.

6. Service Coverage:
Companies that have a culturally diverse workforce may benefit from such diversity because they create a workforce with a larger social network than just one ethnic group. This can generate an interest for products and services in many ethnic communities within the larger community. Businesses that offers goods and services that appeal to several ethnic groups are more likely to benefit from a multicultural workforce whose members can communicate with people in those ethnic groups.

7. Employee Relations:
Employees exposed to different viewpoints and cultures in the office or workplace will be more likely to practice toleration. Employees who are tolerant of different views are more likely to cooperate with one another or reach a compromise when differences exist. This can have a profound effect on employee relations, making it possible for employees of different cultures to not only coexist, but also thrive.

8. Knowledge:
Employees who become aware of the culture of others in the workplace may want to learn more about that culture. A curiosity about someone else's culture can lead to a lifelong or a short-term pursuit of learning. Knowledge of another culture will stimulate tolerance in the workplace and also encourage workers to use knowledge of other cultures when they do their jobs.

9. Training:
Multiculturalism also affects employee training. Training programs must focus on organizational mission statements, which should incorporate elements of diversity and inclusion, as well as the company’s stance on harassment and intolerance for any type of discrimination. The company that has truly embraced a multicultural philosophy will implement policies and training that build teamwork and include activities that encourage employees to work together for a common cause; while also fostering individual team goals and independent successes.

Challenges faced by Multi-cultural workplace:
Employers recognize the importance of workplace culture. Workplace culture can create better employee relations and it can lead to greater productivity when workers are happy with their jobs. However, workplace culture is not without occasional problems, and employers sometimes have to address these problems. Company leaders that are aware of such problems and have a plan to deal with them or prevent them can head issues off before they arise or get out of control.
1. Cultural Differences:
Culture differences occur according to region, religion, gender, generation and class of people who are working in the organization. Multi-cultural organizations need to focus on dealing with people who speak different languages and live by their own customs and values.

2. Linguistic Issues:
The most immediately striking of the challenges that a Project Manager of an international team might face is that of linguistics. Multiple languages, fluency issues, or even just the difficulty in comprehension that comes from various accents or local terminologies can create a barrier to understanding. While these barriers can easily be overcome with a bit of patience, and Google Translate, the real issue is the toll these difficulties can have on the team-members. It is tiring to be always fighting to be understood. It is also tiring to struggle to understand constantly. Using terminology that others are unfamiliar with, or being misunderstood because of your accent can result in lowering of self-esteem and confidence for some workers, especially if a large group of employees are all from one national group. Patience is essential in dealing with linguistic issues, and requires extra effort by the Project Manager, and in turn, by the team, to overcome.

3. Forms of Communication:
People with different cultures will have different communication and working styles. Lack of proper communication can lead to misunderstanding of work. This will effect in quality of the work. Coordination should be done according to the time zone of the particular place. Different cultures deal with the directness of communicating in very different ways. The West is known for its directness, while, for example, Asian cultures often prefer indirect communication, and find directness to be rude, confrontational, or criticizing. A manager must take this into account when dealing with an international team. A manager from the West must research the cultural norms of those international team members, and be willing to find other, less direct ways of dealing with situations, especially those that could be seen as criticism. A manager from Asia needs to push through her own cultural norms and directly address issues with her western team-members, or risk having all the subtle clues of indirect communication missed or misunderstood by her western team.

4. Religion:
Another cultural problem that can arise in the workplace is the differences in religious worldview or belief. This can be a problem in more than one way. For instance, if certain individuals are required by their religious faith to dress in a certain manner or wear a particular piece of cultural garb that others might find offensive, this can create cultural division within the workplace. Differences in religious ideas can also cause division, especially if those ideas are discussed freely during times when workers are idle.

5. Conflict Resolution:
Cultural differences can also create problems in terms of conflict resolution. However, problems with conflict resolution are not necessarily a result of cultural differences. Cultural differences can create additional problems
when attempting to resolve conflicts, though. The inability to communicate, for one, can make it difficult to effectively resolve a problem. Conflict resolution is something that companies can deal with effectively if they have established policies and procedures for when major disputes arise between workers in the context of workplace culture.

6. Decision Making:

It would be a mistake to assume that the decision-making process (individually or as a group) is the same cross-culturally. Adaptability is the key here. Expecting team-members to change their method of decision-making overnight is a big thing to ask, and is bound to come face to face with a lot of resistance. Be adaptable to other decision-making methodologies wherever you can. When you must insist on the adoption of a particular methodology, take the time to investigate exactly how this new methodology is different from what your international team-members are used to, and then take further time to explain these differences to your team, coaching and helping them into the new system. Be positive and supportive and the advantages of an international, multicultural team will quickly outweigh these challenges.

7. Mode of Learning:

Culture will affect the way people learn. People with different cultural backgrounds, will have different patterns of learning. Also different intellectual abilities of people will enhance and affect their learning experience.

Cross Cultural Training is the reliable option to face all these challenges and get the best out of globalization.

Recommendations - Improving Multiculturalism at Workplace:

1. **Flexibility is the key to working in a multicultural environment:** the work environment always demands flexibility on your part, but in a multicultural environment the adaptation becomes all the more important. The flexibility that is so important in dealing with anything that does not confirm to our own beliefs ensures your coworkers feel you are not judging them by religion or race, in a work environment, and as humans, their personal qualities and the value of their work matters, never the colour of their skin.

2. **Develop understanding for different cultures and values and respect those differences.** Americans enjoy the A-OK sign but a Brazilian would be highly offended by the same. There are religious practices too, some people do not eat a certain type of meat based on religious beliefs, some do not eat meat at all and some try everything. As a team member you have to learn to not look down on anyone who does not confirm to your beliefs and it never hurts to go out of the way to accommodate others at times, if its Diwali festival for your Hindu colleague, or Eid celebrations for a Muslim colleague, you can win them over by covering for them while they join their families for the day and you can convey your sincerity that way too.

3. **Regardless of the religion, ethnic or cultural background of a person, everyone has to be treated ‘fairly’**. People should always be chosen for specific tasks and in lead roles for their capabilities alone. If, for
instance, an Asian, or an African is the suitable choice for the team lead over a predominantly European workforce, fairness demands that the person gets the task he deserves. It is the task of the management and the individuals in the team to make sure they do not treat their new team lead with less respect than they would give to another European. The easier way in terms of maintaining the status quo is thought to be giving the lead to the next best person for the job when a minority representative qualifies for a team lead; this however means your work environment is already racially charged.

4. Make sure you convey your desire to be sensitive to another’s culture early enough: The first impression actually can be the last impression so it is very important that you convey your sensitivity and respect for the cultural difference before the other person makes up their mind about you.

5. Win friends: Whatever culture you belong to, the idea is to be sincere towards your fellow workers. If you win their trust, you usually win friends too who will usually in turn try to accommodate you as much as possible. Remember, friendship and respect are common to all cultures.

6. Don’t let personality or cultural clashes ruin your work environment:
Multinational companies, or those hiring multicultural teams, often have problems with one cultural group at loggerheads with another cultural group or even an individual. The idea is to instil the spirit in your team to stick together irrespective and above considerations of cultural differences. Cohesion comes from association, mutual respect plus the sharing of good and bad times together, so make sure you are a part of a cohesive whole. If you are a project manager, your team needs you to lift it and share time together, if you are just a member of a diverse and multicultural team, be sure to still try and develop a relationship with your fellow workers. Remember that not all cultures enjoy the same type of food. There will be members who are prohibited in their religion to drink alcohol, make sure they have a drink they would rather have instead when you toast success, just showing your desire to accommodate the other members in the team does a lot to break the ice. After that, it is up to you to make sure it never gets that cold in your workplace again.

7. Create an environment among team members so that they will be open to sharing information about themselves and to increase their willingness to hear and accept feedback from others about their conflict resolution challenges.

8. Help team members understand that conflict is a result of differences in needs, objectives, and values. Indicate that these differences can enhance the team’s productivity, rather than deter it.

9. Help team members understand that they must understand how each team member perceives motives, works, actions, and situations differently in order to understand the differences among them.

10. Help team members understand that each of them has learned to expect certain outcomes in interpersonal relationships and such differences can block teamwork. Help them explore the blocks to increase their willingness to work through issues, collaborate, and compromise.

11. Create an Evaluation Form: According to the Strategies and Tactics for Recruiting to Improve Diversity and
Excellence program that Northeastern University implemented, developing a standardized form to evaluate candidates helps prevent discriminatory hiring practices. A form allows you to use the same evaluation criteria for all candidates, which reduces the possibility of interjecting personal prejudices.

12. Make Use of Current Staff: Use existing members of your staff to help recruit employees. For example, if you already have quality employees who are minorities, let them know about job openings to see if they know others who may be qualified or interested. This helps to create a flow of diverse candidates, and can also reduce your recruiting expenses.

13. Clarify the Benefits: Emphasize to your employees how diversity benefits the company, and how that ultimately benefits each employee. For example, if you hire a Latino sales representative, point out that this can help the company expand into the Latino marketplace, creating growth and more opportunities for everyone at the firm.

Conclusion:
As India is a multi-ethnic, multi-language, multi-caste, multi-religion country, the inclusive growth of the country depends on the development on these different minority groups and this inclusive growth demands all social groups to get equal access to services and opportunities for economic and social development. Marginalization of these groups or perceived lack of advantage of these groups is a threat to India. It may result in conflict only which does not gel well with the idea of India. Respecting individual differences will benefit the workplace by creating a competitive edge and increasing work productivity. Diversity management benefits associates by creating a fair and safe environment where everyone has access to opportunities and challenges. Management tools in a diverse workforce should be used to educate everyone about diversity and its issues, including laws and regulations. Most workplaces are made up of diverse cultures, so organizations need to learn how to adapt to be successful. Thus,

Multiculturalism is the part of a larger human – rights

Revolution involving ethnic and racial-diversity.

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MULTICULTURALISM AT WORK PLACE CHALLENGES AND ADVANTAGES

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Introduction:
“A multicultural society does not reject the culture of other but is prepared to listen, to see, to dialogue and in the final analysis, to possibly accept the others’ culture without compromising its own” and “Organizational culture encompasses values and behaviors that contribute to the unique social and psychological environment of an organization”

According to Needle(2004) organizational culture represents the collective values, beliefs and principles of organizational members and is a product of such factors as history, product, market, technology, strategy, type of employees, management style, and national culture; culture includes the organization’s vision, values, norms, systems, symbols, language, assumptions, environment, location, beliefs, and habits.

Multiculturalism as a political philosophy involves ideologies and policies which vary widely ranging from the advocacy of equal respect to the various cultures in a society, to policies of promoting the maintenance of cultural diversity, to policies in which people of various ethnic and religious groups are addressed by authorities as defined by the group to which they belong.

Social, Political, economical and legal environment of the workplace is one of the important factors which affect work culture which are somehow related to multiculturalism.

To develop conducive work environment and organizational culture, multiculturalism plays important role because as earlier mentioned it helps in maintaining human relations which are essential for organizational culture.

Here in this paper writer intend to discuss how multiculturalism helps in developing work culture at workplace and challenges and advantages of multiculturalism at workplace.

Multiculturalism and work culture: as today’s world becomes increasingly global and market place becomes increasingly global in nature, multiculturalism in the work place is growing.

Following are the challenges of multiculturalism at workplace:

- Employees from some cultures may be less likely to let their voice be heard.
- Integration across multicultural teams can be difficult in the face of prejudices or negative cultural stereotypes.
- Professional communication can be misinterpreted or difficult to understand across languages and cultures.
- Different understandings of professional etiquettes.
- Conflicting working style across teams.
India being multicultural community based on lot of discrimination deeply rooted in peoples’ mind, which has become big hurdle in the way of converting multiculturalism into opportunity and development of effective work culture. Following are the major problems related multiculturalism at work place:

**Identity Clashes:**
When group identities clash the cultural war occurs, this is embedded in the historical and political contexts of eras and times. When people of different culture come together at work place such identities clash of their forefathers may continue in minds and become hurdle in maintaining multiculturalism.

**Inter-Gender Conflict or gender power discrimination:**
The set of roles, behaviours and attitudes that societies define as for women and men can be cause of consequences and mechanism of gender power relations from the intimate sphere of household to the highest levels of political decision making. At workplace also the wider structure and institutions shape the distribution of power by reinforcing and relaying gender roles.

**Inter-Ethnic Conflicts:**
An ethnic conflict is a conflict between two or more contending ethnic groups. While the source of the conflict may be political, social, economic or religious, the individuals in conflict must expressly fight for their ethnic group’s position within society.

The same conflicts are also having occurred at workplace also.

*Inter- Religious Conflicts:*
A religious conflict is conflict primarily caused or justified by differences in religion. At work place it is not war as such but religion conflict found in appointments, promotions, professional relations and work distribution for example the appointments of Nurse in cities like Pune also we find people from same religious groups.

**Security:**
If the workplace does not follow multiculturalism positively and practicing discrimination may cause insecure feeling among the employees

**Control**
The authorities if not democratic and having multicultural outlook then the control they keep on the employees will be full of prejudices and may cause conflicts resulting in chaos at workplace.

“Multiculturalism is a bed of beautiful roses that has thorns, so we just have to be careful not to get pricked or to prick one another”

“Diversity is an aspect of human existence that cannot be eradicated by terrorism or war or self-consuming hatred. It can only be conquered by recognizing and claiming the wealth of values it represents for all.”

if such is positive attitude towards multiculturalism if practiced properly it can provide opportunities for growth and development of workplace.
Multiculturalism at workplace provide following advantages:

**Cultural awareness:**

If employees are exposed to others cultures they will be aware of other cultures, multiculturalism at workplace can create a sense of cultural awareness. Employees will learn to think out of the box because due to multiculturalism they will be exposed to others’ ideas and point of views. Employee when exposed to beliefs of someone whose ideas seems foreign to him/her, he/she can start reflecting on the constriction/ narrowness of his/her world views and how it adversely affects their ability to think and solve problems. Multiculturalism allows all the employees to contribute based on their own cultural background, experiences and other qualifications. When a variety of viewpoints are thrown into the problem-solving mix, new and innovative solutions can be reached.

**Service coverage:**

Work organization that have culturally diverse workforce may benefit from such diversity because they create a workforce with larger social network than just one ethnic group. This can generate an interest for products and services in many ethnic communities within the larger community. Business that offers goods and services that appeal to several ethnic groups are more likely to benefit from a multicultural workforce whose members can communicate with people in those ethnic groups.

**Employee relations:**

Employees exposed to different viewpoints and cultures in the workplace will be more likely to practice tolerance. The employees who are tolerant of different views are more likely to cooperate with one another or reach a compromise when differences exist. This can have profound effect on employee relations, making it possible for employees of different cultures to not only coexist but also thrive.

**Knowledge:**

Multicultural workplace provide environment for learning from different cultures. Employees who are aware of the cultures of others in the workplace may want to learn more about that culture. A curiosity of someone else’s culture can lead to a lifelong pursuit of learning. Knowledge of another culture will stimulate tolerance in the workplace and also encourage employees to use knowledge of other cultures when they do their jobs. Thus there are challenges and advantages of multiculturalism at work place but if we have positive attitude it can be converted into opportunities for prosperity of the whole world.

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MULTICULTURALISM - ESSENTIAL CROSS-CULTURAL SKILLS FOR THE WORKPLACE

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Abstract:
Multiculturalism is a situation in which all the different cultural or racial groups in a society have equal rights and opportunities, and none is ignored or regarded as unimportant. A multicultural workforce is one in which a wide range of cultural differences exist among the employees in the organization. To achieve benefits of the Multiculturalism, each employee of an organization should have essential cross cultural skills like, patience, respect, sensitivity, willingness to learn, team building etc.

Diversity in the workplace is going to increase day by days. So it is a necessity of the today’s global age, to learn essential cross-cultural skills required for the betterment of an employee as well as an organization.

Key words: Multiculturalism, Cross-Cultural Skills and Workplace

Introduction
Multiculturalism is a situation in which all the different cultural or racial groups in a society have equal rights and opportunities, and none is ignored or regarded as unimportant. A multicultural workforce is one in which a wide range of cultural differences exist among the employees in the organization. To achieve benefits of the Multiculturalism, each employee of an organization should have cross cultural skills..

Diversity in the workplace and essential cross cultural skills for the workplace
Diversity in the workplace is not going to decrease. In fact, it's going to increase as diversity in India continues to increase. So learning of these skills is the necessity of today's age. There are endless cultural variations that will determine people's beliefs, values, work ethic, and even their work schedule. It's impossible for us to learn every culture in the world and gain the skills and knowledge to understand each and every culture.

Nobody expects from us to do that. Instead, developing cultural competence means gaining an awareness and basic knowledge of cultural differences and how those differences affect people's beliefs, values, work ethic, and work schedule, so we can be more understanding and sensitive to them.

Each and every employee should be learn following skills to be cultural competent for the workplace
Patience

Working with colleagues in a multicultural environment requires a certain level of patience. People from different backgrounds often have different ways of approaching tasks and human interactions. These are neither right nor wrong, only different. Having the patience to take the time to fully understand where colleagues are coming from different workplace scenarios can help us all work together more efficiently and effectively.

Respect

Cultural differences range is vast and wide, from religious beliefs to cultural norms. People from diverse backgrounds bring a number of different socially-acceptable professional and personal practices into the workplace. Whether or not we agree with our colleagues, it is important to respect their differences.

Sensitivity

People who don't speak native language might inadvertently use words or phrases that we might find inappropriate for the workplace. Give colleagues with new language skills freedom in how they use their words. If we feel our colleague inadvertently offends customers due to ignorance of certain accepted customs and practices, discuss the issue privately with him or her and later on with the human resources representative. This person is trained to deal with these types of situations in a professional and effective manner.

Willingness to Learn

Working with people from other backgrounds exposes us to customs, cultures and practices us might never have otherwise come in contact with. A willingness to get to know our colleagues on a personal level will create a sense
of goodwill in the workplace that can translate to better professional collaboration. Most people, when asked in an appropriate way, are more than happy to talk about differences between cultures. This can give us greater insight into why people think, behave and act the way they do. Be open to discussing our own background and cultural beliefs, provided these conversations don't tread into inappropriate workplace conversation.

**Culture of Listening**

We have to throw stereotypes and perceptions to the curb. Forget what we think, we know about how others should define themselves. Instead, adapt an ear for listening and promote this culture in the workplace. The best way to learn about others is to adapt good active listening skills, where others feel invited to share information about their race, culture, and otherwise.

**Team building**

The U.S. has an individualistic culture where individual achievement is preferred. People want to do things on their own. However, there are other cultures that value teams and cooperation. When we want to go it alone at work, this can be problematic if you have someone always wanting to work together to achieve success. It can also be a great asset when building teams within the workplace.

**Communication**

We can expand our horizons by learning different communication skills and approaches while interacting with the other employees. Different communication styles will affect how people interact and handle problems. Someone from an Asian culture may be hesitant to give bad news, but someone else from different culture may exaggerate it. Here we have to learn to recognize different communication styles.

**Views on time**

Different cultures have different views on time, such as the balance between work and family, and work and socializing. They can also differ, on the meaning of "late."

**Use of Cultural Calendar**

It's helpful, especially if anyone is in a position where he has to schedule meetings, events, work days, etc. Because of cultural calendar he will be aware of the different holidays for different cultures and he plan everything accordingly at his workplace.

**Conclusion**

Diversity in the workplace is going to increase day by day. So it is a necessity of the today’s global age, to learn essential cross-cultural skills required for the betterment of an employee as well as an organization.

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THE CHALLENGES OF MULTICULTURAL SCHOOL

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Abstract:
“Multicultural Education is a process that goes beyond the changing demographics in a particular country. It is more effective education for a changing world.” (Nieto 83) There is an important relationship between culture and education since the culture of teachers and students affect education processes in the classroom. Culture, schooling, and education are in democratic multiculturalism approaches of teaching, learning, and education programs. Every person not connected with schooling may think that there is nothing difficult in teacher’s job. This thought is a huge mistake as the number of challenges teachers face every new lesson is incredibly big and this happens in the classrooms where teachers and students speak the same language and understand each other perfectly. This article focuses on meaning of Multicultural School will deal with challenges facing multicultural school at the beginning of the 21st century.

Introduction:
The goals of multicultural education include imparting more accurate and complete information about many cultures, reducing prejudice and fostering tolerance, improving the academic achievement of minority students, reaffirming our commitment to the American ideals of pluralism and democracy and helping to make those ideals a reality. Only imagine how many difficulties a teacher should overcome then if his students are from different countries, with opposite religious views and diverse educational background. However, there are thousands of such multicultural classes working on a daily basis and teachers have to overcome dozens of challenges to achieve the educational goals. Let’s see what these challenges are and how to cope with problems with multicultural education Multicultural education these goals can best be reached not by adding separate units about various ethnic groups to our curriculum, but by transforming the whole curriculum to acknowledge diversity and honor multiple perspectives. Social studies, history and literature classes are the most fertile ground for this change, writes Scott Willis in a recent issue of Curriculum Update. Educators report that before multicultural education can become a reality, many challenges and choices must be addressed.

Multicultural School: definition,
goals and problems The educational process is known as multicultural if there are two or more students in one classroom have come from other countries or were raised in different customs and traditions.
“Multicultural Education is a process that goes beyond the changing demographics in a particular country. It is more effective education for a changing world.” (Nieto 83) There is an important relationship between culture and education since the culture of teachers and students affect education processes in the classroom. Culture, schooling, and education are in democratic multiculturalism approaches of teaching, learning, and education programs. Its main goal is to provide equal opportunities for school learning to students of different gender, race, social class, coming from different cultures and ethnic groups. It goes without saying that these goals are very important for all members of society but it is a fact that it will take years to achieve them with all those challenges faced by teachers in the multicultural classrooms. Unlike customary classrooms, issues in multicultural education make the teaching and learning process a real trial for both teachers and students. All that happens due to the challenges faced by a teacher and influencing the learners.

1. **Language barrier:** The main thing that differs multicultural classrooms from ordinary ones is a language barrier. Coming from different countries and even city districts children can speak the same language but never understand each other. This might be the influence of parents, environment, dialects etc. However, the situations when students do not know the language of studying happen even more often. Young people get into the environment where a teacher speaks a foreign language they do not understand at all and their task is not only to understand what a teacher says but also gain new knowledge – twice harder than in customary classrooms.

2. **Presenting one topic from different perspectives** You may say that every teacher should present a topic from different prospective independent on the pupils’ nationality in the classroom. Of course, it would be great but a restricted number of school lessons does not always provide this opportunity. In multicultural classes the situation is different. It especially concerns history lessons as some events can be defined by different populations as opposite ones. For example, some movements should be called not only an expansion of one country but also the displacement of another nation. A teacher should be very careful in his formulations and expressions not to offend feelings of some students. Moreover, he should not try to persuade in the unquestioned truth of his words and views as it may result in a struggle or disappointment among students. History should be presented as accurately as possible. There is no need to downplay any negative aspects but a task of the teacher is to avoid stereotypes and offer evidence from the primary sources to sound objective.

3. **The cultural difference can also be noticed in the poorly formed speaker-listener relationships and diverse patterns of cooperation and competition.** As a result, students might not know how to behave when a teacher is speaking, have no idea of group or pair work, will not understand the rules of games introduced. One more important aspect is a prevalence of visual learning materials. As students can hardly understand the language, images can be more effective in acquiring new knowledge.

4. **Non-verbal behavior** Sometimes it is much easier to understand a foreign language than a body language of another ethnic group. If a teacher is not aware of the non-verbal behaviors characteristic of the society where his
students are from, that might bring about a variety of troubles and difficulty of right interpretation. Such customary non-verbal behaviors as raised hands, eye contact, head nods can have a completely different meaning in another country let alone any other body signs.

5. **Diversity of extracurricular activities** As children from other cultures have appeared in the classroom that differs from theirs it means that they should also get accustomed to new traditions, a way of life, relationships in this new society. In most cases, it is teacher’s job to show and tell about that. It is usually done in different extracurricular activities. Whether it is a holiday or some important date children should learn about it.

6. **Constant work with parents:** Every teacher should understand how a student feels in an absolutely new environment and communication with his parents can be helpful in that. It is important to understand how a child has been raised from the childhood, what traditions influenced his view of the world or what is absolutely inadmissible for him. This knowledge will help teachers to build their lessons more effectively and help students to find their place in the classroom.

7. **Teaching communication skills:** Apart from difficulties in using a foreign language students may feel shy or unable to express their viewpoint because of the horror not to be understood. In some Muslim countries, boys will avoid socializing with girls while in the new environment it is an absolutely normal experience. Teachers should encourage students to discuss different issues, speak up their mind on a variety of topics and promote a pleasant atmosphere in the classroom.

Teachers involved in multicultural education report that they try to show their students as many perspectives as they honestly can. Role playing has proved to be a particularly powerful technique to help students gain understanding of a different culture's experience. Teaching history as the story of people rather than the achievements of military or government leaders has enabled some teachers to shift their focus more easily. Placing more emphasis on social, economic and cultural history as well as everyday life adds depth and richness to traditional history curricula.

### Six Ways to Implement a Real Multicultural Education in the Classroom

1. **Define multiculturalism.** Multicultural education is a progressive approach for transforming education based on educational equality and social justice. The components required in educating a multicultural education are content integrations, prejudice reduction, empowering school culture and social culture.

2. **Observe your students closely, and value your real-life experience of diversity over the textbook version.** David Kolb created a four-step model for really understanding the needs of a particular student group.

3. **Earn your students’ learning styles.** Teachers can help students discover their academic strengths by helping them discover their own learning style. In this way, students discover what method of comprehension works best for them based on their own backgrounds and personalities.

4. **Encourage your students to be proud of their heritage.** Educators should look for ways to emphasize the differences between students in a positive light. This might mean writing essays on family background or partnering with other students to help each other develop projects that accent the culture of the other.
5. **Be aware of your biases.** In order to fully understand the significance of multiculturalism in the classroom, educators must first thoroughly examine their own cultural beliefs, values, and biases. Then prospective educators are ready to begin learning about other cultures—to become familiar with their values, traditions, communication styles, learning preferences, contributions to society, and relationship patterns of their future students.

6. **Create assignments that celebrate multiculturalism.** If used cleverly, classroom assignments can provide a primary window into a student’s cultural beliefs. Writing assignments can play a significant role in gathering information about student thought patterns and tendencies.

**Conclusion:**
Many people wonder ‘why is multicultural education important’ but there are many reasons to implement it in modern schools. Today, borders between countries become less and less noticeable as more states are happy to welcome citizens of other countries on their territory. So when a child comes to a new classroom this experience appears very useful both for him and his new classmates. The last ones learn to be tolerant, patient and open to new information, while a child learns to survive in an absolutely different environment and this experience is incredibly important.

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CHALLENGES OF MULTICULTURAL EDUCATION

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Abstract:
Multiculturalism has powerful effect on an organization. Present scenario of any organization reflects multiculturalism. This paper lay emphasis on multiculturalism in workplace its advantages, disadvantages strategies to improve the positive outcomes and reduce negative effects.

Introduction:
Multiculturalism is cultural diversity of communities where two or more communities merge with each other. Various streams of the world’s cultures merge to form new interactions. This is only possible using mass media communication. Concept of multiculturalism and diversity are popping up more in this era of globalization and technology.
Cultural diversities can be explain if we know the term global culture. Global culture helps people across the world to exchange, communicate, share knowledge regardless of the distance that separates them.
Communication and Information Technology helps to feel free to know the world even if we do not get a chance to visit it.
Computer internet, telecommunication with advance facilities are providing for intercultural and intersocietal connectivity.
Multicultural workforce is one in which a wide range of cultural difference exit among the employees of an organization. Diversity management is a well recognized process of proactively and strategically managing the unique needs of a diverse workplace with multicultural traits.
Immigrants are source of diverse knowledge and experience. They can increase innovation creativity and prosperity in our city.
Multiculturalism springs from various sources, the significant ones are revolution brought about by information and communication technology, rapid transportation increased international migration due to globalization.
Workplace are in many ways a microcosm of a nation representing multiple kinds of people based on race, gender, ethnicity, culture, religion all under one banner, working towards the same goal.
Rajeev Bhardwaj VP HR Sunlife
Financial Asia Service Centre.
Diversity in workplace has elements such as differences in religion, social status, age language etc.
Importance of diversity at workplace:-

- Mutual Respect: Employees can develop a sense of mutual respect amongst their groups. This helps them to recognize their workplace. They gain respect for their colleagues.
- Conflicts can be resolved: Conflict inevitably occurs at workplace this can be avoided if employees learn to acknowledge each other differences. Respect towards co-workers will resolve the conflicts.
- Business reputation: Diversity in workplace helps to manifest in building a great reputation for the company leading to profit. Business reputation flourish when companies show their commitment to diversity through aggressive outreach and recruiting efforts. Loyalty from customers can be gained.
- Increased Exposure: Employees can learn about different attitudes from the diverse work place exposure. Traditional generation workers learn new technology from tech savvy generations.
- Different Perspectives: Broad range of perspectives on challenges or issues can be seen. People from different background bring in their unique cultural experience to the situations face in their companies and try to find out ultimate resolutions.
- Broader Coverage: Employees with diverse backgrounds can provide broader coverage for company in global market place. The ability to accurately speak and write the language overcome cultural barriers.
- Increase in creativity: Workforce diversity increases creativity within the company because heterogeneous groups exist in an organization.
- Talent Pool: Employees from all races, classes, creeds, religions and ages are recruited so varied competencies and set of skill follow into an organization which are added advantage.

Disadvantages of Diverse workforce:

a) Managing diversity: The diverse workforce can be managed if the managers are trained enough. They need to support individuals within the team balance conflicts and opinions. They need to deal with their own biases and prejudices. Each team member needs to be respected.

b) Communication Barriers: Work cultures with heterogeneous environment need to overcome language and culture issues by hiring interpreters. Trainers to help employees through challenges of diversity.

c) Cultural resistance: If not well planned and managed the workplace with diverse cultures can cause stress and contribute towards negativity. Hence training the employees is essential to work in diverse conditions.

d) Discrimination: An unfair means of discrimination can be observed at times in companies having diverse work culture.

e) Opposition to change: Some people in organization may reject new ideas and make work environment difficult.

f) Implementation of diversity is a challenging task as employee must be ready to face the situations in an organization.
Strategies to manage workplace diversity :-

1) Set up small teams that will get new employees actively involved and fully integrated into company’s cultural.
2) Practice mentorship to encourage retention and focus on long term career goals.
3) Create learning and development programs that focus on building relationships and skills.
4) Schedule activities outside work hours that encourage encouragement and fun interactions.
5) Get employees participation in hiring new talents and ask for referrals.
6) Provide diversity training to make employees aware of what constitutes a diverse workplace.
7) Make communication lines accessible across different generation.
8) Develop company policies aligned with government laws on equal employment opportunity.
9) Celebrate important events like International Women’s Day, International day to end racism.
10) Establish proper decorum on how to address transgendered or disabled employees.
11) Create an environment that is disability inclusive.

Conclusion:
Promoting inclusiveness and diversity within your workplace is the best way to foster an open minded global company cultural. The workplace proves to be an interesting and enriching centre. Workplace diversity is unavoidable. In spite of challenges it imposes managing this workplace diversity as every person’s business. One benefits in triumph of a business. There must be collective effort to manage and lead a diverse workplace. Every employee must create an open attitude towards multiculturalism at work place.

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MULTICULTURALISM IN PRIMARY SCHOOLS - NEED OF THE HOUR

Gayatri

Introduction

Today’s society is plagued by communalism, intolerance, racism and terrorism; the root cause of many of these ailments lies in lack of cultural sensitivity of the individuals or as a society as a whole. Our schools have done nothing much in regards to reducing this cultural gap and making the students sensitive about other cultures in school and in colleges or as a concerted effort in the curriculum at any stage. Unfortunately, our school curriculum and overall education is based heavily on achievement of pre-determined sets of ‘competencies or skills’, that is usually done through rote learning. Little or very, very miniscule importance is given to the development of innate thinking capabilities in children; thereby denying our children opportunities to exercise their individual creativity. Our classroom pedagogy deprives children opportunities to learn in a collaborative, reflective manner that would have at least helped them acquire basic social skills and make them more cooperative citizens of the country and not just “more competitive” citizens!

Our outdated system of examination has contributed to a mad rush for ‘ranks’, ‘seats’ and lucrative jobs often make us wonder as educationists, whether we have, at some point in time, lost sight of the real objectives of education - which is the building of the maximum human potential, “the man making process of education”, as Swami Vivekanand said!

Multiculturalism – the need of the hour

There are many high level discussions on the declining awareness amongst our children about their own cultural background, forget sensitivity about others culture! Infact, there is consensus among thinkers and policy makers that anything that you want to teach the students has to be taught when they are young; especially things like appreciation of other cultures, languages and customs! The so called regimented school education even at the primary level with its heavy base on western education has alienated our children from their own cultural roots. In such a scenario, multiculturalism is definitely the call of the hour. Heir is a dire need to emphasize on multicultural approach to teaching at the primary school level.

Before we move on, we first need to define the word culture and multi-culture in this context. Culture refers to the "traditions, rituals, beliefs, language and values that are shared amongst a specific group of people.". (David and Green, 1993)

Each person is a part of at least one culture. Some families participate in several cultures. For example, a Christian family in Maharashtra follows both Christian traditions and speaks the local Marathi language and picks up some traits from the local culture as well. Multiculturalism refers to the "sharing of many cultures." The first goal of any multicultural program in a primary school setting is to assist children with recognizing
differences, as well as similarities, among all people. This can only be done when the framework for the multicultural pedagogy is clear and its aim is not to promote one culture over other. The entire idea of “multicultural” approach is to sensitise children about the wonderful aspects of all religions. Not only allowing but also encouraging children to understand and explore the multitude of cultures and varying customs and traditions, and also highlight the fact that many of these often share some common traits too. Children learn that people can be different and unique, yet still have much in common. Such realizations help young children learn to accept differences and aid in eliminating prejudice and racism. These realizations assist children with accepting and respecting people from all cultures and backgrounds.

The need for multiculturalism increases even more when we realise that today’s children need to learn cooperative social skills, which is an essential life skill. Multicultural approach to education helps the children to get along with others and accept other’s viewpoints and individuality as well as their culture. It encourages children from minority communities to develop cooperation and reduces their fear of the majority community. Their self esteem is boosted and confidence ratio is upped as they realise that differences do not make them vulnerable but are in fact their strength. They begin to feel good about themselves as other children recognize the worth of their traditions and customs. The early childhood program in primary schools as proposed by CBSE (2011) that is culturally sensitive will build the self-confidence of its children by integrating the cultures of all the children into learning experiences.

Another important aspect of this kind of education is the educating of the teacher, especially if she is a primary teacher because her word is the law for her young pupils! The first and foremost need is to sensitise the teacher about diverse cultures of the students and hence, it should be a part of teacher training modules.

Apart from this-

1. Every teacher has to take time to learn a little about the cultural backgrounds of her students, as well as the populations represented in the geographic area of her school.
2. She needs to educate herself about the traditions, customs, values and maybe even food about those diverse cultures so that she can introduce it to her pupils with ease.
3. The teacher has to think of innovative ways like role play, dramas etc, apart from celebrating festivals to incorporate these cultural niceties in the learning experience of the pupils.
4. Encourage children to ask questions that help them understand more about those who have a different background from their own.
5. Learning the traditions of each child in your classroom - What holidays do they celebrate? How do they celebrate birthdays? How are they parented? What are their favourite foods and family traditions?

In fact for any multicultural education to succeed, it requires the teacher to be extremely open minded and accept and respect the differences of a culturally diverse class. Children model what they see, so the teacher's inclusion and acceptance of different ideas, customs, and traditions helps them learn to accept and respect.
Before implementation, certain important questions like – How does your school and environment support a multicultural approach to education? What is the view of the management? Sometimes in minority institutions, multiculturalism is not encouraged, in fact it becomes a bone of contention. Do you have enough multicultural materials? Is diversity accepted and applauded in your community or is it looked down upon as something “fancy” and new? All these questions help to draw out a successful multicultural program in a primary school set up and is definitely the need of the hour because only education can help in the expansion of mind and acceptance of cultural differences in people. Apart from this, providing the children with a multicultural program helps boost self-esteem and teaches them about acceptance and diversity. A multicultural program helps children understand and work well with others as they grow and mature into well-adjusted, sensitive, respectful citizens of today’s global world.

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CHALLENGES OF MULTICULTURAL EDUCATION

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Abstract:
India is a land of diversity. It is multi religion, multi caste and multi ethnic country of the world. Diversity in schools are both challenge and opportunity. Based on democracy multiculturalism assimilates an healthy environment in society and promotes equality and respect among people. This paper enlightens us on the topic Challenges of Multicultural education and the role of a teacher.

Introduction:
Multiculturalism is the phenomenon of multiple groups of cultures existing within one society largely due to arrival of immigrants or the acceptance and advocacy of this phenomenon.

Multicultural Education is a progressive approach for transforming education that holistically analyses and addresses current shortcomings, failings and discriminatory practices in education. It is grounded in ideals of social justice education equity and a dedication to facilitating educational experiences in which all students reach their full potential as learners and as socially aware active beings locally nationally and globally. (Paul Gorski 2000)

Multicultural education is a process that permeates all aspects of school practices, policies and organization as means to ensure the highest levels of academic achievement of students. Students work actively towards equality, development of skill and acquiring of knowledge. School curriculum should directly address issues of religious tolerance, racism, an lingualism.

Multicultural education advocates the belief amongst students that the equitable educational opportunities are provided to them so as to raise social justice and promote democracy. To accomplish these goals, multicultural education demand a school staff that is culturally competent and to the greatest extent possible racially, culturally and linguistically diverse. Staff must be multi culturally literate, capable and supportive.

Multicultural education is a philosophical concept build on the ideas of freedom, justice equality, equity and human dignity as acknowledge in various documents such as U.S declaration of Independence, Constitution of South Africa and on situation of India.

Provisions Made in Indian Constitution:-
Indian constitution reflects the firm belief in multicultural value for the state and in the international affairs. The
preamble of Indian constitution include words Justice liberty, fraternity and equality. Under the Indian constitution the fundamental right for people is Right to equality (article 14 to 18), Right to Freedom (Article 19 to 22) Right to against exploitation (article 23 and 24) Right to Freedom of religion (article 25 to 28) Cultural and educational right (article 29 and 30) and Right to constitutional remedies (article 32). Under the fundamental duties article 51A it shall be duty of every citizen of India to uphold and protect the sovereignty, unity and integrity of India, to promote harmony and spirit of common brotherhood amongst all the people of India transcending religious linguistic and regional or sectional diversities.

Goals of Multicultural Education are as follows:-

1) To gain cultural competency.
2) To develop skills, attitudes and knowledge necessary for smooth functioning of the society.
3) To promote cultural democracy in the country.
4) To improve academic achievements of all students.
5) To develop peace and harmony in society.
6) To provide decision making skills and critical analysis skills so that students can make better choices in their life.
7) To remove prejudices about other cultures, religion and race.
8) To appreciate the contributions of different groups who contributed to our knowledge base.

How to overcome Challenges on multicultural Education :-

Teacher’s profession is not an easy job because they have to face challenges every day. Imagine the number of difficulties that arise due to students coming from different countries with opposite religious views and diverse educational background.

- **Language Barrier:**
  Schools provide equal educational opportunities for students of different gender race social class coming from different cultures and ethnic groups –
  It exists among the classes as students from different cities, districts or country from the population of a school. Its difficult to understand a foreign language and also gain knowledge. Teacher can use simplified language to overcome this difficulty.

- **Domination of different teaching learning methods :-**
  Though students may differ in racial, family background, religion but the knowledge that teacher offers should be in different styles (eg. Auditory, visual tactile etc) to grasp the information in an effective manner.

- **Teaching communication skills:**
  Apart from difficulties in using a foreign language students may feel shy and reluctant to express their point
of view. Teachers can motivate students to discuss different issues and create a pleasant atmosphere in classroom.

- **Constant interaction with parents:**
  The healthy interaction with parents helps to understand the influence of traditions on students. This helps teacher to build up lessons more effectively and students feel secure in classroom.

- **Non verbal behaviour:**
  Variety of troubles can be invited if teacher is not aware of non verbal characteristics of the society where the students belong to. The teacher needs to be aware of such situations and treat it effectively.

- **Planned extracurricular activities with diversity:**
  The teacher’s responsibility is to plan extracurricular activities in such a manner that children from other cultures get accustomed to new way of life. Provide social support to face challenges outside the classroom.

- **Be aware of your biases:**
  To understand the significance of multiculturalism the educators must first thoroughly examine their own cultural beliefs values and biases.

### Conclusion:

In the era of globalization borders between the countries have become less and less noticeable as more states are happy to welcome citizens of other countries on their territory. We learn to survive in an absolutely different environment and this experience is incredible. Multicultural education may contribute to the lives of our students color beyond the classroom. It may facilitate the development of positive self esteem leading to students who feel better about themselves and their work. Multicultural education can enhance the skills of students to increase positive cross cultural interactions.

**Mother Teresa said…**

We can’t all do great things, But let us continue to do small things with great love.

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ROLE OF SCHOOLS IN MULTICULTURAL EDUCATION

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Introduction-
present era is globalizations era. In globalizations all country has been came near each other. Therefore every countries culture is introducing each other. It is helpful for the international understanding. Therefore every countries education system should try for inculcate multicultural among the students. In India various diversity among the factor i.e. religion, language, physical environment, foods, uniform every communities different culture is there. Teacher and schools role is very important in multicultural education. I discuss in this paper concepts of multicultural education, goals of multicultural education, role of schools teachers in multicultural education.

What is Multiculturalism?
The concept of multiculturalism is a new concept because the Indian culture was an ancient period and medieval period was very closed and conservative society. The concept of multiculturalism represents a new orientation toward the future. Unfortunately, in all the heated discussion around the term no clear definition of the concept has yet emerged. People are thus left to read into the term whatever their biases. Multicultural education is a progressive approach for transforming education that holistically analyzes and addresses current shortcomings, failings, and discriminatory practices in education. It is grounded in ideals of social justice, education equity, and a dedication to facilitating educational experiences in which all students reach their full potential as learners and as socially aware and active beings, locally, nationally, and globally. (Paul Gorski 2000)

Concept of Multicultural Education
India is unique country in the world in the base of culture, because there are so many cultures in this country and one of the oldest cultures in the world. So, multicultural education is demand of Indian scenario. Multicultural education advocates the belief that students and their life histories and experiences should be placed at the center of the teaching and learning process and that pedagogy should occur in a context that is familiar to students and that addresses multiple ways of thinking. In addition, teachers and students must critically analyze oppression and power relations in their communities, society and the world. Multicultural education may also contribute to the lives of students of color beyond the classroom. It may facilitate the development of positive self-esteem, leading to students who feel better about themselves and their work. This positive view extends to the home cultures of the students as well, demonstrably increasing pride in and comfort with their home cultures. Multicultural education
may also enhance the skills of students of color with other racial and ethnic groups, increasing positive cross-cultural interactions. Lastly, multicultural education may provide these students with the tools to have better navigate dominant paradigms of the mainstream White world.

Multiculturalism is not restricted to people of color it is a universal issue that needs implementation in educational institutions, on all levels. Equality does not have to mean monolingual or bilingualism in every building, but it does require a multicultural awakening in curriculum development, which provides Equity.

Goals of Multicultural Education in Secondary Education Level

Multicultural education is very important in Indian scenario because India is a multicultural country. Basically, in secondary level of education it is necessary. There are following goals of multicultural education in secondary education.

1) Develop and foster a democratic and just society where all groups experience cultural democracy and empowerment.

2) The main goal of multicultural education is to develop the peace and harmony in the society.

3) Improve academic achievement of all students and multicultural knowledge.

4) Help the student to develop the knowledge, attitudes and skills needed to function within their own and other micro cultures and within global community.

5) Provide opportunity to gain cultural competencies.

6) The multicultural education is removing the prejudice about other culture, religion and race.

7) To have every student achieve to his or her potential.

8) To encourage students to take an active role in their own education by bringing their stories and experiences into the learning scope.

9) To appreciate the contributions of different groups who have contributed to our knowledge base.

10) To develop positive attitudes about groups of people who are different from ourselves.

11) To become good citizens of the school, the community, the country and the world community.

12) To provide decision-making skills and critical analysis skills so the students can make better choices in their everyday lives. To achieve these goals, it is very essential for teacher to be knowledgeable about different in culture, religion, ethnicity and even the language spoken by the student.

Role of schools in multicultural education-

School is very important for the inculcate multiculturalism among the students.

Celebrate diversity- school should organize various cultural programme in school-various extracurricular activities in school.

School assembly- school conduct assembly programme in this programme school should include various countries, religious prayers.
Day celebration- School organized various programme about great personalities anniversary, festivals, international days

Sport day- School should organized various westerns and Indian sports, sports competitions in school

Lecture series- school should organized lecture series on multicultural education.

Workshop/conference/seminar- school should organized workshop, conference, seminar on multiculturalism and multicultural education. And eminent expert should call for address.

Exposure to different language and culture-

Co-operative learning-

Group discussion-

Knowledge of student’s background –

Role playing -

**Conclusion**-Teacher will aware about multiculturalism and multicultural education. Teacher will aware about our role in multicultural education. School will try for multiculturalism inculcate among the students. National integrity will create among the students; International understanding will create among students.

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CHALLENGES OF MULTICULTURAL SCHOOLS

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Abstract
This paper focuses on importance of multicultural education in a society which is culturally diverse and challenges faced by multicultural schools. Multicultural education is a progressive approach for transforming education that holistically critiques and addresses current shortcomings, failings, and discriminatory practices in education. Multicultural Education can serve as a tool to overcome various issues related to cultural diversities like caste, gender, language, lifestyles, and professions prevailing in our society. It is essential to understand the challenges faced by multicultural schools and how they can be resolved. Prejudice Reduction, Equity Pedagogy, Content Integration etc are the various strategies which can be adopted in the schools. The curriculum planners and school administration can focus on this aspect while making amendments in the curriculum so that minimum learning needs of a child is catered to. The teacher should understand the significance of multicultural education and cater to needs of diverse cultural groups which they handle by flexible teaching learning. The whole Indian society can develop a positive attitude towards other cultures and rise above ethnocentrism and cultural Intolerance and contribute towards national growth with unity.

Keywords: Multicultural, Ethnocentrism, Prejudice Reduction, Equity Pedagogy

Introduction
Multiculturalism is coping up and living with other cultures. This means acknowledging, accepting and encouraging different cultural customs. The idea of multiculturalism can vary from giving equal rights to all cultures to accommodating cultural minorities.

Indian society is a home of various cultures with variety of values, religion, languages and ethnic differences. The culture of India has been shaped by its long history, unique geography and diverse demography. India's languages, religions, dance, music, architecture and customs differ from place to place within the country, but possess a commonality. Education plays vital role in molding a child to have tolerance regarding other cultures therefore great responsibility lies on our future teachers. Today the youth of our nation should consider themselves global citizens first in this era of technological advancements. Multicultural Education can serve as a tool to overcome various issues related to cultural diversities like caste, gender, language, lifestyles, professions prevailing in our society.

Review of related literature
The various languages dominating in the society. This book also discussed overpopulation as problem of our multicultural society which hampers education for all even after so many policies have been established.

2) The book authored by Sue, D. (2012) titled “Counseling the culturally diverse: Theory and practice” is phenomenal piece of work as it focuses on understanding teachers’ attitude towards multicultural education and help school leaders understand what is required in order for schools to attempt to narrow the achievement gap and reduce the differences in performance in all ethnic and cultural groups of students.

3) The article by Tak, M. & Kerry, J. titled “Creation of culturally responsive classrooms: teachers’ conceptualization of a new rationale for cultural responsiveness and management of diversity in Hong Kong secondary school” highlights the teachers views of the cross-cultural experience of ethnic minority students, their influence on the performance of these students, and how the diverse learning needs of these students are being addressed.

4) The article by Wilson, K. Professor, College of Education and Human Services Southern Illinois University Carbondale. Multicultural Education (1997) gave the concept of Multicultural education from different perspective and the positive and negative aspects were understood. It also explained the practical application of multicultural education. It relates to education and instruction designed for the cultures of several different races in an educational system. This approach to teaching and learning is based upon consensus building, respect, and fostering cultural pluralism within racial societies. Multicultural education acknowledges and incorporates positive racial idiosyncrasies into classroom atmospheres.

**Need of the Study**

1) It is a need to develop a positive attitude towards Multicultural Education. Teachers should focus on content integration that is inclusion of materials and values from various cultures in their teaching.

2) Teachers are required to understand Equity pedagogy which is to alter their teaching method to accommodate the various cultural differences of diverse classroom to enhance academic achievements, cross ethnic relations, communication skills and self esteem of students.

3) It is essential to establish Multicultural schools to address to this issue from the grass root level.

4) The challenges of such schools have to be understood so that they can be resolved to set up a harmonious multicultural society.

**Objectives of the Study**

1) To get acquainted with the concept of multicultural education.

2) To analyse the challenges faced by multicultural schools especially in Indian society.

3) To find solutions to these challenges of multicultural schools.

**Objective wise description**

**Multicultural Education:** (Paul, G., 2000)
Multicultural education is a progressive approach for transforming education that holistically critiques and addresses current shortcomings, failings, and discriminatory practices in education. It is grounded in ideals of social justice, education equity, and a dedication to facilitating educational experiences in which all students reach their full potential as learners and as socially aware and active beings, locally, nationally, and globally.

Multicultural education acknowledges that schools and colleges are essential to laying the foundation for the transformation of society and the elimination of oppression and injustice educational practices and how they affect the learning of all students: testing methods, teaching approaches, evaluation and assessment, school psychology and counseling, educational materials and textbooks, etc.

**In Indian Context**

To fulfill all the aims teachers play an important role in the society to prepare students as global citizens without losing their ethnic identity. Multicultural education in Indian context should focus on girl education, education of minority, education of backward classes and rural areas. It should become an integral part of teacher education so as to train future teachers to teach in a culturally diverse school environment.

**Challenges of Multicultural Schools**

- **Low Academic Achievement**
  Students in the multicultural classroom are learning content in a second language, and this may affect the students' achievement if they do not have language proficiency (Cooper, Helmes & Ho, 2004). There are variations in communication in different cultures which hampers achievement of the students. The different learning styles also cause barrier in better understanding of concepts in classroom.

- **Adjustment of the students in the setup**
  The overall adjustment mainly emotional is essential to settle the students in a mixed culture environment. Teacher's role is pivotal to build confidence and a sense of belongingness in such a setup. The teaching material and approaches of teachers should be modified to gain students' trust. Students feel respected and safe with their teachers and classmates (Multicultural education & curriculum, 2012).

- **Teacher’s Understanding of different cultures**
  If the teacher is not aware of the peculiarities of various cultures he/she might find it difficult to handle the students. It will be difficult to apply different strategies to create a favorable learning environment.

- **Bias about a particular culture**
  The mindset and attitude of the students and teachers for a particular culture can hinder the educational growth. This issue needs to be addressed by molding the mindset by generating awareness about various cultures and its history.

**Dimensions of Multicultural Education**-(Banks,J.)

- Content integration- more teachers of all disciplines can get involved, whether they teach maths or science.
• Knowledge construction-This process moves to a different level because here teachers help students to understand, investigate, and determine the implicit cultural assumptions.

• Equity pedagogy-Teachers modifying their teaching styles so that they use a wide range of strategies and teaching techniques such as cooperative groups, simulations, role-playing, and discovery.

• Prejudice reduction-All teachers whether you teach math or physics or social studies should work to reduce prejudice in the classroom and all educators should use methods to help students develop more positive racial attitude.

• Empowering school culture and social structure to see how to make it more equitable by celebrating cultural festivals and other programmes.

Summary and Conclusion
The study helps in understanding the importance of multicultural education and thus motivates curriculum planners to focus on this aspect while making amendments in the curriculum so that minimum learning needs of a child is catered to. The teacher should understand the significance of multicultural education and cater to needs of diverse cultural groups which they handle by flexible teaching learning. The society can develop a positive attitude towards other cultures and rise above ethnocentrism and cultural Intolerance and contribute towards national growth with unity.

Bibliography
MULTICULTURALISM AND EDUCATIONAL POLICIES: OVERCOMING THE CHALLENGES OF MULTICULTURAL EDUCATION IN INDIAN SOCIETY

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Abstract

Multiculturalism refers to cultural diversity where two or more groups with distinctive beliefs or cultures exist in a society. It can also refer to government policy as a formal recognition of the cultural distinctiveness of particular groups. It implies an endorsement of cultural diversity. This word describes about many different cultures live together. Instead, all cultures are respected as much as each other. In general, a multicultural society is formed when people from many different countries all migrate to one place.

Diversity is the positive and challenging issue of the nations of the world. In India diversity is not new but prevalent challenging issue. India is the land of myriad languages, cultures, ethnic groups. Apart of it, the country has followers from different religious faith of the world. India is the amalgamation of diverse sub-cultures spread all over the country and traditions that are millennia’s old. India has been extremely sensitive to the importance of recognizing, protecting and promoting cultural differences. This paper focuses the educational policies in various academic levels. It also described challenges to multicultural education in India as well as how to overcome these challenges in different way.

Keywords- Cultural Diversity, Linguistic diversity, Multiculturalism,

Introduction-

India is an example of multilingual, multi-religious and multicultural developing nation. India can be defined in terms of its diversity of language, religion, caste and culture. It has 29 states, 7 union territories, 22 constitutionally recognized languages, and almost all the religion of the world have adherents in the country. The national culture of India is the amalgamation of diverse sub-cultures spread all over the country and traditions that are millennia’s old. In India, it is not possible to escape from the impact of its culture, be it politics, technology, education and development. Diversity is a strength in itself but transformed into a problematic issue when coexist with justice, equality and equal opportunity. India has been extremely sensitive to the importance of recognising, protecting and promoting cultural differences.

The concept of Multiculturalism:

Sociologists use the concept of multiculturalism to describe one way of approaching cultural diversity within a society. Underlying multiculturalism is the belief that members of different cultures can live peacefully alongside
each other; assimilation is not necessary, nor perhaps even desirable. It is the practice of giving equal attention to many different backgrounds in a particular setting. An example of multiculturalism is an honors classroom with students from several different countries and who speak different languages. Multicultural education is to acknowledge the experiences and perspectives of oppressed groups that are commonly excluded from mainstream academia (e.g. racial, ethnic, class, gender, etc.).

**Objectives of multiculturalism in school education system:**

1. Schools accumulate student wellbeing and community harmony through the provision of programs and practices which counter racism and discrimination.
2. Schools provide teaching and learning programs that develop intercultural understanding, promote positive relationships and enable all students to participate actively.
3. Schools ensure inclusive teaching practices which recognise and respect the cultural, linguistic and religious backgrounds of all students and promote an open and tolerant attitude towards cultural diversity, different perspectives and world views.
4. Schools provide programs that enable students learning various languages to develop their language and literacy skills so that they are able to fully participate in schooling and achieve equitable educational outcomes.
5. Schools deliver differentiated curriculum and targeted teaching and learning programs to address the specific learning and wellbeing needs of students from culturally diverse backgrounds, including newly arrived and refugee students.
6. Schools promote positive community relations through effective communication with parents and community members from diverse cultural, linguistic and religious backgrounds and by providing opportunities for their active engagement in the life of the school.

**Educational Policies Related to Elementary Education in India:**

Our President provides free and compulsory education to all children of the age of six to fourteen years. Sarva Shiksha Abhiyan (SSA) is the government’s flagship programme launched in 2001 to provide universal access to elementary education for children 6-14 years old. It aims to improve enrolment, retention, and the quality of education to enable children to achieve grade appropriate levels of learning and also aims to eliminate gender differences and gaps between social categories.

Integration of Cultural Education in the School Curriculum points up that ‘chalk and talk’ approach does not give space to children to works in groups, to explore and learn together. If children are encouraged to work in group activities, group projects and so on in the primary grades, gender and other kind of biases will never get embedded in their mind. The school education must be provided to all which requires integration of children of disadvantaged, minorities’ communities along with children with disabilities or special needs. It also underlines that there should be no distinction made in terms of the type of schooling provided within the government system for children from
different social, economic and cultural backgrounds. It further stressed that school system should be flexible enough to cater the particular needs of students from different culture.

**Educational Policies Related to Secondary Education in India:**

National Curriculum Framework (2005) has emphasized on the importance of cultural diversity, as the greatest gifts of our country. CABE’s committee report (2005) on Integration of Cultural Education in the School Curriculum shows concern about the children of our country who do not have sufficient understanding of the strengths of their own cultural backgrounds. Nor they are aware of the cultural backgrounds of their friends and acquaintances. Improving the quality of cultural awareness in the entire schooling, it should be based on the culture of the locality and community. Learning should be made cultural sensitive. The teaching learning process should make use of a variety of home languages, dialects and other languages. Report also put forward integration of cultural values into the school education should be designed and implemented, one that would bridge the cultural barriers by bringing all students together irrespective of caste, creed, location or sex, to have access to education of comparable quality. Deculturalisation, dehumanization and alienation must be avoided at all costs. Multiculturalism in education also makes a point to encourage young to undertake the rediscovery of India, each in his own image and perception. It point up expansion of facilities for sports, creative work and cultural activities. The formal educational qualifications should be invited to contribute to the cultural enrichment of education employing both the literate and oral traditions of communication. It bring to the fore that education can and must bring about the fine synthesis between change oriented technologies and the country’s continuity of cultural tradition. In our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of our people. Such value education should help to eliminate obscurantism, religious fanaticism, violence, superstition and fatalism. The role of education in creating awareness and understanding of cultural diversity of the nation.

**Educational Policies Related to Higher Education in India:**

In higher education in general and technical education in particular, steps will be taken to facilitate inter regional mobility by providing equal access to every Indian of requisite merit, regardless of origins. The universal character of universities and other institutions of higher education are to be underscored. The use of regional language in the process of teaching and learning. It says that “education in the regional language will not only be necessary for their provincial activities, it will enable them to enrich their literature and to develop their culture. It also put forward to take steps to foster among the members of the university the spirit of ‘one world’ and acquainting them with the cultures and achievements of other people. It also suggested that students should be encouraged to participate in the social and cultural activities, of the areas in which the colleges are situated so that they may become alive to the needs of the society in which they live.

The higher education is neutral to the cultural heritage of our country, be it the art, craft, handicraft, music, architecture or any such thing which deserves proper preservation and promotion through educational system with income assurance.
Educational Policies Related to Teacher Education in India:

The Curriculum Framework for Teacher Education (2004) emphasizes that the transaction of curriculum should be culture specific. It further says that “India’s unity in diversity, contributions of different ethnic, religious, regional, linguistic groups and minorities to the making of rich composite structure culture, art, literature, philosophy, architecture, mathematics and science must find a significant place in teacher preparation. It also emphasized on design of practicum courses that enable observing and studying children in real contexts; provide hand on experience of curriculum/text analysis and design; field tours for getting first-hand experience of diverse socio-cultural and socio-economic contexts.

National Knowledge Commission (2007) has suggested that entire teacher training for language teaching, needs to be thoroughly reviewed, recognizing the centrality of language in the curriculum. The knowledge of the subject with knowledge about the socio-cultural context and philosophical basis of education and learning. The role of teacher as a friend and facilitator encouraging different cultural patterns and processes. It also makes a point of sensitizing teachers to encourage children to explore their own as well as alien lifestyles. Every teacher should be trained to utilize collections of local folk stories, folk songs and folk ‘knowledge’ as part of teaching learning process.

Challenges to multicultural education in India

1. One of the greatest challenges that face the Indian Education System in education is preventing the great social divide from widening and creating a learning culture, which allows people of different faiths, creeds, religions, beliefs to live together by celebrating the differences, which makes each individual unique within him or herself.

2. In order to foster education in a Multicultural Society a sharing of a worldwide vision is essential. In progressive schools for encouraging global thinking we have to continually challenge assumptions and allow students to ask questions.

3. India is a melting pot of cultures, religions, languages and people. Very often, violence between communities breaks out due to religious & social differences, which often results in arson, rape, violence resulting in damage to life & property, the victims being children and women. A breakdown of state machinery results in a closure of schools.

4. Many religious communities have developed alternative educational systems. Children’s in main school education bring with them the prejudices of the society in which they live.

5. Multicultural education would require teaching only the beliefs of this culture while excluding others. In this way, one can see how an exclusive curriculum would leave other cultures left out. Many cultures, for example, favor power in the hands of men instead of women and even mistreat women in what is a culturally appropriate manner for them. When educators help to preserve this type of culture,
Overcoming the Challenges of Multicultural Education:

Our Motto is Vasudhaiva Kutumbkham – ‘The world is a family; which incorporates understanding, tolerance and belief at different levels of peoples, cultures and thinking. Some of the initiatives that I have conceived which are carried out in our multi cultural school environment are :-

1. The purpose of inculcate multiculturalism is to motivate the children to know about various cultures, their traditions, beliefs etc. We can develop their knowledge through various cultural activities, group discussion in between students who come from different culture.

2. Schools are great portals of knowledge. They also play a great role in shaping children’s perceptions, perspectives and most importantly their values and in molding their characters. The schools have the sacred duty of forming and reforming and transforming them into socially useful and responsible citizens.

3. We should give knowledge of different cultures through celebrating various festivals in school, colleges, and institutions in India.

4. We can organize seminars, guest lectures on different topics related Indian culture.

Conclusion:

Multiculturalism that promotes maintaining the distinctiveness of multiple cultures is often contrasted to other settlement policies such as social integration, cultural assimilation and racial segregation. One of the goals of multicultural education is to acknowledge the experiences and perspectives of oppressed groups that are commonly excluded from mainstream academia (eg. racial, ethnic, class, gender, etc.). No educational system is wholly detached from its specific cultural atmosphere. It will enable individual to look at the world the way others do and to realize that almost everything in experience can be constructed in several ways. India is no exception to it, the Indian Constitution and educational policies provides a well-balanced model of multiculturalism which disallows separatist tendencies but allows proliferation of diversity. Multicultural education is the starting point to eliminate inequities in society by addressing the ills and shortcomings of an education system. The diversity of cultural, linguistic, ethnic, religious, socio-economic groups in India calls for multicultural education programs that reflect understanding and respect for children’s difference. In diverse country like India, the need of the hour is transcend of multicultural perspective from policy level to the public sphere especially in the education sector, inside and outside the four walls of school from its vision statement to the evaluation through curriculum development, pedagogies, school and community relationship and staff development.

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CULTURAL COMPETENCE A PRE-REQUISITE FOR INDIAN SCHOOL

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Abstract
The issue of discriminating against the students may or may not be that rampant, yet it hurts the sensible and sensitive citizens who believe in constitutional equality, social justice and wish to promote equity and equitable environment. Since the issues is rooted in de facto phenomenon of caste-based inequality and prevails in the temples of learning, it is all the more hurt some when it is practiced by the teachers. Now it is the responsibility of the teacher education institutions to train and educate the future teachers because it is very much needed in growing ethnic and linguistic diversity in our classrooms today. Pre-service multicultural education is inevitability. It is not a matter of individual penchant, curricular addition, or pedagogical notion. Neither should it be merely an added-on course after providing for the necessary knowledge and skills. Multicultural education is not simply an ethnic issue; it is everyone's issue, for teaching is a multicultural experience. It is the high time that we need culturally competent teachers for the country like us. It is a big and moot question against us that as a nation can we afford the mis-education of such a big and large sector of the population.

Instruction
Schools have always been a reflection of larger society wherein they exist and operate. Thus, apart from formal discourses there are many instances within the school environment where exclusiveness instead of inclusive approach is practised by an individual or a group of individuals. The school personnel enter the school with their own mindsets having particular attitudinal pattern which somehow reflects in their school-behaviour. Dalit bias runs deeper and deeper even in 21st century, not only among the uneducated people but also even among educated modern people. In view of pre-conceived notion about academic calibre of the SC/STs students, they are labelled ‘academically backward’. A number of cases are reported wherein biased treatment was meted out to scheduled caste students in schools. Several such facts have been revealed in the ‘Indian Education Report’. Upper caste teachers refuse to touch scheduled castes students. At the same time they make these children special targets of verbal abuse and physical punishment (Times of India, February 27, 2002). During the informal interaction of the author with one Brahmin lady teacher, she reported that she is compelled to touch these people’s notebooks ‘where has the caste-ism now remained’?
In Madhya Pradesh cases of discrimination have been reported from 12 districts like Bhind, Chhatarpur, Harda, Hoshangabad, Khandwa, Mandsaur, Morena, Narsinghpur, Rewa, Sagar, Sehore and Satna. In Sehore district there was complaint that plates of dalit children were marked so that food is not served to upper caste children in those plates. Though Madhya Pradesh government denied any discrimination, HRD sources said there is incriminating evidence. (Times of India Dec 19 2014)

According to a news item dated Jun 25, 2012 (Radheshyam Jadhav, TNN): Caste bias manifests itself also in higher educational institutions, where there have been reports of teachers ignoring SC students and unjustly failing them in exams; social exclusion and physical abuse; and the unwillingness of university administrations to assist SC students and support them.

As and when the child enters a school it is the very first encounter with the outer world. Schools are a mirror of wider society; they are sites of struggle and social change. The child faces the very first prejudices in the form of discrimination in school only. Both inside and outside schools, societal inequalities and biases place limits on the actual practice of democracy.

The pedagogical consequence of discrimination in our classrooms, which includes low expectations from some children, lack of attention to their needs, etc, may often lead to low learning outcomes. These ‘discrimination-induced learning outcomes’ may be further reinforced by legitimate forms of assessment which then characterize some children as ‘slow learners’. Thus, it reinforces the need to making our school environment free from all types of discrimination. It is also against the mandate of UNICEF (1990) which says that empowering the younger generation with knowledge and resources to meet their basic human needs and to make them grow to their full potential should be the primary goal of the national development as their individual development and social contribution will shape the future of the world (UNICEF, 1990). National Curriculum Framework for Teacher Education (2009) also recommends that professional development of teachers require of them to be able to influence social attitudes and generate greater commitment to constitutional values and overcome discrimination in the classroom.

Despite the growing ethnic and linguistic diversity in our classrooms today, Teacher Education Programmes continue to utilize pedagogy of decades past. Our schools need teachers who know to whom they are teaching, what to teach, and appropriate methodologies to teach them. In other words, we need teachers who can use quality research-based pedagogy; that is pedagogy responsive to the learning, emotional, and social needs of ethnically and linguistically diverse students with and without disabilities in schools. Thus, teacher education curriculum must directly address issues of racism, sexism, classism, linguicism, ablism, ageism, heterosexism, religious intolerance, and xenophobia. There thus arises the need of incorporating multicultural education in teacher education programme for the purpose.

Multicultural education is a philosophical concept built on the ideals of freedom, justice, equality, equity, and human dignity as acknowledged in our constitution and the Universal Declaration of Human Rights adopted by the
United Nations. It affirms our need to prepare students for their responsibilities in an interdependent world. It recognizes the role schools can play in developing the attitudes and values necessary for a democratic society. It values cultural differences and affirms the pluralism that students, their communities, and teachers reflect. It challenges all forms of discrimination in schools and society through the promotion of democratic principles of social justice (National Association of Multicultural Education).

A copious of studies documented the effectiveness of a multicultural infused teacher education program (Diez & Murrell, 1991; Maher, 1991; Noordhoff & Kleinfeld, 1991; Hadaway et al., 1993) in changing attitudes and developing cultural competence in pre-service teachers. A multi-culturally infused program may prepare teachers to teach students who vary in gender, cognition, ethnicity, physical ability, primary language, cultural heritage, and socioeconomic level. Unquestionably, multicultural education has to be an integral element of the teacher preparation program (Larke, 1990), not merely an added component addressed in one or two courses or by one or two instructors.

**Multicultural education teachers**

There is an alarming need for Teacher Education Programmes to offer many and varied cross-cultural experiences. Although our Teacher education programmes have attempted to address these issues by incorporating content on “multicultural education” into courses and field experiences, but it is also a fact that multicultural education has not been integrated in a thorough, persistent, and overt manner. Teacher educators need to develop cohesive and comprehensive multicultural curricula for prospective teachers to prepare teachers to respond to the needs of diverse learners and their families, identify critical teaching behaviours and essential best practices for diverse students.

What do our prospective teachers need to do for becoming effective and efficient multicultural teachers in our pluralistic society? First, teachers need to become reflective practitioners. Reflective teachers apply observational, empirical, and analytical skills to monitor, evaluate, and revise their own teaching practices (Irvine, 1990). They have to develop an awareness of their own cultural perspective, thus gaining insight into the cultural assumptions underlying their expectations, beliefs, and behaviour. They also need to realize that their cultural perspective is not a universal norm, nor is it the only right one. In short, teachers need meta-cognitive strategies to gain awareness, not only of their own knowledge and skills in the classroom but also of the efficacy of their activities on students' learning (Cardelle-Elawar, 1992).

Although culture, to some degree, influences thinking, but our schools and teachers expect that students from a variety of cultural backgrounds comprehend and learn many new and complex ideas even when exposed to language and values that differ from their own (Langer, 1987). Awareness of the cultural underpinnings of logic and thought inclines multicultural teachers to make their thinking explicit to students, to be less judgmental of students' reasoning, and to look beyond learning disabilities to cultural and linguistic differences that may explain students' academic performance.
The prospective teachers must gain and nurture cultural competence, that is, the ability to function comfortably in cross-cultural settings and to interact and cooperate amicably with people from cultures, that, are different from their own. Cultural competence is a key feature in enabling educators to be efficient with students from cultures other than their own. Cultural competence is having an awareness of one’s own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families. It is the ability to understand the within-group differences that make each student unique, while celebrating the between-group variations that make our country a picturesque. This understanding informs and expands teaching practices in the culturally competent educator’s classroom.

Based on the research on effective intercultural communication, culturally competent individuals (a) cope effectively with the psychological and emotional stress of dealing with the unfamiliar, (b) quickly establish rapport with others, (c) sense other people's feelings, (d) communicate effectively with people from varying backgrounds, and (e) respond adequately to miscommunication (Giles, Coupland, Williams, & Leets, 1991). These complex skills require knowledge and the cultural understanding that evolve over time from cross-cultural interpersonal experiences.

A number of researchers have found that many prospective teachers and practicing teachers have little or no exposure to people of other cultures (Naqvi 2010, Hadaway et al. 1993 Zimpher, 1989 Gollnick & Chinn, 1986; Hernandez, 1989). It is pertinent that our future teachers need to become effective cross-cultural communicators. Effective cross-cultural communication skills help teachers create a classroom environment that encourages good interpersonal relationships. This important interpersonal skill requires an understanding of the interrelationship between language and cultural meaning.

Cultural competence entails recognizing the differences among students and families from different cultural groups, responding to those differences positively, and being able to interact effectively in a range of cultural environments (Lindsey, Robins, & Terrell, 2003). Cross (1995) defines cultural competencies more explicitly as “a set of congruent behaviors, attitudes, structures, and policies that come together to work effectively in intercultural situations” (p. 4). The term refers to culture in the very broadest sense. The first step for teachers in developing cultural competencies is recognizing how their own perspectives and knowledge of the world are rooted in a particular cultural, racial, and ethnic identity and history (Lindsey et al., 2003).

It is the skill to identify distinctions based on culture, language, race, ethnicity, and other aspects of individual identity and to respond to those differences positively and constructively. Ladson-Billings (2001) stated that the classrooms which can be said a culturally competence one is where ‘The teacher understands culture and its role in education and also takes responsibility for learning about students’ culture and community .The teacher uses student culture as a basis for learning and promotes a flexible use of students’ local and global culture’ (p. 98).

After introduction of RTE the training teachers to competently address the cultural and linguistic characteristics of an increasingly diverse student population continues to be a challenging task. Apparently the deep rooted and
comprehensive relationship existing between language and culture, the prospective teachers should realize the interrelationship between language and culture. Language is a tool which used to uphold, preserve and convey culture and cultural ties. Different ideas stem from differing language use within one’s culture and the whole intertwining of these relationships start at one’s birth (Aubrey Neil Leveridge for TEFL.net). Edward Sapir, in his studies with Benjamin Lee Whorf, recognized the close relationship between language and culture, concluding that it was not possible to understand or appreciate one without knowledge of the other” (taken from Wardhaugh, 2002, p. 220). Our future teachers need to recognize the cultural roots of cognition and its close link to language. Logical reasoning and discourse styles evolve within a cultural context; consequently, they are culture-specific and not universal. Discussion, argumentation, explication, and persuasion follow the culturally accepted rules of behaviour and reasoning (Ines Marquez Chisholm 1994). As children learn their culture and acquire language, they learn to use the symbols and meanings of a specific culture (Langer, 1987). From the complex "cultural meanings and models that are shared and assumed" there emerges a unique world view that makes sense of the world as it is perceived (Bonvillain, 1993, p. 52). Schlesinger (1991) believes this cultural influence on cognition probably manifests itself more strongly in children because they are still developing the language of thought.

The teachers who are culturally competent, by and large, aware of their cultural, ethnic, and gender attitudes, expectations, learning preferences, teaching style, and personal biases. The teacher education institutions may facilitate and assist the prospective teachers in critical reflection on personal experiences, classroom observations, cross-cultural encounters, research findings, documentaries, readings, demonstrations, and role playing. This may leads pre-service teachers to scrutinize long held beliefs, values, misconceptions, and feelings that influence and somehow determine our interaction with others. By exploring the impact of culture in their own lives, pre-service teachers begin to understand how culture influences teacher and student behaviours, as well as how it affects teaching and learning.

The first and foremost responsibility of teachers is to make certain acceptability and satisfactoriness of their efforts by parents and the community. For this teacher need to acquire a nearly overall understanding of the socioeconomic, family cultural, linguistic and religious context of the specific family milieu and the community profile. Teachers need to know and properly educate that how to adapt the content of instruction and teaching style to students' cultural and individual preferences. Curriculum, methodology, and materials should invite students to identify with the educational process and enable them to function bi-cognitively (Cohen, 1969; Vogt, Jordan, & Tharp, 1987; Singh, 1988). Teachers should ensure that if the content or methodology is incompatible with the students' values and cultural norms, misunderstanding and distrust may arise. The disproportionate representation of culturally diverse students in programs for exceptional children (Epstein, Polloway, Foley, & Patton, 1990; Chinn & Hughes, 1987; Reschly, 1988) may be attributable to misdiagnosis resulting from differences between the students' cultural background and their teachers' teaching styles, culturally determined expectations, and structuring of curricular content.
To all intents and purposes cultural competency cannot be achieved in an academic vacuum. Cultural competency may grow and develop through a number of strategies like proper and healthy exposure of different culture, direct intercultural experiences, and reflection and manifestation on those experiences. Cultural competency is cognitive and as well as affective. Thus, an institution’s environment that appreciates and promotes cultural diversity becomes essential to the promotion of cultural competency within the institution’s community. A multicultural climate prevails in the institution when the administration genuinely and in enthusiastic way strives towards diversity in its staff, faculty, programs, and curriculum. When an institution that gives worth to diversity, by and large offers multiple opportunities for interpersonal cross-cultural communication, incorporates a diversity of opinions and ideas, and explicitly acknowledges the contributions many groups made to our nation, the sciences, the arts, and literature (Ines Marquez Chisholm 1994).

The development of cultural competency requires multiple and varied opportunities, within and beyond school settings, to interact with culturally, linguistically, and ethnically diverse communities over a prolonged period (Grant & Secada, 1990; Larke, 1990). Pre-service teachers benefit from field experiences that place them in multicultural settings and engender sharing with a diversity of people. Direct opportunities to live and teach in another culture generate multicultural competency, nurture positive cross-cultural attitudes and skills, and produce a deeper understanding of the need for cross-cultural competencies (Cooper, Beare, & Thorman, 1990). Field experiences include a significant element in teacher preparation and teacher supervisors must incorporate a multicultural focus in that. Pre-service teachers should observe diversity in the classroom and how effective classroom teachers apply multicultural teaching practices. Just as foundation and methodology instructors provide knowledge and techniques for teaching in culturally diverse classrooms, so should supervisors and cooperating teachers nurture and inspire students to apply culturally appropriate strategies.

Carefully designed student teaching in a multicultural setting allows students to probe their own multicultural competency, to put into practice the culturally sensitive strategies that they have learned, and to reflect on the effectiveness of their own teaching on student learning.

**Conclusion**

Being teacher educators, it is our responsibility that we must educate our teachers to give quality education for all students irrespective of their caste creed and language. Field based researches indicated that teachers are usually lacking multicultural education that is why they are inadequately prepared for the reality of a pluralistic society and tend to have low expectations for minority children (Olstad, Foster, and Wyman 1983, Naqvi 2010). It is the high time when teacher educators may ask themselves whether their teacher preparation programs facilitate increased cultural self-awareness, nurture admiration and positive reception of diversity, increase cultural competency, and prepare teachers to work efficiently with a diversity of students and parents. To the extent that education programs achieve these ends, to that extent they prepare culturally competent teachers.
References


CHALLENGES FACED BY TEACHERS IN MULTICULTURAL SCHOOLS

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Abstract

The research paper is aimed to explore the concept of multicultural classroom & the challenges faced by teachers from the Kendriya Vidyalaya Sangathan of India. Though being one country, India has a mixture of different culture in it which have resemblances & some differences. Students from different states & cultures of India come & sit in one classroom to pursue education in Kendriya Vidyalaya Sangathan. In a multicultural classroom a teacher who is from different state has to face different challenges like adjust with new cultural environment problems with self as well as new culture languages, religions etc. as a result in a multicultural classroom of Kendriya Vidyalaya Sangathan a teacher must be able to understand culturally diverse background and comprehend different strategies to handle sensitive situations. The research paper discusses some challenges that teachers face in a multicultural classroom of Kendriya Vidyalaya Sangathan and the strategies to overcome these challenges.

Key Words: Multiculturalism, Multicultural school, multicultural classroom, culture, language, KVS, PRT, TGT, PGT.

1.1 Title - Challenges faced by Teachers in Multicultural Schools

To collect data about the problems faced by K.V. teachers working at Nashik but coming from different regions, religions, cultures, languages and to gather the set of problems they are facing while educating their students who are not local but from different regions with variety of mother tongues, various religions & cultural traditions & to suggest some remedial measures to overcome these difficulties.

1.2 Statement

To collect data about the problems faced by Kendriya Vidyalaya Sangathan teachers working at Nashik but coming from different regions, religions, culture, languages and to gather the set of problems they are facing while educating their students who are not local but from different regions with variety of mother tongues, various religions & cultural traditions & to suggest some remedial measures to overcome these difficulties.

1.3 Introductions –

There is an important relationship between culture and education since the culture of teachers and students affect education process in the classroom. Thus culture includes everything that makes one group or community within society distinctive from another: languages, values, literature, worldview, food, religion, clothing, beliefs, & behaviour that construct a specific group's lifestyle (Perso, 2012). India is a pluralistic society. There are many races, languages, cultures, religions exist in India. The three human races people live in this country. Indo-European
race exist mainly Northern, Central & Western India. The Dravidian race exists in Southern India. And the Mongolian race exists in North-Eastern India. There are Variety of languages spoken by people all over India. Like Urdu, in Kashmir, Punjabi in Punjab, Hindi in Himachal Pradesh, Delhi, Haryana, Uttar Pradesh, Uttarakhand, Bihar, Chhattisgarh, Madhya Pradesh, Rajasthan & Jharkhand, Bengali in Bengal some part of Assam & Tripura, Assam & other regional languages in Arunachal Pradesh, Meghalaya & Assam, English in Nagaland, Manipuri in Manipur, Odisi in Orissa, Telgu in Andhra Pradesh & Telangana Kannad in Karnataka, Tamil in Tamilnadu & Malayalam in Kerala. In this regard to culture though majority of population belong to Hindu religion but celebrating rituals & Festivals is done differently. In Northern India Navratri & Ramlila are celebrated but in Bengal Navaratri is celebrated as Durgapuja. In central India alongside Nawaratri, Dussehra & Diwali are celebrated enthusiastically. In Southern India they mostly celebrate Onam & Pongal. While in Maharashtra the first day of Hindu calendar is celebrated as Gudhipadwa but in Assam it is celebrated as ‘Bihu’. There are many regional differences, there are some cities in India like Delhi, Mumbai which can be described as Multicultural cities.

Kendriya Vidyalaya Sangathan is an apex body with a headquarter in Delhi. There are Kendriya vidyalaya spread all over India. Their main aim is to educate the children of central government servants. They are generally attached to Army cantonments, air force stations & Naval Bases. They are also in important Railway junctions, government Security places & mints. These governments Servants have transferable jobs. The transfers can take place from one place to faraway place. e.g. from Kerala to Assam. & the teachers working in K.V. schools in one part of India are regularly transfer them one zone to another zone. e.g. a principal from K.V. Deolali camp was transfer to Manipur & a teacher from Cochin in Kerala K.V. to K.V. Tejpur, Assam. Hence a teacher accustomed in one region with particular regional language & cultural tradition when transfer to completely different region to different languages culture & tradition have to face number of difficulties as the students to whom he is teaching are from different regions of the country with different mother tongues, different Cultures, traditions, customs he has to face varieties of difficulties. Hence it is necessary to know the problems & difficulties of these teachers in accustom his living & teaching when he has to face the challenges of created by his transfer.

1.4 Objectives

1) To collect the personal information of ISPN KV of Deolali camp teachers
2) To collect the difficulties of these teachers when they are transferred from one zone to another zone.
3) To know about the efforts made by the teachers to integrate students from multicultural regional linguistic and traditional students
4) To suggest certain remedies to lessen the difficulties of these teachers and motivate them to create harmony of multicultural students.

1.5 Scope & Limitations.

Near Nasik city, there are five K.V.S. one at ISP. Centre at Upnagar, at artillery centre of Nashik road, Third at Deolali camp, Fourth at south Deolali & Fifth at Oza (HAL) & more than 100 teachers are working in these five
school. Due to short time span we have selected only two K.V. School one is ISP centre & other at Deolali camp. We have selected 10 teachers each from these two school but the precautions has been takes to select the teachers coming from different K.V. zones of India. It is a purposeful sampling Hence it is not a fundamental research, it is a action research with a limited objectives of knowing the problems face by teachers coming from various cultures, religions & mother tongues & problems faced by them while teaching to students coming from different religions, traditions, cultures & mother tongue etc. Our K.V. schools are just like Gurudev Ravindranath Tagor’s Vishwabharti but we called it as Antarbharti, Here we can find the general picture of the country.

1.6 Observations

Though the questionnaire was given to 20 K.V. teachers only 17 teachers filled it & notes their responses. The responses classification is given below

1) Qualification Distribution

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Qualification</th>
<th>No</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B.A. B.Ed</td>
<td>2</td>
<td>12%</td>
</tr>
<tr>
<td>2</td>
<td>B.Sc B.Ed</td>
<td>4</td>
<td>23%</td>
</tr>
<tr>
<td>3</td>
<td>M.A B.Ed</td>
<td>4</td>
<td>23%</td>
</tr>
<tr>
<td>4</td>
<td>M.Sc. B.Ed</td>
<td>2</td>
<td>12%</td>
</tr>
<tr>
<td>5</td>
<td>M.A. M.Ed</td>
<td>3</td>
<td>18%</td>
</tr>
<tr>
<td>6</td>
<td>M.Sc. M. Ed</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>Others</td>
<td>2</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17</td>
<td>100%</td>
</tr>
</tbody>
</table>

Observation

There are teachers in KV ranging from D.Ed. to M. Ed. 1/3 teacher are gradated B. Ed. & 1/3 are post graduated B. Ed 18 % Teacher are post graduate M.Ed. & still 10 % teacher with lower qualification like graduate teacher. K.V. schools are from Montessori to higher secondary school have this classification seems to be appropriate one

2) No. of years of service Experience

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Years Of Experience</th>
<th>Service</th>
<th>No Of Teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 To 3</td>
<td></td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>2</td>
<td>4 To 6</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>7 To 10</td>
<td>3</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td>3</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>20</td>
<td>10</td>
<td>58%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>17</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Observation

There are near about 3/5 i.e. 60% teacher who have the service of more than 20 years in K.V. schools that means they are well trained & well experience only one is new recruited & 1/3 i.e. more than 35 % teacher have an experience of 7 to 20 years .

3) No of transfer
Observation

There are less no. of teacher transfers. 100% teacher are in the category of 1to3 transfer in their teaching life that means they have spent large no years in one K.V. Schools.

4) Mother tongue wise classification

<table>
<thead>
<tr>
<th>Sr. NO</th>
<th>Mother Tongue Wise Classification</th>
<th>No Of Teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Marathi</td>
<td>6</td>
<td>36%</td>
</tr>
<tr>
<td>2</td>
<td>Hindi</td>
<td>9</td>
<td>44%</td>
</tr>
<tr>
<td>3</td>
<td>English</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Mallyalam</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>5</td>
<td>Assami</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>Panjabi</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>Urdu</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>Other</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17</td>
<td>100%</td>
</tr>
</tbody>
</table>

Observation

According to mother tongue wise distribution 1/3 teacher are having Marathi as their mother tongue. Still teacher are from North India as Hindi is their mother tongue & very few are with English & other languages as their mother tongue. Domestically it is a good thing because the area survey is from Maharashtra where Marathi & Hindi are usually used in the state.

5) No of language besides mother tongue known by

<table>
<thead>
<tr>
<th>No. teacher of teacher</th>
<th>No</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>90%</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Observation

No. of language known by K.V. teachers is important. Besides whatever mother tongue they have, Hindi & English are compulsory medium of instruction. Hence Hindi English & any other mother tongue means the teacher is knowing at least 3 languages & it found that 90% teachers are knowing three languages only 10 % teachers are knowing four languages.

6) Difficulties faced in transfer
Sr. No | Difficulties Faced In Transfer | No Of Teachers | Percentage |
---|---|---|---|
1 | Change of Language | 6 | 36% |
2 | Change of Culture | 6 | 36% |
3 | Change of etiquette & Manners | 4 | 24% |
4 | Local issues | 1 | 4% |
| | | 17 | 100% |

Observation
It is found that more than 1/3 teacher faced difficulties due to change of land. Same no. is facing difficulties due to change of cultural & ¼ teacher are facing difficulties due to different etiquettes & manners of new place and only near about 5 % teachers are facing difficulties due to local issues & difficulties.

7) Teacher difficulties

| Sr. No | Teacher difficulties | No of Teachers | Percentage |
---|---|---|---|
1 | Change of language | 6 | 36% |
2 | Change of methodology | 2 | 12% |
3 | Interaction with students | 5 | 28% |
4 | Difficulties in Teacher | 2 | 12% |
5 | Follow up from students | 2 | 12% |
| | | 17 | 100% |

Observation
Near about 1/3 teacher are facing difficulties due to change of language i.e. their mother tongue is different from the regional language. Where they are teaching. 12% teachers are facing teaching difficulties due to change of mother tongue of teaching. 30 % teachers have difficulties in interacting with students who are coming from various states of India as their fathers are in military service & they are transfer all over India. 12% teachers are having difficulties in teaching to multicultural, metalinguistic & multireligious students to whom they are teaching regarding taking follow up from students about teaching learning process & determining their learning out come 12% teacher facing the difficulties.

8) No. of innovation & teaching technologies made by teachers

| Sr. No | No. Of Innovation & Teaching Technologies Made By Teachers | No Of Teachers | Percentage |
---|---|---|---|
1 | Interaction teaching learned | 10 | 60% |
2 | Use of teaching aid | 3 | 18% |
3 | Models of teaching | 0 | 0% |
4 | Use of Electronic technology | 4 | 22% |
| | | 17 | 100% |
Observation

In overcoming the difficulties K.V teachers are using variety of innovations & adopting various teaching technologies. 60% teacher is using interactive teaching learning process. 22% teachers are using electronic aids while 18% teachers are making the use of traditional teaching aid like pictures, photos, maps & other material.

9) Cultural difficulties in one school from students of different states.

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Cultural difficulties in one school from students of different states</th>
<th>No of Teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Learning difficulties</td>
<td>4</td>
<td>24%</td>
</tr>
<tr>
<td>2</td>
<td>Cultural Difference</td>
<td>6</td>
<td>36%</td>
</tr>
<tr>
<td>3</td>
<td>Understanding</td>
<td>3</td>
<td>18%</td>
</tr>
<tr>
<td>4</td>
<td>Local traditions</td>
<td>4</td>
<td>24%</td>
</tr>
<tr>
<td>5</td>
<td>Constraint of resources</td>
<td>-</td>
<td>22%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17</td>
<td>100%</td>
</tr>
</tbody>
</table>

Observation

Regarding cultural difficulty in a single school where students are coming from different states mother tongues, religions & cultural traditions. K.V. teacher say that 24% students are facing learning difficulties. 36% students are facing difficulties due to cultural reference. 18% students have difficulties in understanding the subject matter & 22% students are facing difficulties in adjusting with local traditions there are no constraint of resources in K.V school as they have well staff and all provisions are available there.

10) Teacher efforts to develop multicultural society in the school

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Teacher efforts to develop multicultural society in the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Combine religions functions</td>
</tr>
<tr>
<td>2</td>
<td>Motivation students to eliminate linguistic difference</td>
</tr>
<tr>
<td>3</td>
<td>Efforts for religious harmony</td>
</tr>
<tr>
<td>4</td>
<td>Efforts for creating Antarbharati in the schools</td>
</tr>
</tbody>
</table>

Observation

Regarding teacher efforts to develop multicultural society in the school the efforts done by the Teachers are.

1) Celebrating local festivals
2) Filed visits
3) Use of parent teacher association
4) Motivate students to learn more language

1.7 Conclusion & Suggestions

a) Though in K.V. School the medium of instructions either hindi or English but the teachers have mothertongue of Telgu,Marathi,Tamil,Assami,Bengali etc.
b) The teachers qualification are minimum double graduates i.e. B.A.B.Ed, B.sc.B.Ed. There are three groups of class starting from PRT to TGT, PGT. For PGT at least a master degree in their special subject of teaching is required.

c) There are pronunciation difficulties like ‘same’ is spoken as ‘shame’ by Bengali Iron is spoken as Iron by Hindi people. Vitamin is spoken as Whiteman. There are phonetically Variety of expression in these teachers.

d) Teachers are using hybrid languages like Hinglish (Hindi + English)

e) 4) While teaching to students they face regional problems while telling with parents of a students.

f) Teachers can overcome cultural differences by intermingling with neighbouring countries and visiting students homes.

 g) Teachers can encourage students to celebrate different students to celebrate different festivals from different regionals & different religions.

h) By extra reading & experiences teacher can improve their general knowledge which will be useful for their work smoothly in their teaching & dealing with students.

i) Teacher shouldn’t allow & practice religions discrimination.

j) In the British Raj India was a divided country with different regions & religions. But Dr. Ambedkar through his constitution writing made India as a union. So we all are Indians.

k) this sense school through Multicultural students in the school.

Reference

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CONCEPTUAL FRAME WORK OF MULTICULTURALISM

Amruta Deshpande
Assistant Professor

Abstract

Multiculturalism is the co-existence of diverse culture, when culture includes racial religious or cultural groups and is manifested in customary behaviors, cultural assumptions and values, patterns of thinking and communicative styles. The term ‘multiculturalism’ is sometimes used to describe a condition of society; more precisely, it is used to describe a society where a variety of different cultures coexist. Many countries in the world are culturally diverse. In such condition role of teacher is important for better growth and development of student in multicultural classroom.

Meaning of Multiculturalism:

India is culturally, linguistically, religious and to some extent ethnically one of the most diverse country in the world. As per 1961 census of India country is home of 1652 mother tongues. The culture of India has been shaped by it’s long history, unique geography and demography. India’s religions, dance, music, architecture and customs differ from place to place within the country. The Indian cast system describes the social stratification and social restriction in Indian subcontinent, in which social classes are defined by thousands of endogamous hereditary groups, often termed as casts.

With in the Indian culture, the term unity in diversity is more commonly used. India officially follows three language policy Hindi is official federal language, English has federal status of associate or subsidiary official language and each state has its own state official language. How ever India has encountered religiously motivated violence. this has resulted from traditionally disadvantaged community in public employment apprehension of owners in giving properties or sell or rent of society in accepting inter marriage.

In India secularism means equal treatment to all religions. Being a multicultural educator means embracing your students and other cultural diversity as a means of nurturing your students academic and personal growth. With in this broad frame work “Multicultural education means different thing to different people. Given it’s broad definition teacher implements multicultural education.”

Multicultural social competence:

Multicultural social education is to teach students, create techniques for interacting with people who are different from themselves. By teaching skills in a cross cultural communication, interpersonal relations perspective tackling,
contextual analysis, understanding alternative points of view and frame of reference and analyzing how cultural conditions affect values, attitude, beliefs, preferences, expectations, and behaviors.

In addition to those classroom motivations for multicultural education many educators and scholars point to extra classroom purpose including broader quest for educational quality and excellence.

In ongoing struggle to advance social justice for the various groups who fail to get their adequate share of resources and decision making power in the larger society.

**Multiculturalism as a Describing Concept for Society**

The term ‘multiculturalism’ is sometimes used to describe a condition of society; more precisely, it is used to describe a society where a variety of different cultures coexist. Many countries in the world are culturally diverse. Canada is just one example, including a variety of cultures such as English Canadians, Quebecois, Native Americans, Amish, Hutterites and Chinese immigrants. China is another country that can also be considered culturally diverse. In contemporary China, there are 56 officially recognized ethnic groups, and 55 of these groups are ethnic minorities who make up approximately 8.41 percent of China’s overall population. The other ethnic group is that of Han Chinese, which holds majority status (Han, 2013; He, 2006).

There are a variety of ways whereby societies can be diverse, for example, culture can come in many forms (Gurr, 1993, p. 3). Perhaps the chief ways in which a country can be culturally diverse is by having different religious groups, different linguistic groups, groups that define themselves by their territorial identity and variant racial groups.

Religious diversity is a widespread phenomenon in many countries. India can be given as an example of a country which is religiously diverse, including citizens who are Sikhs, Hindus, Buddhists, among other religious groups. The US is also religiously diverse, including Mormons, Amish, Hutterites, Catholics, Jews and so forth. These groups differentiate from each other via a variety of factors. Some of these are the Gods worshiped, the public holidays, the religious festivals and the dress codes.

Linguistic diversity is also widespread. In the 21st century, there are more than 200 countries in the world and around 6000 spoken languages (Laitin, 2007). Linguistic diversity usually results from two kinds of groups. First, it results from immigrants who move to a country where the language spoken is not their native language (Kymlicka, 1995). This is the case for those Cubans and Puerto Ricans who immigrated to the United States; it is also the case for Ukrainian immigrants who moved to Portugal.

The second kind of groups that are a cause of linguistic diversity are national minorities. National minorities are groups that have either settled in the country for a long time, but do not share the same language with the majority. Some examples include Quebecois in Canada, Catalans and Basques in Spain, and the Uyghur in China. Usually, these linguistic groups are territorially concentrated; furthermore, minority groups that fall into this category usually demand a high degree of autonomy. In particular, minority groups usually demand that they have the regional power
to self-govern, that is, to run their territory as if it was an independent country or to succeed and become a different country.

A third kind of group diversity can result from distinct territory location. This territory location does not necessarily mean that members of distinct cultures are, in fact, different. That is, it is not necessary that habits, traditions, customs, and so forth are significantly different. However, these distinct groups identify themselves as different from others because of the specific geographical area in which they are located. Possibly, in the UK, this is what distinguishes Scots from English. Even though there are historical differences between Scots and English, if one assumes that these two groups have little to distinguish themselves from each other, other than their geographical location, they would fit this third kind of group diversity. As mentioned above, these differences are conceptual and, in practice, cultural groups are characterized by a variety of features and not just one.

The fourth kind of group diversity is race. Races are groups whose physical characteristics are imbued with social significance. In other words, race is a socially constructed concept in the sense that it is the result of individuals giving social significance to a set of characteristics they consider that stand out in a person's physical appearance, such as skin color, eye color, hair color, bone/jaw structure and so forth. However, the mere existence of different physical characteristics does not mean that there is a multicultural environment/society. For instance, it cannot be affirmed that Sweden is multicultural because there are Swedes with blue eyes and others with green. Physical characteristics create a multicultural environment only when these physical characteristics mean that groups strongly identify with their physical characteristics and where these physical characteristics are socially perceived as something that strongly differentiates them from other groups. That is, racial cultural diversity is not simply the existence of different physical characteristics. Rather, these different physical characteristics must entail a sense of common identity which, in turn, are socially perceived as something that differentiates the members of that group to others. However, many times this idea of common identity is exaggerated, as Waldron’s argument suggests. For instance, even though there is the idea that a black culture exists in the United States, Appiah (1996) denies that such black culture exists, since there is no common identity among blacks in the United States. An example of a physical difference that is considered socially significant and, therefore, creates a multicultural society/environment can be seen in the Tutsis and Hutus of Rwanda. In general terms, Tutsis and Hutus are very similar, due to the fact that they speak the same language, share the same territory and follow the same traditions. Nevertheless, Tutsis are usually taller and thinner than Hutus. The social significance given to these physical differences are sufficient for members of both groups, broadly speaking, to identify as members of one group or the other, and subsequently oppose to each other.

Obviously, groups are not, most of the time, identified only by being linguistically different, territorially concentrated or religiously distinct. In fact, most groups have more than one of these characteristics. For instance, Sikhs in India, besides being religiously different, are also characterized, in general terms, by their geographical location. Namely, they are localized in the Punjab region of India. The Uyghur, from China, have a different
language, are usually Muslims and are usually located in Xinjiang. Thus, the classification is helpful for understanding the characteristics of each group, but does not mean that these groups are simply defined by that characteristic.

**Differences in learning due to multiculturalism:**

The multicultural education is an approach to teaching that values diversity in the classroom diversity in content, methods, perspectives, educators, students, and cultures.

Some restrict their focus to people of color while others include all major groups that are different in any way from mainstream.

Developing cultural and ethnic and cultural characteristics, contribution to critical events, significant individuals and social, political and economic condition of various majority and minority of ethnic groups.

Personal development- students are afforded more opportunity to see positive representation of aspects of themselves, leading students together self understanding, positive self concepts, and pride in ones ethnic identity. Personal benefits directly translate to academic achievement benefits.

Attitudes and value certification- prepare students for living in diverse community. Internet is to teach youths to respect and embrace ethnic pluralism to realize that cultural difference are not synonymous with deficiencies or inferiorities and to recognize that diversity is integral part of human condition.

**Role of the teacher in a multicultural classroom:**

1) Teacher should design a program aimed at meeting the needs of their classes.

2) Certain objectives may be achieved through reading books or stories about young people from different culture and asking students to identify values, relate similarities, to their own lives.

3) Teacher can teach with role play method for unfamiliar situation.

4) Evaluate objectivity of other.

5) It is teacher’s responsibility to develop lessons that are aimed at analyzing specific stereotypes.

6) An important part of teacher role to bring issues on racial differences and tension to the classroom and discuss them professionally with students.

7) Other aspect aspect of teacher role is that to collect, compile, and use community resources to enrich students experience and lives.

8) It is important for teacher to be passive role model for the students by using appropriate language and behavior.

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ROLE OF TEACHER TOWARDS MULTICULTURALISM

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Abstract
This paper attempts to discuss multiculturalism and role of teacher towards multiculturalism. Multiculturalism is vital component of ensuring healthy, safe and diverse environment for every individual. It is important to work with all children and teach them importance of being non-judgemental, embracing diversity and encouraging multiculturalism. This article offers ideas like how to shape multicultural environment and take active part in process of successful integration of children in educational system and local society also. All this, discusses in detail now.

Introduction:
Teachers play vital roles in the lives of the students. Teachers are aware about the role of educating the students. Beyond that, teachers serve many other roles. In modern era, there are many trends arisen in education field. One of which is Multiculturalism. In India different types of people according to cast, religion, languages and cultures are found. Each corner of India shows diversity in cultures. Taking into account this fact, at the heart of every educational process lays the learner. Each learner comes from different background. There is found diversity in cultures, religions and so on. Each student has it’s own culture, according to that teacher must know about multiculturalism and role towards multiculturalism.

Meaning of Multiculturalism:
Multiculturalism is a situation in which all the different cultural or racial groups in a society have equal rights and opportunities and none is ignored or regarded as unimportant.
"Multiculturalism is about the proper terms of relationship between different cultural communities", which means that the standards by which the communities resolve their differences, e.g., "the principles of justice" must not come from only one of the cultures but must come "through an open and equal dialogue between them”. which is stated by Bhikhu Parekh. Wiki data also suggests that "the world is complicated and there is no single consensus – especially in a knowledge base that is supposed to serve many cultures."

Multiculturalism is –
1) Theory about foundations of a culture rather than any practice that subsumes cultural ideas.
2) Systematic / comprehensive response to cultural and ethnic diversity with educational, linguistic, economic and social components and specific institutional mechanisms.
Multiculturalism refers to cultural diversity where two or more groups with distinct beliefs cultures exist in a society.

**Role of teacher:** Teachers play important role in lives of students. Role of educating the students that are placed in their care beyond that teacher serve many other roles.

**Instructional Role:** diagnosing students, objectives guide teachers in making decisions about learning resources and instructional strategies to be used, choosing and implementing instructional approaches and strategies, evaluating student’s progress.

**Counselling Role:** interpersonal relationship skills are important in performing counselling role. Teacher need to be prepared to help students who seek their advice. To identify students who need the help of professional counsellor.

**Management Role** : keeping records on individual students, ordering required materials, collecting fees and maintaining records, taking attendance, preparing report cards etc.

**Curriculum Development Role** : teams of individual teachers can work together to design teaching learning experiences, modes of instruction, selecting instructional material, deciding evaluation procedures and techniques etc.

**Public relation Role** : Teachers can inform parents about something positive a student has done. This generates a good feeling and a positive attitude towards the teacher, school and helps in developing supportive community feelings towards school.

**Information Provider**; teacher provides information about new trends in education or new information about a particular subject, competitive examinations ,exhibition etc.

**Mentor** ; Mentoring is a natural role taken on by teachers, whether it is intentional or not. This can have positive or negative effect on children. Mentoring includes encouraging students to enjoy learning. Part of mentoring consists of listening to students.

Apart from above roles, teachers plays another roles also like continuous learner, resource person, researcher, guide, networking for sharing etc.

Teachers typically do not think of themselves as role models, however, inadvertently they are. Students spend a great deal of time with their teacher therefore, teacher becomes a role model to them. This can be a positive or negative effect depending on teacher. Teachers are there not only to teach children, but also to love and care for them.

**Role of Teacher towards multiculturalism ;**

1) Teachers must use examples and content from a variety of cultures/ groups to explain key concepts, generalizations and issues. Examples:- temples of different cultures, food of different cultures, festivals- rituals, food etc.

2) Teachers should equally motivate students from diverse backgrounds, race, ethnicity and gender

3) Teacher should pronounce names of students correctly.
4) Discussion, addresses, talks should be understandable to all.
5) Selected content should counteract stereotypes and incorporate contributions.
6) Maintain equal expectations in responding from all students.
7) Applying innovative teaching learning strategies:
   a) Teaching in multiple perspectives: content wise academic expertness. It must encompass ability to present in multiple perspectives.
   Techno-support: i) websites like – www.wolframalpha.com
                     www.britannica.com
                     www.howstuffworks.com
                     www.infoplease.com
                     ii) search engines like – google, yahoo, Bing, Ask.com, AOL.com., Baidu, DuckDuck.com, ChaCha.com
   b) Co-operative learning: structured positive interdependence through- jigsaw technique, group problem solving and decision making. Teacher encourage co-operation among students, using group activities, cultural programs.
   c) Collaborative learning: conflict resolution strategy, uses assertion and co-operation to work, interaction among participants is crucial work.
   d) Life Long Learning (LLL): LLL is life long, life wide and self motivated pursuit of knowledge for either personal or professional reasons. It enhances – social inclusion, active citizenship, personal development, competitiveness, employability.
   e) Focus on National integration: spirit of unity, across nation, irrespective of differences.
   f) Promote international understanding: common consensus on issues pertaining to all over world.
8) Teacher gives equal opportunity of development to each student and make free, friendly, safe environment.
9) Teaching should cater to intellectual needs of all students and everyone should attain a certain level of mastery.
10) Observe students closely and value your real-life experience of diversity over the textbook version: Teachers starts with concrete experience, adds reflective observation and then moves to abstract conceptualization and active experimentation.
11) Learn your students’ learning styles: Teachers can help students discover their academic strengths by helping them discover their own learning style. In this way, students discover what method of comprehension works best for them based on their own backgrounds and personalities. If teachers make this learning style quest a class project, an inherent lesson in multiculturalism is taught.
12) Teacher make sure lesson plans focus on the cultures and histories of all students in classroom, not only those from majority groups.
Conclusion: -
An important part of the teacher's role is to bring issues on racial differences and tensions to the classroom and discuss them professionally with the students. Another aspect of the teacher's role is that of becoming a resource person for the students; to collect, compile, and use community resources to enrich students' experiences and lives. It is important for the teacher to be a positive role model for the students by using appropriate language and behaviour. For effective teaching learning process, multiculturalism useful for teachers. It is necessary that teacher should know about multiculturalism.

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A COMPARATIVE STUDY OF ATTITUDES OF TEACHERS TOWARDS MULTICULTURAL EDUCATION

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Introduction
IN RECENT YEARS, multicultural education has received attention at state and national levels. For example, the National Council for the Accreditation of Teacher Education (NCATE) in its 1977 revision of Standards for the Accreditation of Teacher Education established as one of its standards for member institutions, evidence of planning for multicultural education. NCATE in the preamble of its Standards offered the following definition of multicultural education:

Multicultural education is preparation for the social, political, and economic realities that individuals experience in culturally diverse and complex human encounters. These realities have both national and international dimensions. This preparation provides a process by which an individual develops competencies for perceiving, believing, evaluating, and behaving in differential cultural settings (NCATE 1977, p.4).

The four principles of quality education defined by the report of the World Commission of Education for the 21st century – ‘learning to be’, ‘learning to know’ ‘learning to do and ‘learning to live together’ can be successfully implemented only if cultural diversity is situated at the core.

"Multicultural education is a process of comprehensive school reform and basic education for all students. It challenges and rejects racism and other forms of discrimination in schools and society and accepts and affirms the pluralism (ethnic, racial, linguistic, religious, economic, and gender, among others) that students, their communities, and teachers represent. Multicultural education permeates the curriculum and instructional strategies used in schools, as well as the interactions among teachers, students, and parents, and the very way that schools conceptualize the nature of teaching and learning. Because it uses critical pedagogy as its underlying philosophy and focuses on knowledge, reflection, and action (praxis) as the basis for social change, multicultural education promotes the democratic principles of social justice.

Need of the Study
1. As more and more students from diverse backgrounds enter the 21st century classrooms, it has become more challenging to identify effective methods to teach these students.
2. Today’s classroom requires teachers to educate students varying in culture, language abilities and many other characteristics.
3. Teachers self-reflection is an important part of the personal dimension. By honestly examining their attitudes and beliefs about themselves and others, teachers begin to discover what they are, who they are and can confront biases that have influenced their value system.

4. When teachers are unbiased in their instruction and knowledge about themselves and their students, they can better respond to the needs of all their students.

5. Determining and identifying problems in attitude of teachers towards Multicultural Education and to suggest remedies.

6. A positive attitude towards Multicultural Education is essential because every child has a right to study and develop all the talents to reach his full potential. Content integration is the inclusion of materials, concepts, and values from a variety of cultures in teaching.

7. Knowledge construction is the recognition that all knowledge is socially constructed, created in the minds of human beings to explain their experience and thus, can be challenged.

8. Ideas that shape society do change. As such, knowledge construction is a primary aspect of multicultural education because before teachers can effectively teach multicultural, they must reconstruct their world views.

9. Equity pedagogy is involved when teachers alter their teaching methods to accommodate the various cultural differences of diverse students to stimulate academic achievement. Prejudice reduction concerns changing the students' attitudes towards differences of race and ethnicity.

**Significance of the Study**

1. The investigator attempts to focus on plans and policies that will enable teachers to cope with diverse needs and competencies of all children.

2. It helps to build cross-ethnic friendships, experience enhanced self esteem and build communication skills needed to function as productive members of society.

3. It will help in making necessary modifications in the existing curriculum to meet minimum learning needs of the child without compromising on the quality of education and competency level expected to be achieved by all children in a given class.

4. Recognizing that equality and equity are not the same thing, multicultural education attempts to offer all students an equitable educational opportunity, while at the same time, encouraging students to critique society in the interest of social justice.

5. Multicultural education harbors a place for a multitude of voices in a multicultural society and a place for many dreams.

The researcher feels that since more and more students from diverse backgrounds enter the 21st century classrooms, it is essential to know the attitude of teachers regarding multicultural education. Teachers are in daily contact with students and they must create a classroom culture where all students regardless of their cultural and linguistic background are welcomed and supported and provided with the best opportunity to learn. Teachers should be
trained to work effectively in a multicultural classroom so that it will impact not only the achievement but also the lives of their students.

**Statement of the Problem**

To assess and compare the attitudes of the teacher’s of C.B.S.E and S.S.C schools towards Multicultural education in Pune city.

**Conceptual Definitions**

**Attitude:** Good (1973) opined that attitude is a readiness to react towards or against some situation, person or thing or resentment towards a particular degree of intensity.

**Multicultural Education:** An approach used by teachers to effectively promote diversity in the classroom. This approach embraces differences in ethnicity, culture, race, gender, religion, etc. - By Derrick Meador

C.B.S.E: Central Board of Secondary Education.(http://www.cbseacademic.in/)


**Operational Definitions**

**Attitude:** Attitude is the way one behaves or reacts to a given situation. Reaction can be either positive or negative.

C.B.S.E: Central Board of Secondary Education. The Unit strives to provide Scheme of Studies, curriculum, academic guidelines, textual material, support material, enrichment activities and capacity building programmes. The unit functions according to the broader objectives set in the National Curriculum Framework-2005 and in consonance with various policies and acts passed by the Government of India from time to time.

S.S.C: Secondary School Certificate, “The Maharashtra State Board of Secondary and Higher Secondary Education conduct the SSC and HSC examinations and look after the curriculum of the state.

**Multicultural Education:** Multicultural education is a systematic effort aimed at inculcating the notion of oneness among students of various cultures and enabling them build healthy interaction with one another irrespective of their caste, sex, creed, religion, race, region, language, culture, age, disabilities, state, community, social status etc and thereby live together in harmony.

**Objectives of the Study:**

1. To assess the attitudes of the teachers of the C.B.S.E. and S.S.C. schools towards Multicultural education.
2. To compare between the mean scores of the attitudes of teachers of the C.B.S.E and S.S.C. schools towards Multicultural education.

**Assumptions:**

1. Multicultural exists in classrooms. (Kincheloe and Steinberg. 1997)
2. The teachers are aware of the concept of Multicultural Education. (Paul C. Gorski2010)
3. Educational programmes ought to focus on the aspect of Multiculturalism in the classroom. (Nicholas, Dyno. 2011)
4. Teachers have a positive attitude towards Multicultural Education. (Banks, 1999)
Research Questions:
1. What is the attitude of C.B.S.E. & S.S.C school teachers towards multicultural education?
2. What is the difference between the attitudes of C.B.S.E & S.S.C school teachers towards multicultural education?

Research Hypothesis:
1. There is a significant difference between the mean scores of attitude of the teachers in the C.B.S.E. and S.S.C schools towards multicultural education.

Null Hypothesis:
There is no significant difference between the mean scores of attitude of the CBSE and SSC school teachers towards Multicultural Education.

Scope:
1. The study focused on teachers of Higher Primary schools
2. The study was related to only English Medium Schools affiliated to C.B.S.E & S.S.C board schools in Pune City only
3. The study focused only on the attitude of teachers towards multicultural education

Delimitations:
1. The study was delimited only to teachers of C.B.S.E. and S.S.C. schools in Pune city.
2. The study was delimited only to Primary and Higher Primary Schools.
3. The study was delimited to the teachers of English medium schools only.

Limitations:
1. The responses obtained were solely dependent on the participant teachers.
2. The Attitude scale to evaluate the opinion of teachers was prepared by the researcher.

Population
Teachers teaching in higher Primary English medium Schools in Pune city

Sample:
1. The sample included 50 teachers from 2 schools of C.B.S.E and 50 teachers from 2 schools of S.S.C. board
2. Incidental sample technique was used.

Method of Research: Descriptive Research- Survey Method

Data Collection Tool:
1. The researcher had prepared multicultural Attitude Scale
2. A non-projective technique to evaluate the attitudes of teachers towards Multicultural education was used.

Data Analysis:
2. Data Analysis was done with the help of
   - Mean
Findings of the research:

Objective #1
To determine the attitude of teachers towards Multicultural Education.

Findings
It was observed that overall Attitude score of all 100 students was found to be 74.9. This shows that the Primary & Higher Primary school teachers of the CBSE & SSC boards have a positive attitude towards Multicultural Education.

Objective #2
To compare between the mean scores of the attitude of CBSE and SSC school teachers towards Multicultural education.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.B.S.E</td>
<td>100</td>
<td>76.32</td>
<td>6.5</td>
<td>2.87</td>
<td>0.05</td>
</tr>
<tr>
<td>S.S.C</td>
<td>100</td>
<td>73.48</td>
<td>7.3</td>
<td></td>
<td>0.01</td>
</tr>
</tbody>
</table>

Findings
It was observed that the differences between the overall mean scores of attitudes of teachers from both boards were found to be 2.87%.
As value of t-stat (i.e. calculated) is greater than t critical value (i.e. standard value) hypothesis is rejected. There is a significant difference in the attitude of CBSE teachers and SSC teachers towards Multicultural Education. CBSE English Medium school teachers have a more positive attitude towards Multicultural Education as compared to SSC English Medium teachers.
Major Findings of the Research:

Objective #1
To assess the attitude of CBSE and SSC school teachers towards multicultural education.

Discussion:
1. Multiculturalism is acceptable by teachers and hence can be incorporated in teacher education curriculum.
2. Teachers should go a step further to teach students about the oppression and discrimination so that students learn about their roles as solid agents and participate in the generation of a more equitable society.

Objective #2
To compare between the attitude of CBSE and SSC school teachers towards Multicultural education.

Discussion:
1. More efforts should be taken by SSC board towards Multicultural Education.
2. SSC board schools should ensure that all students have equitable opportunity to learn and to meet high standards.
3. The curriculum should help students understand that knowledge is socially constructed and reflects the social, political and economic context in which they live and work.
4. Schools should provide opportunities to participate in extra and co-curricular activities that develop knowledge, skills and attitude that increases academic achievement and fosters positive interracial relationship.
Contribution of Study

1. The present research study was conducted in the English medium schools affiliated to State board and C.B.S.E boards. This research has contributed to understand the attitude of teachers towards Multicultural Education and to compare the attitudes of S.S.C school teachers and C.B.S.E school teachers and it was found that teachers of the schools affiliated to both boards have a positive attitude towards Multicultural Education. But in comparison the S.S.C school teachers need to be more aware of multicultural diversity in their class.

2. This study will help in deep and critical thinking, imagination, and commitment to another tomorrow, inclusive of the wealth of all of our stories and peoples. It is another aspect of the continuous human journey toward justice and pushes us toward the fulfillment of the promises of democracy. It gives us new questions to ask and directions to follow to uncover human possibilities in the new millennium.

Educational Implications:

1. The findings of the study justify the importance of implementing multicultural education into the instructional program.

2. The teachers should be aware of the cultural diversity of her students and treat every child equally without any prejudices.

3. Multicultural training should be given to pre-service and in-service teachers.

4. The children should be inspired to express their views and problems unhesitatingly and teachers should be careful in dealing with bilingual teachers.

5. Love and affection are the means to soothe the aching hearts of the students irrespective of their cultural background.

6. Such a type of environment should be created in school that going to school should be a pleasant experience to every student.

7. Teachers should expose students to the concept of stereo typing and other related biases that have negative effects on racial and ethnic relation.

Bibliography:


A STUDY ABOUT MULTICULTURALISM CLASSROOM OF B.ED. STUDENT TEACHERS

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Prof. Sarika Bahirat

In society different types of language region, religions are included as one, Multiculturalism All over the world we can see much Multiculturalism but India itself is a Multicultural country.

Definition of Multiculturalism:
Multicultural classroom is one in which both the students and the teacher are accepting of all races, cultures, and religions. This acceptance is evidenced by the books that are read, the activities that are completed, and the lessons that are taught.

Concept of multiculturalism:
Sociologists use the concept of multiculturalism to describe one way of approaching cultural diversity within a society. Underlying multiculturalism is the belief that members of different cultures can live peacefully alongside each other; assimilation is not necessary, nor perhaps even desirable.

The goal is to be purposeful about becoming culturally responsive science teachers. One of the goals of multicultural education is to acknowledge the experiences and perspectives of oppressed groups that are commonly excluded from mainstream academia (e.g. racial, ethnic, class, gender, etc.)

Multicultural education is an educational philosophy that focuses on celebrating cultural differences while also recognizing the importance of challenging all forms of discrimination based on race, gender, age, religion, ability or sexual orientation.

Following points are given to Discussion about Multicultural class to B.ED student teachers and got below responses from B.ED student teachers.

1. Problems faced by student in Multicultural class
   - Student is not able to understand because of language problem.
   - Problem of speaking
   - Cannot ask question due to language problem
   - Cannot get proper information in understandable language.

2. Problems faced by teachers in Multicultural class
   - Teachers are not able to speak in each and every language of student
   - If the students do not respect the professor they do not learn effectively and they do not benefit from the class.
• Lecturer needs to be open to other cultures and to try to familiarize the students with the differences between the patterns of behavior of the representatives of various nationalities, sub-cultures, etc.
• The role of the teacher is vital because the teacher is the person who builds the atmosphere during the class and through equal treatment he/she can make it easier for the students coming from different backgrounds to feel good in the group.
• Teachers must be prepared to effectively facilitate learning for every individual student, no matter how culturally similar or different from her- or himself.
• Not every teacher is able to explain in student language
• Cannot guide student in a proper way and language

Benefits of Multiculturalism:
Immigrants are a source of diverse knowledge and experience. They can increase innovation, creativity and prosperity in our city. New residents also enrich the cultural fabric of Burnaby by introducing new foods, music, traditions, beliefs and interests.

Remedies
• Teacher should not be partial with any of the student in classroom
• School should be celebrate each and every festival
• Teacher should try to explain a student in proper way if there is a language problem.

Conclusion:
Teachers who learn more about their students’ backgrounds, cultures, and experiences will feel more capable and efficient in their work as teachers. Teachers should work continuously to improve the lives of their students. Also, teachers can reduce issues in the multicultural classroom through improving their teaching approaches and learning. Flexibility is more important than knowledge in dealing with multicultural issues. Therefore, teachers should explore the issues in the multicultural classroom as they arise and deal with these problems. Also, teachers should try to find, create, or design manners to raise and improve the academic achievement of students, and to build an effective or strong relationship with students.
ROLE OF THE TEACHER IN MULTICULTURALISM THROUGH VALUE EDUCATION

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Introduction:
Our country India thought universal fraternity thousands of years ago the welfare of people of the world is inherent in it but the multiculturalism that we are talking about is the modern age fraternity is the principal of modern education the feeling or multiculturalism Multiculturalism is a very broad concept by the culture of a nation is meant that specific form of its lifestyle and eating manners behavioural norms conduct and thought customs and traditions arts and skills music and dance language and literature, religion and philosophy ideals, beliefs and values of the people in which it believes and has faith which are the marks of its identity feeling is the greatest hurdle in the development of the spirit of international understanding And the highest obstacle is the religious narrowness. Some scholars recommend giving education of Indian values in India. Now the question is What are India values? Anthropologists accept values in the form cultural attributes. But India is a country of a different cultural, and the ideals, beliefs and norms of these cultures are different. It is a difficult task to determine to which of them weightage should be attached. In the viewpoint of anthropologists, Aryan culture is the basic culture of India and this culture is the culture of four varnas – (Brahman, kshatriya, vaishya, and shudra ); four ashramas – (brahmacharya, grihastra, vanprastha and sanyas); four purusharthas – ( dharma, artha, kama and moksha ); four paths – (jnana, karma, bhakti, and yoga;) and five mahavritas –(satya, ahimsa, asteya, aparigraha and brahmacharya). its other features are qualitative life and respect to guests. From this view, these values should be taught in India. But this contention of anthropologists cannot be accepted in present democratic India. Sociologists argue that values develop in the children as a result of their participation in the social, cultural and religious activities of their respective societies; they learn the ideals and moral laws of their society, we should attach weightage to them and should develop them as values. In this context, some scholars opine that we are most influenced by religious ideals and laws. And in our country there live the followers of four chief religions – Hindu, Islam, Christianity and parsee. There are five main sects in Hindu religion – Sanatan Dharma, Arya Samaj, Jain, Buddh and Sikh If we look carefully, it becomes clear that devotion in Sanatan Dharma, reason in Arya Samaj, non-violence in Jainism, mercy in Buddhism, devotion to Guru in Sikhism, equality and fraternity in Islam, love and service in Christianity and purity and mercy in parsee have been especially emphasized and there is no conflict Some scholars reason that moral values have greatly
depreciated in present India, so we should lay more emphasis on the development of moral values – truthfulness, honesty and dutifulness.

Indian Humanistic thinkers talk of education of human values. Humanistic thinkers consider only this worldly life and support that path which benefits mankind as a whole. Moreover, India believes in universal fraternity, so these values should be thought winch beget the welfare of the whole mankind. These scholars lay stress on the development of love, sympathy cooperation, honesty, quality, fraternity, peace and coexistence. They believe that abidance by these values will help cerate a world community devoid of exploitation and war.

Some scholars argue that values depend on the approval of the society and likeness of the individuals; therefore, the teachers should have freedom in presenting different ideals, principals, moral laws and behavioural norms and the individuals receiving values should have freedom in selecting the values of their choice. But depreciation of values cannot be prevented by it. We will have to determine the education of generally approved values in view of our prevalent Indian society.

In the meanwhile, the National council of Education Research and Training (NCERT) has worked much in the field of value education. It has conducted countless local, regional and national conferences on this topic. May be some of its officials might have taken part in international conferences on this topic. It also published a document pertaining to values after a labour of two decades, which included a long list of 83 values. The NCERT may take pride on this list values, yet we are not able to digest it. First, we find no basic of these values second, several values have been written several times in different terminologies. Third the most flagrant shortcoming is its being without an order or sequence. Moreover, these all are neither ideals, nor principals, nor behavioural norms. Such a long list, so many of them! It’s absurd. Some people in NCERT themself felt its absurdity and prepared a five values formula for school education. These five values are: cleanliness, truthfulness, labour, equality and cooperation.

Let us then discuss this topic objectively in the context of present India. There are several societies in India and their ideals and behavioural norms are different; therefore all of them cannot be included in the list of values. However, any society is based on three basic values – love, sympathy and cooperation. No society can live without these. So education of these values can be given in the present India, and it should be. The greatest advantage of this will be that the whole population of India will be bound in one Indian society. Cultural values develop as results of participation in social and multi cultural activities naturally, so there is no need of impeding them. If seen with national viewpoint, we find that devotion to the nation is lacking at present. The legislators and ministers do not think of national interest even after taking oath, they vie for power and fill their coffers. So it is necessary to develop the spirit of devotion to nation as a value in every citizen of India.

**How to Impart Value Education**

The third and final question pertaining to value education is when and how to impart it. For it we will have to understand the sources and process of value development.
Sources of Value Development

The chief domains of human life are – social, cultural, religious, economic and political. In the viewpoint of sociologists, these are chief sources of value development.

Society: The society in whom an individual is born, he interacts with its members and learns behavioural norms of the society through this interaction: Thus, society is the fundamental source of value development.

Culture: The greatest feature of a society is its culture. The society in which an individual lives, its culture of that society, Thus, culture is the second most important source of value development.

Religion: The most influential element of the culture of a society is its religion. It has been seen that the family in which the child takes birth. Thus, religion is a chief source of value development.

Economic System: The economic system of a society, state or nation is in itself source of value development.

Political System: The authority of the state has always been supreme; it is very forceful in autocratic political system somewhat flexible in democratic political system.

Value-Based Conduct: We are leading valueless life. We talk of values but do not follow them in actions, our saying doing seems to be mutually contradictory. We talk of secularism, but we provide special facilities to specific classes by calling them minorities. Present a ray of hope that can redirect the community back to value-based conduct. If we want to develop suitable values in the children, and want to advance them towards value-based life, we will have to follow that ideals first. If we do not awake now, that day may not be far when we will have to live life like animals ones again.

Organization of Value-based Plays: There was a time when dramas were used to recreate the people and to motivate them to live value-based life and to protect the values. Today, such plays are not organization, and if they are, the nakedness of reality is represented. If we organize Ramlila, Krishnalila, plays mimicry, etc. combining recreation and value-based education, they can help a great deal in value education.

Use of Means of mass Communication: Of the means of mass communication the newspapers, magazines, radio and television are very important. The radio and television programmes have all the more intense effect on children. First, only value-based programmes should be relayed and when the reality, the ideals should also be discussed. Finally the victory of the truth should be shown.

Social Work: There is no lack of social organizations in our community, but many of them are running in order to take grants from the government or to win applause. Some of them are really working in social service.

Religious and Moral Education: Each religion has propounded certain moral laws, and following then has been said to be mandatory for each individual. We have faith in religion and we also follow these rules in somewhat contracted from.

Punishment and Reward: The individual living a value-based life are called idealists, they are admired, but positive attitude towards their poor and miserly condition is hardly adopted.
Value Education with Teaching of School Subjects: All the subjects that are taught to the students in schools can be used to develop proper values in the students, but language and history are two such subjects through which values can be developed in the children rather easily.

Language Teaching and Value Education: The textbooks related to language teaching often compile moral-based articles and poetry, life sketches of great people and incidences of vigour and courage. The greatest thing about them is that they have direct impact on the mind of children, only the teachers have to make a little effort. The teachers should uncover the ideals and principles inherent in the lesson before the children, respond favourably to them and admire value-oriented incidences and conduct and state their opinion against value-oriented conduct, and ensure the active participation of the children.

History Teaching and Value Education: History is not the story of kings’ rise and fall, but it is the phenomenon of civilization and culture of a caste, society or nation and that of values. Just look for instance. The children are generally influenced by the value-based incidences. The teachers should derive advantage from this influence and should incline the students towards value-based conduct.

Geography Teaching and Value Education: Geography is used to acquaint the students with nature and social, economic and political conditions of different countries; they are acquainted with different human lifestyles and relationship between nature and man.

Civics Teaching and Value Education: Civics chiefly discusses the rights and duties of the citizens. if asked truly, civics is the code of conduct for individual and group as determined by the state. With its teaching, the political values can be easily developed. We often look at our own interest. Civics discusses national interest along side our own. If the civics teacher can reveal the fact that the interest of everybody lies in the national interest, then the students will be devoted to the nation and national integration will be developed of its own. This is the age of internationalism. We are emphasizing on the development of international understanding. But this remains a political gimmick, we can see the wiliness behind it. If the civics teacher reminds the maxim of universal brotherhood of our culture and attempts to develop this spirit, then he would certainly succeed in this task.

Economics Teaching and Value Education: Economics basically discusses the sources and means of income, the laws of demand and supply, significance of labour and enterprise in production, and demerits of population explosion. Besides these, a teacher can elaborate the significance of labour, enterprise and cooperation in life. If he takes a little care, then he can prove their significance in every field of life.

Science Teaching and Value Education: Some people blame that science has made us live a valueless life. It may be true to some extent. However, if the teachers desire, then they can develop several values in the children with science teaching. Science discusses the substances and the actions among them in this material world, the outcomes of these actions and their merits and demerits. Science is always in the truth at truth, labour, patience, courage and discipline. They can given
environmental education through biology, besides love for nature can be developed in them. If a person makes ill-use of scientific inventions, the fault lies with the user, and not with science or scientists.

**Co-Curricular Activities and Value Education:** Co-Curricular activities play as vital a role in the development of values in the children as the curricular activities. The activities held in the school, besides the teaching of school subjects, are called co-curricular activities.

**Morning Assembly and Value Education:** Generally, all schools begin with morning assembly. Prayers lead the children to good path. If the teachers attach importance to it and remain disciplined in it and concentrate in God, the children too would develop similar qualities naturally.

**Literary and Culture Programmes and Value Education:** Literary programmes include speeches, debates and poetic assemblies, etc., and cultural programmes include, music, dance, instrument playing, folk dances, folk songs and plays, etc. These programmes display our civilization and culture.

**Birthdays of Great People and Value Education:** The birthdays of great people are celebrated in the schools in order to draw motivation from them.

**National Festivals and Value Education:** In our country three national festivals are celebrated – 15 August, 26 January and 2 October. We are how these festivals are celebrated.

**Game and Sports and Value Education:** These programmes are of two types – Individual and collective. Individual games include Asanas, exercise and gymnastics, etc. Through them the can be taught the significance of good health and the feeling for aestheticism can be developed for good health. Collective or team games include PT, hockey, football, kabaddi and cricket, etc. It is the duty of the teachers to develop the spirit of game in the student.

**Social Work and Value Education:** There is a provision for several service organizations in the school, such as scouting, NSS, etc. Some schools also make service teams. in the evening, and help the people in the locality in case of a calamity. Then the children will learn the lesson of social work from them. Values cannot be developed in the children by stories and plays alone, the teachers will have to involve themselves in value-based conduct.
Present age is the age of Globalization. Because of globalization the world has become as a small village. It affects all people in the world, people have come nearer. So for that good communication is required. This communication will develop through multiculturalism with the help of teacher education.

“Culture is that complex whole which includes knowledge, beliefs, art moral, law customs and any other capabilities and habits acquired by man as a member of society”. (Sangolkar, 2011)

In 191 countries there are 6800 languages, Out of that 4539 languages are spoken by people and 2261 are written. In that, in our India there are 1652 languages spoken by people. This is the characteristic of language. In our world there are 13 religions. If we see all this information we will get the importance of multiculturalism in the world.

We can easily prompt this through our teacher education. Teacher is the Idol of student. Teacher can easily develop multiculturalism through his daily teaching learning process. So it can apply by through teacher training programme.

Need of multiculturalism:-

a) Students who began their education in different culture may need some time to adjust to a different style of learning.

b) Some students may be expected to challenge the ideas of their professors and their peers, as well as ask questions, engage in debate, and be assertive and outspoken.

c) There is also a great deal of variability in classrooms, with some instructors preferring a great degree of formality, and teaching via a lecture format, and other instructors preferring a more casual style, with class discussions and group work being the norm.

d) The role of the instructor is to “impart expert knowledge and the student’s role is to absorb it. It would seem presumptuous for a novice to challenge an expert.” International students that are accustomed to this dynamic may be reluctant to engage in a debate in class or to ask questions or volunteer answers.

Promoting Multiculturalism through teacher education:-

Teacher Education is the base of promoting multiculturalism. When students are taking training in D.Ed., B.Ed., or M.Ed. they can understand the importance of multiculturalism. At this stage they can also develop multiculturalism through teacher education in their own self by following ways.

1. When students will take training in B.Ed. level they can enhance the importance of multiculturalism.
2. In B.Ed. the teacher educator can organize the co-curricular activities for developing multiculturalism in student teacher.

3. Through Teacher training we can organize group discussion on multiculturalism.

4. Organize poster presentation, seminar presentation, lectures, peer group discussion.

5. Give respect and take respect of other languages.

6. The teacher educator can try to learn more than one language. When the teacher educator learned many languages, he can try to reach student teacher for learning participation.

7. Also teacher educator can teach different languages to their present student teacher. By this can try develop multiculturalism.

8. For promoting multiculturalism teacher training college can make availability of different languages material such as newspaper, magazines, books, some audio-video material.

9. Teacher training college can also organize different language’s speakers and expert’s lectures.

10. By guidance and counseling teacher educator can try reduce the fear in student teachers. By this different types of religions student teachers come to close for communication. Hence they can come to near multiculturalism.

**Conclusion:**

Thus teacher education can play a vital role for prompting multiculturalism in society.

**References:**

INCLUSION OF MULTICULTURALISM THROUGH SCHOOL CURRICULUM

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**Introduction**

Many classrooms today comprise children from diverse cultures, races, religions, sociometric groups and families’ constellations. In addition, children with physical, mental, and disabilities, who were once assigned to separate specialized classes, are now placed in grade-level classrooms. Even though these students share a common classroom, all their differences can easily work to isolate them from one another. Finding a way to prevent this from happening requires teachers to be knowledgeable about and sensitive to the wealth of variety around them, as well as to possess excellent observation, listening, and human relations skill.

**Dimensions of Multicultural education:** following are the dimensions of multicultural education.

1. **Content integration:**
   It deals with the extent to which teachers use examples and content from a variety of cultures in their teaching.

2. **Knowledge construction:**
   Teacher need to help students to understand, investigate, and determine how the implicit cultural assumption, frames of reference, a discipline influence the ways in which knowledge is constructed.

3. **Prejudice reduction:**
   This dimension focuses on the characteristics of student’s racial attitude and how they can be modified by teaching methods and materials.
4. Empowering school culture:
Grouping and labeling practices sports participation in achievement and the interaction of the staff and the students across ethnic and racial lines must be examined to create a school culture from diverse, racial, ethics and gender groups.

5. Equity pedagogy:
Equity pedagogy exits when teachers modify their teaching in ways that will facilitate the achievement of students from diver’s racial, cultural, gender and social class groups.

The school as a social system:

To implement multicultural education successfully, we must think of the school as a social system in which all of its major variables are closely interrelated. Thinking of school as a social system suggest that we must formulate and initiate a change strategy that reform the total school environment to implement multicultural education.

To implement multicultural education in a school, we must reform its power relationships, verbal integration between teachers and students, culture, curriculum, extracurricular activities, attitude towards minority languages,
testing program and grouping practices. The schools institutional norms, social structures, cause-belief statements, values and goals must be transformed and restructured.

**Nature of multicultural education:**
Multicultural education has at least three things.

1. **An idea or concept:**
Multicultural education incorporates the idea that all students, regardless of their gender, social class and ethics, racial or cultural characteristics –should have an equal opportunity to learn in school. Another important idea in multicultural education is that some students because of these characteristics have a better chance to learn in schools as they are currently structured than do students who belongs to other groups or who have different cultural characteristics.

2. **An educational reform movement:**
Multicultural education is also reform movement that is trying to change the schools and other educational institutions so that students from all social class, gender, racial, language and cultural groups will have an equal opportunity to learn. Multicultural education involves changes in the total school or educational environment; it is not limited to curricular changes.

3. **Process:**
Multicultural education is also a process, whose goals will never be fully realized. Educational equity like liberty and justice is an ideal towards which human beings work but never fully attain.

**Characteristics of multicultural education:**

**Goals of multicultural education:**
1. Creating a safe, accepting and successful learning environment to all.
2. Increasing awareness of global issues.
4. Teaching students that there are multiple historical perspectives.
5. Preventing prejudice and discrimination.

**Multiculturalism at School**

Teaching Multiculturalism in the classroom is important. At the basic level multicultural education provides a fundamental education to all students with the purpose of eliminating discrimination because of ethnic origin and background. By incorporating many cultures into classroom, school can celebrate diversity, learn about cultures around the world and raise awareness.

There are four steps to bring multiculturalism in classrooms as follows.

**Four steps to bring multiculturalism**

- Provide basis education for all students
- Address language and cultural norms
- Make it a learning experience
- Celebrate diversity

**What you do in your classroom.**

Just because we are facing an uphill battle does not mean we should not take those 1st step to integrate multicultural education in your classroom and in your school you can

- Integrate a diverse reading list that demonstrates the universal experience across cultures.
- Encourage community participation and social activism.
- Go beyond the textbook.
- By supplementing your curriculum with current events and news stories outside the textbook, you can draw parallels between the distance experiences of the past and the world today.
- Creating multicultural projects that require student to choose background outside of their own.
- Suggest that your school lost in service professional development on multicultural education in the classroom.

Thus we can implement multicultural education in the classroom.
A TEACHER ROLE OF AS MULTICULTURAL EDUCATOR

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Abstract

“Diversity is an aspect of human existence that cannot be eradicated by terrorism or war or self-consuming hatred. It can only be conquered by recognizing and claiming the wealth of values it represents for all.”

There is an important relationship between culture & education. Culture include everything that makes one group on community within a society distinctive from another language, values, literature, world view, religion clothing holidays beliefs & behaviour that constructs a specific groups lifestyle (perso2012)

Schooling, Education & culture are in democratic multiculturalism approaches of education programs. As a teacher there is the urgent need to understand & prepare students to face the multitude of challenges arising from this diversity.

Through modern system of Education is a parting knowledge ability & all other types of competencies, probably it has failed to inculcate the universal values & the spiritual values needed to be emphasised for making better citizens of tomorrow, which India needs and which peaceful world needs. So this article has tried to making India as peaceful part and multicultural society through “Unity in Diversity” from Education.

1.1 Introduction-

The 21st Century recognises right & needs of global. Citizens to maintain commitments both to their cultural communities, national & International and national diversities. Current vision of preparing student for the 21st century advocate that students must be enabled and empowered in the present and for the future hence empowering students to take control to lead functional and fulfilling lives should help them meet their needs for power and belonging and enable them to pursue and realize their social goals,(both personal and social) The goals of multicultural education includes imparting more accurate and complete information about many cultures, reducing prejudice and fostering tolerance, improving the academic achievement of multicultural students, reaffirming our commitment to the Indian ideals of pluralism and democracy and helping to make those ideals a reality.

1.2 Concept & Need of Multicultural Education

Multicultural education refers to any form of education or teaching that incorporates the histories, texts, values, beliefs, and perspectives of people from different cultural backgrounds. At the classroom level, for example, teachers may modify or incorporate lessons to reflect the cultural diversity of the students in a particular class. In many cases, “culture” is defined in the broadest possible sense, encompassing race, ethnicity, nationality, language,
religion, class, gender, sexual orientation, and “exceptionality”—a term applied to students with specialized needs or disabilities.

1.2.1 Concept

Generally speaking, multicultural education is predicated on the principle of educational equity for all students, regardless of culture, and it strives to remove barriers to educational opportunities and success for students from different cultural backgrounds. In practice, educators may modify or eliminate educational policies, programs, materials, lessons, and instructional practices that are either discriminatory toward or insufficiently inclusive of diverse cultural perspectives. Multicultural education also assumes that the ways in which students learn and think are deeply influenced by their cultural identity and heritage, and that to teach culturally diverse students effectively requires educational approaches that value and recognize their cultural backgrounds. In this way, multicultural education aims to improve the learning and success of all students, particularly students from cultural groups that have been historically underrepresented or that suffer from lower educational achievement and attainment.

Cultural diversity has been present in societies for a very long time. In the 21st century, societies remain culturally diverse, with most countries having a mixture of individuals from different Cast, linguistic backgrounds, religious affiliations, and so forth. Contemporary political theorists have labeled this phenomenon of the coexistence of different cultures in the same geographical space multiculturalism. That is, one of the meanings of multiculturalism is the coexistence of different cultures. The educational process is known as multicultural if there are two or more students in one classroom have come from other States, Nations, religion, Cast, Language, Gender countries or were raised in different customs and traditions. Its main goal is to provide equal opportunities for school learning to students of different gender, Cast, social class coming from different and ethnic groups.

1.2.2 Need

We can have a better understanding of it from the National Framework (2005) which focuses on:
1. Strengthening national education system for pluralistic society.
2. Systematic changes in tune with curricular reforms
3. Curriculum based on the values mentioned in the constitution, like social justice, equality & secularism
4. Nurturing a generation committed to democratic practices, values, sensitivity towards gender, justice, etc

Multilingual character of Indian as a source for the enrichment of school life an understanding of the different facets of our culture, which certainly involves language and traditions, makes a student groom in to an adult, well aware of our cultural plurality, its relevance and important in the present day context. It makes him knowledgeable enough to respect other's point of view as much their own. Multicultural education is the need of the hour. To make education really effective, and to ensure that the knowledge of India’s cultural diversity is available to all children in India. When the Indian constitution guarantees free as well as mandatory education to children between the age of six to fourteen years, it ensures that the cultural values of a civilization like India, passes on and on.
1.3 Role of Teacher in making as school of Multicultural Society

The following are a few representative ways in which multicultural education may play out in schools by teachers:

- **Content Integration:** Concepts, values, and materials from a variety of cultures are included in teaching. Texts and learning materials may include multiple cultural perspectives and references. Teachers should use this approach provide examples of the relevant contributor people from different cultures, without changing the lesson plan or goals of the unit being taught. For example, in a science unit students could learn of the contributions of scientists from different countries, state, nations.

- **Transformation approach:** The transformation approach seeks to change the attitudes about cultural differences by using a different curriculum, one that encourages students to view problems and concepts from the perspective of different cultures. For example, if students were studying the American Indian wars, they would consider the views of the settlers, soldiers, and also the native peoples.

- **Classroom Environment:** Teacher should understand the perspective of multicultural students in new environment. Teacher should understand the complex characteristics of different groups of children in the Indian society and the ways in which race, ethnicity, language, and social class interact to influence student behaviour. Teachers and schools should provide all students with opportunities to participate in extra- and co-curricular activities that develop knowledge, skills, and attitudes that increase academic achievement and foster positive interracial relationships.

- **Student cultures:** For teachers with a classroom full of students of different backgrounds, the responsibility to connect with them goes beyond simply knowing where they’re from, or what their favorite subjects are. These teachers must strive to understand their students in a more holistic way, incorporating their cultural traditions into lessons and activities, so students feel understood, comfortable, and focused on learning. Teachers and other educators may learn about the cultural backgrounds of students in a school, and then intentionally incorporate learning experiences and content relevant to their personal cultural perspectives and heritage.

- **Critical analysis:** Teacher should do the critical analysis of related to teaching learning components like: Students characteristics, content, values, culture etc. because through this critical analysis teachers can help students discover their academic strength by helping them discover their own learning style. In this way, students discover what method of comprehension works best for them based on their own backgrounds and personalities. If educators make this learning style quest a class project, an internet lesson in multiculturalism is taught.

- **Teaching- Learning Resources:** Multicultural education is generally predicated on the principle of equity—i.e., that the allocation and distribution of educational resources, programs, and learning experiences should be based on need and fairness, rather than strict equality. For example, students who are not proficient in the English language may learn in bilingual settings and read bilingual texts, and they may
receive comparatively more instructional support than their English-speaking peers so that they do not fall behind academically or drop out of school due to language limitations. **Teachers should use multiple culturally sensitive techniques to assess complex cognitive and social skills.** Teachers must modify their methods of instruction by allowing for students' cultural differences before they can encourage academic achievement.

- **Create assignments that celebrate multiculturalism:** Classroom assignments can provide a primary window into a student’s cultural beliefs. Writing assignments can play a significant role in gathering information about student thought patterns and tendencies. Interviews with family members, assignments asking students to write about learning experiences that occur outside of school, and assignments involving family stories and traditions all can play a significant role in unearthing information about a students’ cultural heritage. Students’ parents can often be solicited as sources of useful personal information and visiting the neighborhoods where diverse students live can help give educators an idea about the level of social support present and the types of challenges that the student might face outside of the classroom.

Diversity in the nation’s schools is both an opportunity and a challenge. The nation is enriched by the ethnic, cultural, and language diversity among its citizens and within its schools. However, whenever diverse groups interact, intergroup tension, stereotypes, and institutionalized discrimination develop. Schools must find ways to respect the diversity of their students as well as help to create a unified nation-state to which all of the nation's citizens have allegiance. We hope these techniques and strategies will help educational policy makers and practitioners realize this elusive and difficult but essential goal of a democratic and pluralistic society.

### 1.4 Conclusion

Multicultural education is a progressive approach for transforming education based on educational equality and social justice. The components required in educating a multicultural education are content integrations, prejudice reduction, empowering school culture and social culture. These all relate and all require attention as they relate to the efforts of conflict resolution in today’s world. What kids learn in their classroom environments when it comes to interactions with those who are different from them translates into how well they will manage life in the global marketplace.

Multicultural education is a comprehensive reform movement whose aim is to promote educational equality and social justice. It has been misunderstood to be only the integration of ethnic content into the curriculum; however, its other four dimensions prove otherwise. Partly through its application of culturally relevant material and culturally responsive teaching, multicultural education combats deculturalization, reduces prejudice and the effects of stereotypes, enhances other-group orientation, and promotes critical thinking skills and empowerment through the use of critical pedagogy. Students learn and practice new ways of collaborating in class. students gain an “increased capacity for tolerance, respect and concern for others” students acquire an enhanced ability to think
creatively and in more complex ways, use more higher-order cognitive thinking skills, acquire more intellectual maturity. Students are able to adapt more quickly to a broader range of learning environments students are more willing to examine (and re-examine) their personal perspectives and values; learn more about themselves. students are able to adapt more quickly to a broader range of learning environments

Students are exposed to ideas and points of view that they disagree with or do not understand in a safe (non-hostile) environment. With this multicultural education has multiple benefits; and its prove from Educational researches that it gives positive effects on the students for educational development. Multicultural Education and why people who oppose it are wrong. Cultural awareness and sensitive teaching-learning process, education is imparted to maintain a healthy environment in a multiethnic workforce and cultural exchange programs across different countries, religion, help in bringing about several subtle changes in one’s perspective towards other cultures.

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INTRODUCTION-
It is a myth that a teacher’s job is a very easy one. People often believe that a teacher just enters into class, gives her lessons, teaches the students and leaves. Not many are aware of the hard work and the difficulties that she faces. A teacher faces innumerable challenges in every lesson that she delivers to the students and this happens in the classrooms where the teachers and the students are like minded and are well accustomed with each other. What then would be the scenario in a classroom where the students are from different cultural and educational backgrounds, from families with different mind sets? In this case, the teacher’s job becomes all the more challenging and difficult.

In an episode of the American television series ER, an unconscious elderly lady was brought to the hospital by her family. On further investigations, Lucy Knight-a young medical student gets to know through various tests that the lady is dying from a brain tumour. On getting to know the lady’s condition, she advises the family to get her admitted immediately so that her condition could be treated. Instead of being grateful to Knight for her care and concern, the family was extremely furious with her as they had been hiding the condition from their mother, but due to Knight’s careless attitude, it had now been revealed to their mother. All she had done, they say, is fill the woman’s last few months of life with dread over something that is beyond her control. “You do not understand our ways,” the son tells Knight.

Although this incident is not based on the true life of any person, the incident clearly brings out the cultural differences between any two people. Every day, teachers come across similar problems in their classrooms wherein they encounter students from different cultural and educational backgrounds, students from different strata of the society all set together in increasingly diverse classrooms and she needs to teach all of them in a way wherein she can deliver the content to the students without hurting the emotions and sentiments of the many different groups.

India is one such country which is a very good example of a multicultural society where people speak 122 major languages and 1599 other languages. Unity in diversity is the beauty of India and the Constitution gives equal rights and duties to everyone irrespective of caste, creed, gender, language and religion. The teachers find it very challenging to teach students with such diverse cultural differences.

UNDERSTANDING MULTICULTURALISM~- Multiculturalism as stated by IFLA “Multiculturalism is the co-existence of diverse cultures, where culture includes racial, religious, or cultural groups and is manifested in customary behaviors, cultural assumptions and values, patterns of thinking and communicative styles.” Hence multiculturalism stands for students of various different cultures, mind sets, educational and family backgrounds all studying in one classroom. It aims at providing equal or at par education to all the students belonging to different
genders, race, social class and coming from different cultures. There are some more goals of multicultural education: It involves the cross-linking of cultures wherein students get to learn from each other’s cultures, they learn to have a sense of understanding and mutual respect of cultures that have a radically different perspective, it helps them to get accustomed with the culture of the country where they are living in, it creates professionals with abilities to be employable on global market, to name a few. These goals are of high importance in this rapidly advancing globalised world but it will take time to achieve them considering the amount of difficulties teachers face in these multicultural classrooms.

"It's almost impossible for teachers to respond in culturally appropriate or sensitive ways to all the cultures they have in their classrooms," says Elise Trumbull, senior research associate for the Culture and Language Program at West Ed Regional Educational Laboratory in Oakland, Calif. "They don't know how to get a grip on all the information they need or how to learn more about the cultures in their classrooms."

IMPLEMENTATION OF MULTICULTURAL EDUCATION IN CLASSROOMS-

Teachers in the classrooms can use a variety of different strategies to incorporate multiculturalism in their classrooms. They are:

- **Content Integration** - Content Integration deals with the extent to which teachers use examples and content from a variety of cultures in their teaching.

- **Knowledge Construction** - It is a duty of the teacher teaching multicultural classrooms to help the students understand how the curriculum or the knowledge was constructed on the basis of certain references, biases and assumptions about a particular topic.

- **Prejudice Reduction** - The teacher should reduce the prejudices among the students in a multicultural classroom. Prejudice here refers to a preconceived opinion that the students have about the students of other cultures and religions. This can be done using the correct teaching methodologies and strategies by the teacher in a multicultural classroom.

- **Empowering School Culture** - A different school culture must be created by the faculty of the school. Sports activities, various other extra and co-curricular activities help in creating a school culture which empowers students from racial, ethnic and gender groups.

- **Equity Pedagogy** - equity pedagogy exists when teachers modify their teaching in ways that will facilitate the academic achievement of students from diverse racial, cultural, gender and social class groups.

HOW DOES INDIAN GOVERNMENT DEAL WITH MULTICULTURAL ISSUES-

Indian multicultural policies have its deep roots in its Constitution. It is said to be the basic multicultural document of the country. According to Indian Constitution, Article 15, 16, 17,19,21,29,30,39,46,243D,243T,332,334 and 335 contain fundamental rights for the multicultural communities of India ( Mathews, M. Mohan, 2001: 129). The Constitution has been providing political and institutional recognition and accommodation of Indian Diversity. However, Bhattacharyya remarks multiculturalism as a ‘very recent vintage’ in Indian politics. He said…” multiculturalism as
a term of scholarly discourse of society and politics in India is of very recent vintage, originating in the 1990s when some scholars felt the need to respond with Indian experience to the global debate of the subject” (Bhattacharyya, 2003:153).

**CHALLENGES OF MULTICULTURAL SCHOOLS-**

The teaching and learning process undergoes a great trial in a multicultural classroom unlike the normal classrooms. The main reason behind this is the challenges the teacher faces in such a classroom. The problems that are encountered by a teacher are-

**Language Barrier-**

Language Barrier is one of the main issues which the teachers and the students both face in a multicultural classroom. Children coming from different countries under the influence of their parents, environment, dialects, tend to speak with a different accent and hence they find it difficult to understand what the teacher is speaking or their peers. This hampers their communication to a great extent. At times, there is also a situation when children move into learning environments where the teacher teaches in a totally different language and then it becomes all the more difficult for them as they have to first comprehend what the teacher is teaching and then gain new knowledge and learn the new concepts.

**Domination of Different Learning Styles-**

Students these days whether in a customary or in a multicultural classroom tend to absorb information in a variety of different ways. Each student has their own unique way of learning and absorbing information. They can be habitual to a particular method of teaching whereas the teaching method is completely different in their new school; hence they take a long time to adjust to the new teaching methodologies. They also find it difficult to understand the teacher, have no idea of group work and pair work. A teacher should teach her students using all the three learning styles- Visual, Auditory and Kinesthetic keeping in mind the Bloom’s Taxonomy so that the students can grasp information better in whichever way is comfortable for them. She should also try teaching the students using visual teaching aids as it would be helpful for them if language is a barrier. This would also help them to retain the information for a longer period of time.

**Non Verbal Behaviour-**

Language is a major barrier in a multicultural classroom. Hence non-verbal behaviour is of great significance. But understanding of this non-verbal behaviour by the teacher is another challenge and wrong interpretation of the same can lead to a variety of problems as various non-verbal behaviours such as raised hands, eye contact, head nods, etc., each have a different meaning in different countries.

**Presenting One Topic from Different Perspectives-**

Presenting a particular topic from different perspectives is of great importance in a multicultural classroom. It is essential as in a multicultural classroom, there are students from different cultures and nationalities. The teacher must teach these students keeping in mind to not hurt the sentiments or the feelings of the students in any way. This
thing should particularly be kept in mind while teaching history as in historical events there are various movements which lead to the expansion of one nation and displacement of the other. The teacher should be able to deliver this knowledge from various perspectives and in the most accurate manner so that the sentiments of none of the groups are hurt.

Diversity of Extracurricular Activities-
Students coming from different countries participated in different extracurricular activities in their own countries. This is because each country has a different set of activities scheduled for their own students. These students may find it difficult to adjust to these new traditions, a new way of life and relationships in the new society, hence they feel lost. They do not understand the teacher’s instructions and there is a form of resilience. It is the teacher’s job to make them feel comfortable and give them proper guidance and training related to the extracurricular activities they are a part of.

Teaching Communication Skills-
Communication is often hampered in a multicultural classroom. Children do not express their viewpoints, judgements, they do not voice their opinions. They remain passive. This is because there is a fear among them of being misunderstood, of being judged, of being laughed at. Hence they do not communicate. Also at times, the boys coming from the Middle East countries are not comfortable in talking to girls in their countries but the scenario is completely different in these countries. This affects the teaching learning process as well as there is no active participation in the class. It also causes problems at the time of team assignments or group or pair work. The teacher should encourage the students to voice their opinions and to express their views. She should encourage them to participate actively in all the discussions and activities taking place in the class. This will help in the promotion of a pleasant atmosphere in the classroom.

Constant Work with Parents-
In a multicultural classroom there is a constant involvement of the parents in all the activities of the class. There are regular Parent Teacher Meetings and the teacher has to be constantly on her toes. It is a highly tedious job for the teacher as well. But she does it as she understands that the child has come from a different country, she needs to know how a child has been raised, what circumstances has the child lived in, what customs and traditions have been followed, this will help in influencing the teaching methodology the teacher uses for that particular child. She will be able to develop her lessons keeping in mind all these pointers and make it a comfortable atmosphere for the child.

Culture Shock-
Students studying in multicultural schools suffer from Cultural Shock- that is a phenomenon in which certain rules and traditions that are common in one culture are not at all common or acceptable in another culture. The lack of knowledge of different cultures, leads to misunderstandings concerning the student’s manners such as their dressing
style, hygiene, interruption and so on. Hence the students are highly confused and suffer from cultural shock. The teacher should be able to teach the students to accept each other’s culture and have respect for it.

**CONCLUSION**

Many people wonder ‘why is multicultural education important’ but there are many reasons to implement it in modern schools. Today, borders between countries become less and less noticeable as more states are happy to welcome citizens of other countries on their territory. So when a child comes to a new classroom this experience appears very useful both for him and his new classmates. The last ones learn to be tolerant, patient and open to new information, while a child learns to survive in an absolutely different environment and this experience is incredibly important.

"We need to respect each other," Trumbull says. "The bottom line is respect. That's what it's all about."

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MULTICULTURISM AT WORKPLACE

Mrs. Sofiya Edroos

Abstract
The world’s increasing globalization requires more interaction among people from diverse backgrounds. People no longer live and work in an insular environment; they are now part of a worldwide economy competing within a global framework. Maximizing and capitalizing on workplace diversity is an important issue for management. Managing diversity is a significant organizational challenge, so managerial skills must adapt to accommodate a multicultural work environment. This document provides a general definition for workplace diversity, discusses the benefits and challenges of managing diverse workplaces, and presents effective strategies for managing diverse workforces.

Introduction
Living in the era of globalization and technology has opened doors and opportunities that had never been seen before, which has completely revolutionized the way we work, communicate, and the way we live. Never before has cultural knowledge been so within our reach and so easy to grab hold of, and the workplace should be no exception. Although there are challenges posed by having a diverse and multicultural team, the benefits of a multicultural workplace are much greater.

Diversity Defined
Diversity can be defined as acknowledging, understanding, accepting, and valuing differences among people with respect to age, class, race, ethnicity, gender, disabilities, etc. (Esty et al. 1995). Organizations need to embrace diversity and look for ways to become inclusive organizations because diversity has the potential to yield greater work productivity and competitive advantages (SHRM 1995). Demographic changes (women in the workplace, organizational restructuring, and equal opportunity legislation) will increase work performance and customer service.

Cultural Awareness
Whether in the workplace or not, working and living alongside people from other cultures and backgrounds increases our cultural awareness and knowledge, and opens our horizons, stretching them far beyond the borders of our community. Not only does this make people become more open and accepting towards ideas and foreign concepts, but it generally ignites a will to learn and discover more than they already know. Cultural awareness is key when looking for expansion of organizations for entry into other markets.

Benefits of Diversity in the Workplace
Diversity is beneficial to both employees and employers. Diversity in the workplace can reduce lawsuits and increase marketing opportunities, recruitment, creativity, and business image (Esty et al. 1995). In an era when
flexibility and creativity are keys to competitiveness, diversity is critical for an organization’s success. Also, the consequences (loss of time and money) should not be overlooked.

**Increased creativity and productivity.**
When people with different ways of thinking and living join together to brainstorm and solve a problem, magic can happen. Having an open mind, being culturally aware and working with people who think and work differently from you inspire people to think outside the box, and consider options that they previously may have thought unviable. Taking the best of what each person has to offer and putting them together can create a kind of “super solution” that can bring innovative and revolutionary plans, strategies and ideas to your team and company. Studies have shown that racially diverse teams outperform non-diverse ones by 35%.

**Language Skills.**
It is important when hiring to assure there is a common language which team members master and can communicate in, there is nothing more difficult than having to work with someone you cannot clearly communicate.

**Employee relations and tolerance.**
Tolerance is not about encountering a problem and ignoring or putting up with it. It’s about accepting that all people are different and live in different ways, and beyond accepting that, it’s about valuing and cherishing it. Having tolerant team members will not only improve relations amongst each other, but it will also affect the way they interact with everyone around them, be it managers, colleagues from departments, suppliers, clients or customers.

**Unique talents.**
Stereotypes aside, people who have grown up and been educated in different ways and different environments, have the tendency to develop different skill sets, which can be an amazing addition to your team.

**Challenges of Diversity in the Workplace**
Managing diversity is more than simply acknowledging differences in people. It involves recognizing the value of differences, combating discrimination, and promoting inclusiveness. Managers may also be challenged with losses in personnel and work productivity due to prejudice and discrimination, as well as complaints and legal actions against the organization (Devoe 1999). Negative attitudes and behaviors can be barriers to organizational diversity because they can harm working relations and damage morale and work productivity (Esty et al. 1995).

**Required Tools for Managing Diversity**
Effective managers are aware that certain skills are necessary for creating a successful, diverse workforce. First, managers must understand discrimination and its consequences. Second, managers must recognize their own cultural biases and prejudices (Koonce 2001). Diversity is not about differences among groups, but rather about differences among individuals. Each individual is unique and does not represent or speak for a particular group. Finally, managers must be willing to change the organization if necessary (Koonce 2001). Organizations need to learn how to manage diversity in the workplace to be successful in the future (Flagg 2002).
Unfortunately, there is no single recipe for success. According to Roosevelt (2001), managing diversity is a comprehensive process for creating a work environment that includes everyone.

When creating a successful diverse workforce, an effective manager should focus on personal awareness. Therefore, organizations need to develop, implement, and maintain ongoing training because a one-day session of training will not change people’s behaviors (Koonce 2001). Managers must also understand that fairness is not necessarily equality. Managing diversity is about more than equal employment opportunity and affirmative action (Losyk 1996). Managers should expect change to be slow, while at the same time encouraging change (Koonce 2001).

Another vital requirement when dealing with diversity is promoting a safe place for associates to communicate (Koonce 2001). Social gatherings and business meetings, where every member must listen and have the chance to speak, are good ways to create dialogues. Also, employees should never be denied necessary, constructive, critical feedback for learning about mistakes and successes (Flagg 2002).

**Conclusion**

A diverse workforce is a reflection of a changing world and marketplace. Diverse work teams bring high value to organizations. Respecting individual differences will benefit the workplace by creating a competitive edge and increasing work productivity. Diversity management benefits associates by creating a fair and safe environment where everyone has access to opportunities and challenges. Management tools in a diverse workforce should be used to educate everyone about diversity and its issues, including laws and regulations. Most workplaces are made up of diverse cultures, so organizations need to learn how to adapt to be successful.

The truth is that the age we live in, an age of globalization and where geographical borders hold less and less meaning with each passing day, is an age which craves travel and diversity. According to studies, 57% of employees think their companies should be more diverse, and that there are higher turnover rates due to the fact that they are not. If you are looking to make your team more creative, more productive, more knowledgeable and more cultured, hiring for diversity is definitely something you should be taking into account.

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GENDER SENSITIVITY AMONG MULTICULTURAL SOCIETY: 
RELIGIOUS DIVERSITY POINT OF VIEW

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Abstract-
Gender sensitivity encompasses the ability to acknowledge and highlight existing gender differences, issues and inequalities and incorporate these into strategies and actions. Gender Sensitivity is one basic requirement for the normal development of an individual. Without being sensitive to the needs of a particular gender, an individual may refrain from understanding the opposite gender and in some acute cases even himself or herself.

In India, we have diversity from various religions and languages point of view. In various religious groups, gender differences are larger for gender wise roles, house-hold tasks and child-rearing than for sharing behaviour. age, educational level and employment.

In the present paper, an attempt is being made to know about gender sensitivity among multicultural society from religious diversity point of view. Researcher collected data from 112 participants in Educator’s Symposium organized by H.G.M. Azam College of Education and Ramabai Savitribai Center for Dialogue and Diversity.

Key words- Gender sensitivity, Multicultural society, Religious diversity.

Introduction- Adoption of Multiculturalism or Multicultural Education as an approach to teaching and learning that is based upon democratic values and beliefs and seeks to foster pluralism within culturally diverse societies. Multicultural Education focussed primarily on ethnic groups within one society. Multiculturalism is the movement towards equality of educational opportunity and equity among all identifiable groups in the society.

In India, we have diversity from various religions and languages point of view. In various religious groups, gender differences are larger for gender wise roles, house-hold tasks and child-rearing than for sharing behaviour. age, educational level and employment.

Therefore, an attempt is being made to know about gender sensitivity among multicultural society from religious diversity point of view.

Review of Related Literature-

Theoretical Review-
Related to the present study, following theoretical review was taken-

Gender Sensitivity- Gender sensitivity encompasses the ability to acknowledge and highlight existing gender differences, issues and inequalities and incorporate these into strategies and actions. Gender Sensitivity refers to the modification of behaviour by raising awareness of gender equality concerns. This can be achieved by
conducting various sensitization campaigns, training programmes, workshop, etc. Sensitization, aims at changing behaviour so that an individual becomes sensitive to certain issues. Gender sensitivity may be seen as the awareness informed disposition to behave in a manner which is sensitive to gender justice and gender equality issues.

Gender sensitivity refers to the aim of understanding and taking account of the societal and cultural factors involved in gender-based exclusion and discrimination.2

**Multicultural Society**- A society characterized by cultural pluralism—as in the cases of the United States and post-war Britain. As an ideal, multi-culturalism celebrates cultural variety (for example linguistic and religious diversity).

**Religious Diversity**- Religious diversity examines the origins and differing patterns of development of the world's major religious traditions as well as the varying patterns of interaction between these religions and the social, political and economic frameworks with which they coexist.

Research Review-

Related to the topic under study, following research review was taken-

Veronika Honkasalo in a report titled –‘Among Girls. Youth Work, Multiculturalism and Gender Equality’, stated that various questions related to multicultural issues have enhanced the visibility of gender equality in the field of youth work. The identification of gender-based inequality is especially closely linked to the position of girls from migrant backgrounds. The emphasis of the research was on monitoring the varying consequences of different understandings and definitions in terms of everyday work and practices. The goal of this study was to find typical ways of conceptualizing multiculturalism, gender equality and the role of girls in the context of youth work.3

Researcher did not get more significant researches or articles, both at national and international levels related to the topic under study.

**Need of the Study**-

In India, we have vast diversity existing in terms of its customs, traditions, rituals, social values, family beliefs and individual perception.

Gender Sensitivity is one basic requirement for the normal development of an individual. Without being sensitive to the needs of a particular gender, an individual may refrain from understanding the opposite gender and in some acute cases even himself or herself. In the words of Manjula Thakur – Life Skills Coach and Knowledge Entrepreneur, ‘…..but somehow in the recent times, a much stronger need is felt and realized to talk and discuss about this sensitive topic both on a Personal and Professional front.’

There is a need for a more systematic, well planned and more professional approach to inculcate this sensitivity and primarily highlight the contribution of both the genders in creation and development of a well-balanced society.

Therefore, to know about Gender Sensitivity among multicultural society, researcher decided to undertake present study.
Statement of the Problem-
To study gender sensitivity among multicultural society from religious point of view.

Operational Definitions-
Gender Sensitivity- Gender sensitivity means the ability to acknowledge and highlight existing gender differences, issues and inequalities.

Multicultural Society- A society relating to or including several cultures and people of various cultural backgrounds.

Research Questions-
1) Do various religious groups in the society possess gender sensitivity?

Objective- Following objective was stated for the study-
1)To study gender sensitivity among multicultural society from religious point of view.

Assumption-
Following was the assumption for the study-
1)Gender functions as an organizing principle for society because of the cultural meanings given to being male or female. (www.oecd.org, 2018)

Limitations-
For the present study factors which may affect responses of the sample like interest, educational qualification, attitude towards and perception about issue under study were beyond the control of a researcher.

Delimitations-
1) The study was delimited to the sample from Pune city.
2)The study was delimited to know only about Gender sensitivity possessed by the sample as per their gender, qualification and religion.
3)Responses given by 112 respondents were only considered in the present study.

Research Methodology-
Following was the research methodology adopted for the present study –

<table>
<thead>
<tr>
<th>Method of Research</th>
<th>Survey method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>Students from Diploma and Degree Colleges</td>
</tr>
<tr>
<td>Sampling Procedure</td>
<td>Convenience Sampling Technique</td>
</tr>
<tr>
<td>Sample</td>
<td>112 respondents from D.El.Ed., B.Ed. and other courses</td>
</tr>
</tbody>
</table>
### Tool for Data Collection
- **Closed-ended Questionnaire** – Containing Multiple Choice Questions
- **Open-ended Questionnaire** – Containing Open-ended Questions

### Data Analysis Techniques
- Percentage
- Graphical Representation
- Qualitative/Descriptive Remarks

### Distribution of the Sample under Study

<table>
<thead>
<tr>
<th>1. Gender</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Course</td>
<td>D.El.Ed.</td>
<td>B.Ed.</td>
</tr>
<tr>
<td>3. Stream of Education</td>
<td>Education</td>
<td>Arts</td>
</tr>
<tr>
<td>4. Locality</td>
<td>Urban</td>
<td>Hindu</td>
</tr>
<tr>
<td></td>
<td>Telugu</td>
<td>Parsi</td>
</tr>
</tbody>
</table>
As shown in Fig. 1, following were the categories and sub-categories of the sample under study. The sample consisted of categories like Gender, Course, Stream of Education, Locality and Religion. These categories were further divided into their respective sub-categories.

Distribution of the Sample under study-

Following *Pie-chart I* and *Pie-chart II* shows distribution/percentages of the sample course-wise and religion-wise respectively –

![Pie-chart I - Course wise distribution](image)

![Pie Chart II - Religion wise distribution](image)

<table>
<thead>
<tr>
<th>Religion/Degree</th>
<th>Hindu</th>
<th>Muslim</th>
<th>Christian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buddhism</td>
<td>17%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parsi</td>
<td>13%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buddhist</td>
<td>6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telugu</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D.El.Ed.</td>
<td>8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.Ed.</td>
<td>54%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>26%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Data Collection Procedure* - Data collection procedure followed for the present study was as given in following *Fig. 2* -
Fig. 2: Steps involved in Data Collection Procedure

Data was collected from the participants of Educator’s Symposium organized by H.G.M. Azam College of Education and Ramabai Savitribai Centre for Dialogue and Diversity on the topic ‘Gender Sensitization in the Classroom of Twenty First Century’. With the help of Closed-ended and Open-ended questionnaires, data was collected from 112 participants.

**Findings**-
Depending upon the data collected from the sample and data analysis, category and sub-category wise following were the major findings –

- Compared to the sample from other religions, 100% sample belonging to Christian community agreed with the statement that male are less dominant in the family.
- 86% of the sample opined that gender difference is observed at the workplace.
- In both, Hindu and Muslim communities, almost equal number of respondents (46%) opined that families possess gender sensitivity.
- Almost 98% of the sample from all the courses opined that there is a difference between the learning opportunities given to male and female child in a family.
- Only 26% of the total sample opined that gender equality is adopted in our society.

**Qualitative Remarks**- Depending upon the responses given to the Open-ended questionnaire, following are the representative qualitative remarks given by the sample –

➢ In various religious social groups –
  • the extent of gender sensitivity,
  • opportunities given to male and female genders in the family,
  • the societal outlook about the genders - differ.

➢ There is an urgent need to shatter the load of our orthodox beliefs and biases to accentuate the progressive existence of both the genders.

➢ Individuals need to be more open-minded, rational and unbiased in their thoughts and actions.

➢ Training and awareness creation in educational set-up, at workplace and in society can eliminate gender-based prejudice and thereby change stereotyped working cultures as regards to the roles and abilities of
women and men.

References-
बहुसंस्कृतिवाद संस्करण के आयाम में शिक्षा प्रशिक्षण

विजय कुमार सिंह
शोध छात्र, शिक्षा संस्करण
कार्य हिन्दी विषयविधालय, विश्वविद्यालय

अब निजः अब परो वेति गणना लघुचेत्रसाम्। उदारचरित्राया तु कृष्णेण कुंभकर्।।

भारतीय संस्कृति का कौन्यस विशाल है और उस पर हर प्रकार के रंग और जीवंतता है। यह देश सदियों से सहिष्णुता, सहयोग और अहिंसा का जीवंत उदाहरण रहा है और आज भी है। धर्मनिरपेक्षता भारत में विषय संस्कृतियों के सामंजस्यपूर्ण अस्तित्व की अभिव्यक्ति है। वातावरण में मुद्रित के संयोग सभी घर अपने संस्कृतिक मतदान होने के बाद भी साथ आते हैं और विविधता में एकता दिखाते हैं। शिक्षा किसी भी राष्ट्र, समाज के परिवर्तन को दिखा देती है साथ ही उसके प्रभावों को नियंत्रित भी करती है। शिक्षा सांस्कृतिक विरासतों को सहेजने का कार्य करती है। ऐसे में सांस्कृतिक विविधता के सहजस्वित को बनाए रखने में शिक्षा अहम भूमिका का निर्धार देती है। शिक्षक शैक्षिक व्यवस्था की पुर्वी है जो अपने सत्कर्म एवं सम्यक वृत्तिकोण के साथ विद्वानों में शैक्षिक और व्यवसायिक शिक्षा प्रदान करने हुए उनमें सांस्कृतिक विरासतों को सहेजता है, उनको प्रति सकारात्मक भाव एवं वैज्ञानिक तृद्दिकोण का विकास करता है। समय के साथ ही इन जिन्दगियों के कुशलतापूर्वक निर्विवाद में शिक्षकों के उचित प्रशिक्षण की सामूची व्यवस्था भी अपेक्षित है। जिससे शिक्षकों में उत्तम चारित्रिक, नैतिक गुणों का संरचना, सांस्कृतिक विविधता तथा विरासतों के प्रति ज्ञान एवं उन्हें सहेजने के कौशल का विकास किया जा सके। इस प्रकार अर्जित/विकसित कौशल एवं युक्तियों से वह शिक्षण प्रणाली के माध्यम से विद्वानों में भारत की सांस्कृतिक विविधता से परिचित करा सके ताकि उनमें एक—दूसरे के क्षेत्र के प्रति राज्य, धर्म तथा सांस्कृतिक संरचनाओं के प्रति सम्मान का भाव पैदा हो और जिम्मेदार नागरिक बन सके।

किसी भी देश के विकास में उसकी संस्कृति का बहुत योगदान होता है। देश की संस्कृति, उसके मूल्य, लक्ष्य, प्रथाएं और वातावरण का प्रतिनिधित्व करते हैं। प्रचीन काल से ही इसमें विभिन्न जाति, समुदाय, वर्ग, एवं नस्लीय परंपराओं का सौहार्दपूर्ण सामुदायिक सहायतिक रहा है। संस्कृति—जमुनी तहजीब को समेटे हुए विभिन्न संस्कृति के साथ—साथ निम्नलिखित कल—कल करती जल तराश सबको आमसार करती हुई विकास के पथ पर सुगंधित होती रही। प्रेम, सद्भाव एवं भाईचारा यहां की वातावरण में रचा बसा है। विश्व में कितने ही सशस्त्र पक्षी और नदी हो गई पर भारतीय संस्कृति सब्जुल के साथ विशाल वट्टवृक्ष का रूप ग्रहण किया। इसकी असंख्य, अगमित शाखाओं ने इसे स्थायित्व और अभाव प्रदान किया। जैसा की अल्लामा इकबाल कहते हैं—

यूनान मिः—रूमा, सब सिट गए जहाँ से। अब तक नगर है बाकी, नामो निश्चेत हमारा।।
कुछ बात है कि हसती, मिट्टी नहीं हमारी। सदियों रहा है दुर्मन, दौर-ए-ज़माँ हमारा।

भारतीय संस्कृति कभी कठोर नहीं रही इसलिए यह आधुनिक काल में भी गर्व से नीचे जिर्दा है। यह दूसरी संस्कृतियों की विशेषताएं सही समय पर अपना लेती है और इस तरह एक समकालीन और स्वीकार्य परंपरा के तीर पर बाहर आती है। समय के साथ चलते रहना भारतीय संस्कृति की सबसे अनूठी बात है। भारत की संस्कृति के अत्यंत अनुभव अनुभव अक्षुण्ण नहीं रहने के पीछे मुख्यतः हैं इसमें समाहित आत्मसातीकरण की भावना, समायोजन का अपूर्व कौशल, सहिष्णुता, भाईचारों की भावना और बहुसंस्कृतिवाद।

बहुसंस्कृतिवाद का अर्थ है- “अलग-अलग संस्कृतियों (एकल राष्ट्रीय संस्कृति के बजाय) एक ही देश में शांतिपूर्वक एवं समानता के साथ रहना।”

बहुसंस्कृतिवाद, बहुजातीय संस्कृति की स्वीकृति देना या बढ़ावा देना होता है। एक विशिष्ट स्थान के जनसाधारणकीय बनावट पर यह लागू होती है। आमतौर पर यह राज्य, नगर, पड़ोस, व्यापार एवं विधालय के स्तर पर होता है। सामान्यतः बहुसंस्कृतिवाद से आशाय विभिन्न संस्कृतियों, समुद्रयों के लोगों के साथ संघर्ष विकासाधीन सहसंस्कृति के रूप में लिया जाता है। आधुनिक इतिहास में बहुसंस्कृतिवाद का उभार यूरोप और अमेरिका में हुआ। नीतिगत क्रांति के पश्चात अमेरिका में इंतैल के लोग बसने लगे। उनकी जातियाँ तेजी से विकसित होने लगी। कालांतर में प्रतिभाओं का आमंत्रण और महाशक्ति बनने के दौर में अमेरिका में बहुसंस्कृतिवाद का तेजी से पनपा। यूरोप में भी इसका तीव्र प्रसार हुआ।

बहुसंस्कृतिवाद विधिवता के समायोजन पर बल देता है। इसके सन्दर्भ में विल किमिलिका (Will Kymilica) के विचार ध्यात्र यू। विल किमिलिका ने बहुसंस्कृतिक नागरिकता पर बल दिया है, जिससे वे सार्वभौमिक नागरिकता से ज्यादा विस्तृत और संवेदनशील मानते हैं। अपने विचारों में विल किमिलिका ने ‘दर्पणात्मक प्रतिरिथित’ (Mirror Representation) की वकालत की है। इस विचार के अनुसार विधायिका और अन्य संस्थाओं में विभिन्न सांस्कृतिक, भाषाओं और धार्मिक समूहों का प्रतिरिथित प्रतिरिथित होना चाहिए। ऐसे समूहों का प्रतिरिथित इन्हीं समूहों के सदस्यों द्वारा होना चाहिए, हालांकि आवश्यकता पड़ने पर ऐसे व्यक्ति भी इन समूहों का प्रतिरिथित कर सकते हैं जो इनके सदस्य नहीं हैं। उनके अनुसार यदि निम्नलिखित परिस्थितियों में से किसी एक भी परिस्थिति की पूर्ति हो रही हो तो ऐसे समूह को प्रतिरिथित देना आवश्यक हो जाता है।

(क) यदि कोई समूह निरंतर रूप से राजनीतिक प्रक्रिया में उपस्थित रहा है।

(ख) यदि उस समूह के सदस्यों का स्व-शासन का वायदा दाया हो।

विल किमिलिका तीन प्रकार के अधिकारों के उल्लेख करते हैं।

(क) स्व-शासन संबंधी अधिकार – बहुसंस्कृतिक राज्यों में अत्यन्त स्वतंत्रता को स्वशासन करने का अधिकार मिलना चाहिए।
(ख) ऐसे अधिकार जो समुदाय विशेष को दिए जाते हैं जिससे कि वह अपनी सांस्कृतिक पहचान को बनाए रख सके। ऐसे अधिकार सामाज के एकीकरण के लिए सहयोग सिद्ध होते हैं।

(ग) विशेष प्रतिनिधित्व अधिकार – प्रजातंत्र में ऐसे समूहों को विशेष प्रतिनिधित्व के अधिकार मिलने चाहिए जो उन्हें प्रतिनिधित्व से वंचित है।

वे मानते हैं कि किसी राष्ट्र में राष्ट्रीय अत्यस्त सिद्ध हो रहा है। इन दोनों संकटों के पास भारतीय संस्कृति की तरह ऐसा कोई रसायन नहीं है, जो सबक साथ समरसता स्थापित कर उसे आत्मसात कर ले। आज के समय में पाकिस्तान संस्कृति के लिए यह सबसे बड़ी चुनौती है। यूरोप में यह समस्या प्रायः अत्यस्त सिद्ध होते हैं, जिन्होंने यूरोप के जीवन-मूल्यों आचार-संस्कृतियों, रीति-रिवाजों तथा परम्पराओं को नकार दिया है। इसी के बजाए ब्रिटेन ने 'यूरोपियन यूनियन' से बाहर जाने का फलस्वरूप किया जबकि जर्मनी और फ्रांस में स्थिरता विस्फोटक बन चुकी है। अमेरिका में धार्मिक और नर्तकी असुरक्षा की भावना बड़ी है। अरब देश हिस्सा के आग में झुलस रहे हैं जबकि ऑस्ट्रेलिया में नर्तकी हिस्सा बड़ी है।

भारतीय सांस्कृतिक विविधता से सहज रही है। आदिम काल से ही यहीं विभिन्न संस्कृतियों एवं नर्तकों को लोग एक साथ सामूहिक साहित्य एवं उत्तरदायित्व क साथ रहने आये हैं। 'अनेकता में एकता' सिर्फ कुछ शब्द नहीं हैं, बल्कि यह एक ऐसी चीज है जो भारत जैसे सांस्कृतिक और विरासत में भारत देश पर पूरी तरह लागू होती है। कुछ आदर्श वाक्य या बयान, भारत के उस दर्जे क साहित्य नहीं करते जो उससे विश्व के नक्शे पर अपनी संग्राम के अभिनवी भावना से रहते है। इस देश की उदारता और जिद्दी के बड़ी संख्या में विभिन्न संस्कृतियाँ को अपनी ओर अक्षमित किया। भारत की संस्कृति अपने तंबे इतिहास, अद्वितीय भूगोल और विविध जनसांख्यिकी के द्वारा बनी है। भारत की भाषा, धर्म, मूल्य, संगीत, वास्तुकला और रीति-रिवाज देश के मिश्न-मिश्न धर्मों में मिश्न-मिश्न है, इसके बावजूद उनमें समानता है। भारत की संस्कृति इन विविध उप-संस्कृतियों का मेल है जो कि भारतीय उपमहाद्वीप की परंपराओं में फैली हुई है।

जॉर्ज बर्नार्ड शों के शब्दों में, 'भारतीय जीवनशैली प्राकृतिक और असली जीवनशैली की दृष्टि देती है। हम खुद को आप्राकृतिक मार्ग के रूप में रखते हैं। भारत के सेवन देखने हमें निशान रचित का हाथों के निशान है।' किन्तु वैश्विक परिस्थितियों में साथ ही हमारे देश में भी सांस्कृतिक विविधता का कारण बड़ा है। सांस्कृतिक, नर्तकी उद्योग एवं पूर्वाञ्चल के मामलों में वृद्धि हुई है। नर्तकी, धार्मिक, भाषाएं एवं क्षेत्रीय आधार पर व्यक्तियों/ समुदायों द्वारा एक दूसरे को निशाना बनाए जाने को लेकर समाज में चिता बड़ी है।

शिक्षा राष्ट्र एवं समाज की आधारशिला होती है जिस पर सात राष्ट्र एवं समुदाय समाज का निर्माण होता है। शिक्षा का उद्देश्य सांस्कृतिक विविधता को संस्करण रखना तथा उन्हें एक सूत्र में ध्वाल रखने भी है। राष्ट्र एवं समाज को गति
प्रदान करने के साथ शिक्षा उसे निर्देशित भी करती है। कोठारी आयोग के अनुसार, "कक्षाओं में राष्ट्र का निर्माण हो रहा है!" कोठारी आयोग ने व्याप्त व्यापक असमानताओं को दूर करने हेतु शैक्षिक अवसरों की समानता पर बल दिया। "शिक्षा का एक महत्वपूर्ण सामाजिक उद्देश्य शिक्षा प्राप्त करने के अवसरों में समानता स्थापित करना है।" सांस्कृतिक विविधता को बनाए रखने हेतु राष्ट्रीय शिक्षा नीति' 1968 ने 'त्रिमासा फॉर्मूला' की संस्थान की जिसे भारतीय संसद ने 1992 में कार्यान्वयन की संस्थान दी। भाषाओं एवं क्षेत्रीय विविधता को बनाए रखने हेतु संविधान की आधारी अनुसूची में 22 भारतीय भाषाओं को जोड़ा गया है, जबकि अनुच्छेद 350(क) में प्राथमिक स्तर पर बच्चों को उनकी मातृभाषा में शिक्षा दिए जाने की बात कही गई है। भारतीय संविधान के तीसरे भाग में अनुच्छेद 12 से 32 तक वर्णित मूल अधिकार सांस्कृतिक विविधता के संस्थान और उनके सहायता की उद्घोषणा करते हैं।

भारतीय नागरिकों को निम्नलिखित छ: प्रकार के मौलिक अधिकार प्राप्त हैं –

1. समता का अधिकार (अनुच्छेद 14–18)
2. स्वतंत्रता का अधिकार (अनुच्छेद 19–22)
   • अनुच्छेद 21(क): राज्य 6 से 14 वर्ष की आयु के समस्त बच्चों को इस दंग से जैसा की राज्य, विधि द्वारा अवधारित करें, निश्चल तथा अन्वित शिक्षा उपलब्ध करेगा। (8वीं संशोधन–2006 के द्वारा !)
3. शोषण के विरुद्ध (अनुच्छेद 23–24)
4. धार्मिक स्वतंत्रता का अधिकार (अनुच्छेद 25–28)
   • अनुच्छेद 25: अंतःकरण की ओर धर्म के अन्वय रूप से मानने, आचरण और प्रचार करने की स्वतंत्रता।
   • अनुच्छेद 26: धार्मिक कार्यों के प्रबंध की स्वतंत्रता।
   • अनुच्छेद 27: राज्य किसी भी ऐसे व्यक्ति को ऐसे कर देने के लिए भाषा नहीं कर सकता है, जिसकी आय किसी विशेष धर्म अथवा धार्मिक सम्प्रदाय की उन्नति या पोषण में व्यय करने के लिए विशेष रूप से निर्देश कर दी गई है।
   • अनुच्छेद 28: राज्य–विधि से पूर्णतः पोषित किसी शिक्षा संस्था में कोई धार्मिक शिक्षा नहीं दी जाएगी।
5. संस्कृति एवं शिक्षा संबंधी अधिकार (अनुच्छेद 29–30)
   • अनुच्छेद 29: अल्पसंख्यक वर्गों के हितों का संस्थान।
   • अनुच्छेद 30: शिक्षा संस्थाओं की स्थापना और प्रशासन करने का अल्पसंख्यक वर्गों का अधिकार
6. संवैधानिक उपचारों का अधिकार– अनुच्छेद 32
   उपरोक्त में अनुच्छेद 28, 29 और 30 शिक्षा में एवं शिक्षा के द्वारा सांस्कृतिक विविधता को बनाए रखने पर बल देते हैं। शिक्षा ही वह पुरी है जिसके द्वारा विद्यार्थियों की सोच को उद्धरणार्थ स्वयं रूप देकर समाज को संकीर्णताओं से दूर रखा जा सकता है। ऐसे में शिक्षा प्रणाली को इस अनुसार निर्देशित और संगठित करना आवश्यक है कि वह विद्यार्थियों में सबसे प्रारंभिक की भावना का विकास कर समाज की अपेक्षाओं पर खरी सिद्ध हो। इस बात को
महसूस करते हुए सरकार और गैर सरकारी संस्थाओं द्वारा शुरू से प्रयास किए गए और अनेक जागरूकता संबंधी कार्यक्रम भी चलाए गए। आवश्यकतानुसार शिक्षकों के प्रशिक्षण की व्यवस्था भी की गई है फिर भी शिक्षक प्रशिक्षण कार्यक्रमों में अपेक्षित विस्तार और निर्देशना बनाए रखना होगा। इस संदर्भ में शिक्षकों हेतु नियमित संगोष्ठी, कार्यशाला एवं समितियों का आयोजन किया जाना चाहिए।

शिक्षण प्रशिक्षण संबंधी सुझाव एवं उद्देश्य–

देश के सभी भागों के प्राथमिक, माध्यमिक तथा उच्चतर माध्यमिक शैक्षणिक संस्थानों के संबंध में शिक्षकों हेतु विशिष्ट विषय–वर्तुश्यों से संबंधित कार्यशालाएं आयोजित करना चाहिए। ऐसी कार्यशालाएं शिक्षा के प्रति एक समर्पित दृष्टिकोण प्राप्त करने में शिक्षकों की सहायता करती है तथा कक्षा की पढ़ाई में सांस्कृतिक तत्त्वों को समावेश करने की कार्य–प्रणालियों प्रदान करती है। इनके उद्देश्य निम्नलिखित हैं–

• भारत की प्राकृतिक तथा विविधतापूर्ण सांस्कृतिक विरासत के प्रति जागरूकता उत्पन्न करना,
• कक्षा–शिक्षण में रचनात्मक कार्य हेतु नवीन कार्य–पद्धतियां विकसित करना और उनका परीक्षण करना,
• शिक्षण के प्रति सहायक सामर्थ्य स्वतंत्र विशिष्ट कला शैलियों का उपयोग करना,
• भारतीय शिल्प कला में रूचि पूर्वजीवित करना तथा समकालीन जीवन में उनकी उपयोगिता का अध्ययन करना,
• शिक्षकों के मन में नैतिक व मूल्य प्रधान शिक्षा का महत्त्व जगाना और समृद्धि के कल्याणार्थ कार्य करते हुए आरम्भ की जा सकने वाली परियोजनाओं को सुझाना,
• भारतीय संस्कृति के लिए उपयोगितापूर्ण सौदर्यपरक सुग्रहण चाहिए किस्मत करना।

प्राकृतिक एवं सांस्कृतिक धरोहर के संरचन में विद्यालयों की भूमिका:

शिक्षकों के लिए ऐसे कार्यक्रमों का निर्माण करना जो उन्हें अपनी संस्कृति के ज्ञान का आदान–प्रदान करने का सुविधायक प्रदान करे ताकि शिक्षा के विभिन्न आयामों में सह–समन्वय और सीखने–खिंचने की प्रक्रिया को समृद्ध बना कर विद्यार्थियों के सांस्कृतिक अंशों को समृद्ध बनाया जा सके। हमारे देश में तीव्र गति से पिकासो के कारण नैतिक व वातावरण तथा सांस्कृतिक दृष्टिकोण में बड़े पैमाने पर अभूतपूर्व परिवर्तन हुए हैं। इसके परिणाम स्वरूप हम परिचित परिवेश और इससे संबंधित सांस्कृतिक पहचान खो रहे हैं। अतः इस वांछनिकता को जानना चाहिए कि हमने अज्ञानता, जागरूकता की कमी एवं अनियोजित योजनाओं से जो कुछ खोया, उसकी पूर्ण प्राप्ति असंभव है।

ऐसी कार्यशालाओं/ प्रशिक्षण कार्यक्रमों में शिक्षकों को इसलिए आयोजित किया जाता है, जिससे विद्यार्थियों के मन में समृद्ध प्राकृतिक एवं सांस्कृतिक संसाधनों के संरचन के रूप में अपनी भूमिका की अनुभूति कर सकें। इसमें कार्यान्वयन की ऐसी प्रक्रियात्मक योजना विकसित की जाए जो विद्यार्थियों को एक जिम्मेदार नागरिक बनने और भारत की प्राकृतिक तथा सांस्कृतिक विरासत की सराहना व भावनाओं को सुक्ष्म करने हेतु प्रेरित करें। इन आयोजनों के उद्देश्य निम्नलिखित होते हैं –

EdulIndex Impact Factor 5.18 UGC Approved Journal No 48178, 48818
Aarhat Multidisciplinary International Education Research Journal (AMIERJ)
• प्राकृतिक तथा सांस्कृतिक विरासत के संरक्षण में स्कूलों की भूमिका का अध्ययन करना,
• ऐसी सरल तकनीकों का अध्ययन करना जिनके द्वारा विद्यार्थियों को, अपने प्रदेश के ऐतिहासिक स्मारकों आर अन्य प्राकृतिक तथा सांस्कृतिक संपत्ति की देखभाल के कार्य में शामिल किया जा सके,
• कार्यान्वयन की क्रियात्मक योजना विकसित करना जो विद्यार्थियों को एक जिम्मेदार नागरिक बनने और भारत की प्राकृतिक तथा सांस्कृतिक विरासत की सराहना करने हेतु प्रेरित करें,
• देश के विभिन्न भागों से आने वाले शिक्षकों को साथ रहने तथा स्थानीय विद्यार्थियों और परस्पर एक दूसरे के साथ अनुभवों का आदान-प्रदान करने का अवसर प्रदान करना और उनमें राष्ट्रीय एकता की भावना जगाना।

सांस्कृतिक विकितवता संरक्षित प्रशिक्षण:
सांस्कृतिक विविधता को को समझने तथा उसे बनाए रखने संरक्षित कार्यक्रमों में इस बात पर बल दिया जाता है कि विद्यार्थियों के मध्य राष्ट्रीय अंतर्गत की भावना पैदा करने में स्कूल किस प्रकार सहायता कर सकते हैं और उनके सामान्य लोकार्पण में राष्ट्रीय अंतर्गत की भावना किस प्रकार समाहित की जा सकती है। इसके उद्देश्य निम्नलिखित हैं—
• समृद्ध सांस्कृतिक विरासत के प्रति जागरूकता उत्पन्न करना।
• शिक्षकों को भारत की सांस्कृतिक विविधता से परिचित करना ताकि उनमें एक-दूसरे के क्षेत्र के प्रति के राज्य, धर्म तथा सांस्कृतिक संस्कृति के प्रति समान का भाव पैदा हो और जिम्मेदार नागरिक बन सके।
• ऐसी कार्यान्वयन योजनाओं को विद्यार्थियों को भारत की सांस्कृतिक विरासत के संरक्षण हेतु परियोजना बनाने और जिम्मेदार नागरिक बनने में विद्यार्थियों को प्रेरित करें।
• हमारी सांस्कृतिक विकास के संरक्षण में स्थानीय मुद्दों का समाधान सामाजिक और आदर्श तरीकों से खोज सकें।

देश के विभिन्न भागों से आए शिक्षकों/शिक्षकियों को एक साथ ठहराने का अवसर प्रदान करना तथा एक-दूसरे के साथ अन्तरसंबंध तथा स्थानीय विद्यार्थियों से मिलना का अवसर प्रदान करके उनको राष्ट्रीय एकता की भावना विकसित हो। इसके अंतर्गत स्मारक, संग्रहालय, ऐतिहासिक प्राकृतिक एवं सांस्कृतिक महत्व के स्थलों आदि का शैक्षिक भ्रमण भी करवाया जाता है।

अन्य उपाय:
उपरोक्त के अतिरिक्त सांस्कृतिक विविधता को बनाए रखने हेतु शिक्षकों को बहुभाषा में शिक्षण, स्थानीय शिल्प एवं कलाओं का प्रशिक्षण तथा लोककला एवं परंपराओं का समुचित ज्ञान प्रदान किया जाना चाहिए।
सांस्कृतिक विविधता भारत की आत्मा में रची बसी है, राष्ट्र इसके संरक्षण एवं संरक्षण हेतु सदेव सन्नद्ध रहा है। भावी पीढ़ियों को इसके प्रति जागरूक करने होगा, उनमें विद्यार्थि ज्ञान के आदान-प्रदान करने की प्रेरणा और उनके साथ सामाजिक सथापना पैदा करने की क्षमता का विकास करना होगा। शिक्षकों को समुचित रूप से प्रशिक्षित कर इस लक्ष्य को सहजता से प्राप्त किया जा सकता है।
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APPROACHES TO MULTICULTURAL EDUCATION

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Abstract –
Multicultural education is a set of strategies and materials in education that were developed to assist teachers when responding to the many issues created by the rapidly changing demographics of their students. It provides students with knowledge about the histories, cultures, and contributions of diverse groups; it assumes that the future society is pluralistic. It draws on insights from a number of different fields, including ethnic studies and women studies, but also reinterprets content from related academic disciplines.

Multicultural education, also viewed as a way of teaching, promotes principles such as inclusion, diversity, democracy, skill acquisition, inquiry, critical thought, value of perspectives and self-reflection. It encourages students to bring aspects of their cultures into the classroom and thus allows teachers to support the child’s intellectual and social/emotional growth. Multicultural education was found to be effective in promoting educational achievements among immigrant students. Thus, it is also attributed to the reform movement behind the transformation of schools. Transformation in this context requires all variables of the school to be changed, including policies, teachers' attitudes, and instructional materials, assessment methods, counselling, and teaching styles. Multicultural education is also concerned with the contribution of students towards effective social action.

Present paper discusses about need of Multicultural Education, approaches to Multicultural Education, ideas for Multicultural integration as well as implementation of Multicultural Education in the classroom.

Key words – Approaches to Multicultural Education

Introduction –
Multicultural education is an educational philosophy that focuses on celebrating cultural differences while also recognizing the importance of challenging all forms of discrimination based on race, gender, age, religion, ability or sexual orientation.

Definitions
• According to Banks and Banks (1995) “Multicultural education as a field of study is designed to increase educational equity for all students.”
• According to James A. Banks (1997) “Multicultural education is an idea, an educational reform movement and a process.”
• According to Paul Gorski (2010) “Multicultural education is a progressive approach for transforming education that holistically critiques and responds to discriminatory policies and practices in education.”
Need for Multicultural Education

Multicultural education tends to vary among educational philosophers and liberal political theorists. Educational philosophers might argue for preservation of the minority group culture, by fostering children’s development of autonomy and introducing them to new and different ideas. This form of exposure would assist children in thinking more critically as well as encourage them to have a more open mind-set. On the other hand, a political theorist might advocate for a model of multicultural education which warrants social action. Hence, students are equipped with knowledge, values and skills necessary to evoke and participate in societal changes, resulting in justice for otherwise victimized and excluded ethnic groups. Under such a model, teachers would serve as agents of such change, promoting relevant democratic values and empowering students to act. Multicultural education has a host of other gains and goals to be met, like –

- Promote civic, good habits
- Increase self-esteem of non-mainstream students
- Increase diversified student exposure
- Preserve minority group culture
- Promote social justice and equity
- Foster children's autonomy
- Enable students to succeed economically in an integrated, multicultural world.

The outcomes listed above might require great investment or additional effort, from the teacher, to ensure that the goals being sought after are met.

Multicultural education, in its ideal form, should be an active and intentional structure, rather than a passive, accidental approach. There are infinite ways in which to assure that such an educational approach is purposeful and successful.

Brief sensitivity training and separate units on ethnic celebrations are examples of minimal approaches which are less likely to reap long term benefits for students. Multicultural education should span beyond autonomy by exposing students to global uniqueness, fostering deepened understanding and providing access to varied practices, ideas and ways of life; it is a process of societal transformation and reconstruction.
‘Creating inclusive campus environments is challenging but there is also great personal reward to be gained from helping create a campus laboratory for learning how to live and interrelate within a complex world and to prepare students to make significant contributions to that world.’ (Spees & Spees, 1986)

**Approaches to Multicultural Education**

**The Contributions Approach**

Teachers using this approach provide examples of the relevant contributions and heroic accomplishments of people from different races and cultures, without changing the lesson plan or goals of the unit being taught, e.g., in a Science unit, students could learn of the contributions of scientists from different countries or American ethnicities. This approach reflects the least amount of involvement in multicultural education approaches. Selecting books and activities that celebrate holidays, heroes, and special events from various cultures, e.g., spending time reading about Dr. Martin Luther King in January is a common practice that falls into this category. In this approach, culturally diverse books and issues are not specified as part of the curriculum. (Banks, 1999).

**The Additive Approach**

This approach requires adding cultural realities that traditionally are left out of a curriculum that focuses on a traditional holiday, like Independence Day or Thanksgiving. Providing stories about how Native Americans were involved in the first Thanksgiving celebration would be one way to add a multicultural element. The Additive approach does not change the overall curriculum. In this approach, content, concepts, themes, and perspectives are added to the curriculum without changing its basic structure. This involves incorporating literature by and about people from diverse cultures into the mainstream curriculum without changing the curriculum, e.g., examining the perspective of a Native American about Thanksgiving would be adding cultural diversity to the traditional view of Thanksgiving. However, this approach does not necessarily transform thinking. (Banks, 1999).

**The Transformation Approach**

The transformation approach seeks to change the attitudes about cultural differences by using a different curriculum. One that encourages students to view problems and concepts from the perspective of different cultures,
e.g., if students were studying the American Indian wars, they would consider the views of the settlers, soldiers and also the native people.

This approach actually changes the structure of the curriculum. This encourages students to view concepts, issues, themes, and problems from several ethnic perspectives and points of view, e.g., a unit on Thanks-giving would become an entire unit exploring cultural conflict. This type of instruction involves critical thinking and involves a consideration of diversity as a basic premise. (Banks, 1999)

**The Social Action Approach**

The social action approach uses the concepts from the transformation curriculum and takes it a step further, where students take action for social change. After acquiring the necessary knowledge about something in their community that needs change, students get involved in activities that may effect the change, such as writing letters to senators or taking the time to reach out and befriend students of different races or ethnic backgrounds.

Through Transformation approach plus activities for social change, students are not only instructed to understand and question social issues but also do something important about it, e.g., after participating in a unit about recent immigrants to America, students may write letters to senators, Congress and newspaper editors to express their opinions about new policies. (Banks, 1999)

**Ideas for Multicultural Integration**

Following are few ideas for integrating Multicultural education into the classroom –

Students can be asked to view animated films about historical figures, such as Pocahontas or other films that might distort or stereotype people. Have students research the history of the main characters before they view the films to compare their research with what was in the film.

2. **Comic Books**

Teacher can ask students read and review a variety of comic books, watching for how the stories portray women and minorities and the amount of violence. Ask them to identify bias and discrimination. Who is frequently portrayed as the bad or the good?

**Implementation of Multicultural education in the classroom**

Following figure shows various ways for implementation of Multicultural education in the classroom –
Ways for Implementation of Multicultural Education in the classroom

1. Content Integration: Content integration deals with the extent to which teachers use examples and content from a variety of cultures in their teaching.

2. Knowledge construction: Teachers need to help students understand, investigate and determine how the implicit cultural assumptions, frames of reference, perspectives and biases within a discipline influence the ways in which knowledge is constructed.

3. Prejudice Reduction: This dimension focuses on the characteristics of students’ racial attitudes and how they can be modified by teaching methods and materials.

4. Empowering School Culture: Grouping and labelling practices, sports participation, disproportionality in achievement and the interaction of the staff and the students across ethnic and racial lines must be examined to create a school culture that empowers students from diverse racial, ethnic and gender groups.

5. Equity Pedagogy: An equity pedagogy exists when teachers modify their teaching in ways that will facilitate the academic achievement of students from diverse racial, cultural, gender and social-class groups.

Multicultural education can be implemented on the macro-level with the implementation of programs and culture at the school-wide or district-wide level and also at the micro-level by specific teachers within their individual classrooms.

While individual teachers may work to teach in ways that support multicultural ideas, in order to truly experience a multicultural education, there must be a commitment at the school or district level. In developing a school or district wide plan for multicultural education, Dr. Steven L. Paine, West Virginia State Superintendent of schools gives these suggestions:

- Involve stakeholders in the decision-making process.
- Examine the school climate and culture and the roles played by both students and staff.
- Gather information on what is currently being done to promote multicultural education already.
- Establish school-wide activities throughout the year that support multicultural themes.
- Focus on student and teacher outcomes that involve knowledge of diversity, respect, cooperation, and communication. Involve the community in this plan.

Conclusion

Generally speaking, multicultural education is predicated on the principles of educational equity for all students, regardless of culture, and it strives to remove barriers to educational opportunities and success for the students from
different cultural backgrounds. In practice, educators may modify or eliminate educational policies, programs, materials, lessons and instructional practices that are either discriminatory towards or insufficiently inclusive of diverse cultural perspectives. Multicultural education also assumes that the ways in which students learn and think are deeply influenced by their cultural identity and heritage and that to teach culturally diverse students effectively requires educational approaches that value and recognise their cultural backgrounds. In this way multicultural education aims to improve the learning and success of all students.

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MULTICULTURALISM IN THE CLASSROOM

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Abstract –
A multicultural classroom is one in which both the students and the teacher are accepting of all races, cultures and religions. This acceptance is evidenced by the books that are read, the activities that are completed and the lessons that are taught. Diverse classroom is one in which both the students and the teacher are accepting of all people, regardless of their race, culture or religion. Today's classroom is more diverse than ever before. Culture refers to the ‘traditions, rituals, beliefs and values that are shared amongst a group of people.’ Each person is a part of at least one culture. Some families participate in several cultures.

One must learn to accept and get along with people of all cultures, races and religions in order to become productive citizens of the world. It is our job as teachers to prepare our students for the real world and the real world is a very diverse one. We have the opportunity to teach our students love and acceptance of other cultures now.

The first goal of a multicultural program is to assist children with recognizing differences as well as similarities, among all people. Allowing children to explore varying cultures which creates opportunities for them to see that even when people have different customs and traditions, they often share some common traits, too. Present paper discusses about ways adopted to achieve Multiculturalism in the classroom, advantages as well as disadvantages of Multiculturalism in the classroom.

Key terms – Multiculturalism, Classroom.

Introduction –
Multicultural education is a set of strategies and materials in education that were developed to assist teachers when responding to the many issues created by the rapidly changing demographics of their students. It provides students with knowledge about the histories, cultures and contributions of diverse groups; it assumes that the future society is pluralistic.

Multicultural education, also viewed as a way of teaching, promotes principles such as inclusion, diversity, democracy, skill acquisition, inquiry, critical thought, value of perspectives and self-reflection. It encourages students to bring aspects of their cultures into the classroom and thus allows teachers to support the child’s intellectual and social/emotional growth.

Multicultural education was found to be effective in promoting educational achievements among immigrant students. Thus, it is also attributed to the reform movement behind the transformation of schools. Transformation in this context requires all variables of the school to be changed, including policies, teachers' attitude, instructional materials, assessment methods, teaching styles and counseling. Multicultural education is also concerned with the
Multicultural education is considered very important in today’s culturally diverse world. Students from various different cultures are often found studying together in the same classroom. It is unfair to these students to ignore their cultures and heritage and teach in a style that only locals will relate to.

Multicultural education supports students from various cultures and allows them to gain as much as they can from their education regardless of the cultural differences between them, their peers and their teachers.

**Ways adopted to achieve Multiculturalism in the classroom** –

Following are various curricular and co-curricular ways which can be adopted to achieve Multiculturalism in the classroom –

- Policies
- Teacher’s Attitude
- Instructional Materials
- Assessment Methods
- Teaching Styles
- Counseling
• Curricular -

1. Meaning – Teacher should define multiculturalism. Multicultural education is a progressive approach for transforming education based on educational equality and social justice. The components required in educating a multicultural education are content integrations, prejudice reduction, empowering school culture and social culture. These all relate and all require attention as they relate to the efforts of conflict resolution in today’s world. What kids learn in their classroom environments when it comes to interactions with those who are different from them, translates into how well they will manage life in the global marketplace.

2. Learning Styles – Learn your students’ learning styles. Teachers can help students discover their academic strengths by helping them discover their own learning style. In this way, students discover what method of comprehension works best for them based on their own backgrounds and personalities. If educators make this learning style quest a class project, an inherent lesson in multiculturalism is taught.

3. Projects – Set presentation projects for students on a culture. For this, you could either get a pupil to write about their own culture and present to the class or you could get pupils to look at a culture other than their own to present on. It might be good to do this in pairs so they can be a bit more confident presenting. This sort of project can add to your curriculum by tying in topics the pupils are currently studying.

4. Assignments – Create assignments that celebrate multiculturalism. If used cleverly, classroom assignments can provide a primary window into a student’s cultural beliefs. Writing assignments can play a significant role in gathering information about student thought patterns and tendencies. Interviews with family members, assignments asking students to write about learning experiences that occur outside of school and assignments involving family stories and traditions all can play a significant role in unearthing information about a students’ cultural heritage. Students’ parents can often be solicited as sources of useful personal information and visiting the neighborhoods where diverse students can help give educators an idea about the level of social support present and the types of challenges that the student might face outside of the classroom.

• Co-curricular –

1. Observation – Observe your students closely, and value your real-life experience of diversity over the textbook version. David Kolb created a four-step model for really understanding the needs of a particular student group. He starts with concrete experience, adds reflective observation and then moves to abstract conceptualization and active experimentation.

Concrete Experience  Reflective Observation Abstract Conceptualization Active Experimentation

In other words, multicultural education cannot be taught in a textbook. It must be developed by each educator based on a particular student group.
2. Heritage – Encourage your students to be proud of their heritage. Educators should look for ways to emphasize the differences between students in a positive light. This might mean writing essays on family background or partnering with other students to help each other develop projects that accept the culture of the other. This can include prompts that look back on family history for generations or could ask students to look at their current family setup.

3. Celebrations – Celebrate different cultural festivals. An easy and enjoyable way to embrace different cultures and also one that pupils will find the most fun. Recognizing significant festivals across the world are important for educating your class in new cultures, as well as giving the opportunity for some creativity if you assign activities relating to the festival. It will also help build an inclusive atmosphere.

4. Book Collection – Include a variety of books in your classroom book collection. Including a variety of books from different cultures and backgrounds is a gateway of introducing multiculturalism into the classroom. For children of different cultures, it can provide a bit of familiarity and it allows other pupils the choice to read something different to what they would perhaps normally choose. It also indicates that different texts have a place in western culture and education.

5. Food Fair – Hold a food fair to celebrate different dishes from around the world. This idea could be a full day event or an occasional monthly occurrence. Each pupil could bring in a dish that is commonly eaten in their culture for others to try. They could talk a bit about the history of the dish or if it is made for a special event or festival.

6. Backgrounds – Attempt to learn a bit more about the different backgrounds of pupils in your class. You can learn a little background to their culture or even go as far as to learn a bit of their language to demonstrate understanding.

7. Unbiased – Be aware of your biases. In order to fully understand the significance of multiculturalism in the classroom, educators must first thoroughly examine their own cultural beliefs, values and biases. Then prospective educators are ready to begin learning about other cultures–to become familiar with their values, traditions, communication styles, learning preferences, contributions to society and relationship patterns of their future students. While some of this education can be achieved by simply reading about cultural diversity, it is difficult to truly substitute for genuine interaction and discourse with members of students’ cultures.

8. Cultural Days – Host a culture day. This could be a day for pupils to share their cultural identities with others, whilst also learning about other students. There could be a variety of things to include in this day, may be bring in certain foods and make posters with visual information for each pupil to talk about. Encourage pupils to ask questions and give each one a chance to discuss their cultural heritage.

9. Events – Hold events with guests and motivational speakers from different backgrounds. It is quite common for schools to hire speakers and guests from various industries and workplaces to inspire students or share an important message. When doing this it could be an idea to have a good variety of guests that represent different parts of the society as it can be more motivational for pupils to have role models then can relate to. It will show that no matter what you gender, physical ability or cultural heritage, you can succeed in life.
Advantages of Multicultural Education in Classrooms

There are multiple benefits of multicultural education. Having a focus on multicultural education can help to –

• Eradicate Prejudice And Racism,
• Bring Different Races Together In Harmony,
• Build Interaction Between Diverse Cultures,
• Create Tolerance Between Two Groups,
• Eradicate Cultural barriers (Daniel, 2011).

Understanding different races and cultures can help to reduce anxiety and cultural misunderstandings.

These are the benefits of teaching multiculturalism within schools. To take it a step further, we are concerned with the future in terms of being able to compete within the global economy. If our students are taught about different cultures and if different cultures are accepted and celebrated within our school system, that it may also help students to better understand global strengths and weaknesses.

Disadvantages of Multiculturalism in Education in Classrooms

Something interesting about the concept of multiculturalism is the emphasis on how we are all so different, yet somehow educators are supposed to figure out ways that they can relate to each student and their culture, while also finding ways to teach the students how they can relate to one another and to cultures other than their own. ‘Given that students from different cultures have different values, assumptions, expectations and behavioral patterns, teachers in multicultural classrooms must be prepared to handle conflict and miscommunications that can stem from this’ (Mitchell, 2011). When there is a diverse population of students within a classroom, language barriers may become an issue and ‘students with imperfect English may not admit that they don’t understand’ (Mitchell, 2011). It can be difficult enough trying to get students without language barriers to participate and even more so if there is a language barrier. These could be major disadvantages of multicultural classrooms but it is a good argument as to why teaching multiculturalism in education may be extremely important within our school systems. It would allow students with different diversities and cultures to feel more comfortable within classrooms.

Conclusion

Multicultural education simply relates to instructions and education designed for several different cultures and is based upon consensus building and fostering cultural diversity within the society. It helps to eradicate prejudice and biases and brings different cultures together in harmony. It also helps to build interaction between diverse cultures and creates tolerance between two groups.

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TEACHING PRACTICES AND STRATEGIES FOR MULTICULTURAL EDUCATION

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Abstract-
Due to the impact of globalization on education, multicultural education has become very important today. Even in regular mainstream schools, in a country as diverse as India, each classroom is rich in cultures from all over the country and from outside the country as well. By default, students from varying backgrounds come together to learn collaboratively and this cannot be helped. Multicultural education is just a small step towards integrating the various cultures at the grass root level, so that students are aware and are more tolerant of different cultures right from a young age.

Incorporating multicultural education in schools can benefit the children in many different ways. In fact, not only does it enrich their learning experiences but it also benefits society as a whole in the long run.

Many teaching practices have been adopted by schools all over the world in order to support today’s culturally diverse classrooms. The aim of this paper is to identify what these strategies are and how they are being used to support multicultural education.

Key words- Teaching Practices, Teaching Strategies, Multicultural Education.

Introduction
Multicultural education is considered very important in today’s culturally diverse world. Students from various different cultures are often found studying together in the same classroom. It is unfair to these students to ignore their cultures and heritage and teach in a style only the locals will relate to.

Multicultural education supports students from varying cultures and allows them to gain as much as they can from their education regardless of the cultural differences between them, their peers and their teachers.

Let us take a look at various teaching strategies and practices adopted by educational institutions as well as teachers that support a multicultural classroom.

Teaching Strategies and Practices Adopted by Schools around the World
Following are various teaching strategies and practices adopted by schools around the world –
a. A Multilingual Approach
The school incorporates many languages into their curriculum so that students get exposure to different languages besides English. The students are also given the freedom to choose an extra language to study. e.g. In an international school in India, Spanish, German and French can be offered apart from Hindi and English to students. They can be allowed to choose any one language out of the 3 extra ones offered by the school. This way the student learns a little bit more about a culture that he is not familiar with.

b. A Multicultural Library
The school collects texts, histories, short stories, etc. from all over the world and makes it available to the students in the school library. Poetry anthologies, documentaries and newspaper reports can also be collected and kept. e.g. Children’s books and folk tales written by African, Russian and Japanese authors can be included in the library along with the usual stories.

c. Learning Content
• Text Books from Different Cultural Backgrounds
The school text books, especially the language books should include a lot of comprehension excerpts from different cultural texts. Short stories written by foreign authors should be included as well.

• Poetry from Different Cultures
Alongside the famous poets like William Wordsworth, Shakespeare, Lord Alfred Tennyson, etc. poetry from famous African, Asian and South American poets can also be included in the curriculum. This gives students exposure not just to different cultures but also to different writing styles (change in grammar and sentence structure, use of colloquial terms, etc.) of authors whose first language is not English.
d. Cultural Day
The school organizes “Cultural Day” once a year in which all students wear the traditional clothes of their own culture and perform a cultural dance, song or play. It is a no school day and is celebrated with great gusto. Competitions for “best dress” are held to encourage students to put in effort into their costumes. Cultural Day can also include a “food fair” where students from different cultures can set up stalls with food from their own culture for all to explore. Everyone gets a taste of the different cultures around them. Students also become aware of the differences in cultural styles and become more tolerant and less judgemental.

e. Celebration of Popular Festivals from Various Cultures
Popular festivals from different cultures are celebrated with enthusiasm for all to partake in. Besides Christmas (worldwide), Halloween (USA and U.K.), Diwali (India) and Holi (India), festivals like Chinese New Year (China), La Tomatina (Spain), Mud Festival (South Korea), etc. can be included. Students are told the reason behind celebrating these festivals and wherever possible are shown video clips or movies based on these festivals.

f. Fun Fairs
The school organizes a fun fair to bring the whole school community together. The entire school family including parents, friends and other relatives are welcome to join in. Stalls for food, clothing, games, art and crafts are set up from the different cultural groups attending the school. This way everyone gets exposure to the different ethnicities around them. This also gives the school a chance to raise funds for cultural exchange programmes.

g. School Productions
Annual concerts are carefully planned and carried out with due consideration to all cultural groups. Plays written by authors rather than English playwrights are put up as school productions by the older students. School productions are a great opportunity to showcase the artistic side of every culture.

h. Cultural Exchange Programmes
These have been around for decades. Students from one country go to school in another country for a few months and live with families of their exchange partner. e.g. a student studying in Mercedes Benz India is sent to Mercedes Benz Europe for a term so he can learn about their culture. At the same time a European student from the same school is sent to India in exchange. They stay with each other’s families and get to experience a different culture in its completeness for the duration of the exchange programme.

i. Staffing
The school very mindfully hires teaching as well as non-teaching staff from varied cultural groups to ensure diversity in school. The school ensures that all ethnic groups, especially minorities are well represented in the school staff so as to avoid racial discrimination and biases among the staff.

J. In-Service Teacher Training
Teacher training is provided to teachers on how to nurture a multicultural classroom. They are taught techniques and are given enough resources and references so they can do justice to their diverse classroom. Teachers are also
encouraged to attend seminars and workshops as part of their in-service training to stay up to date with the latest strategies in multicultural education.

Strategies Put into Practice by Teachers at the Classroom Level

a. **Family Tree**

Teachers encourage students to make a family tree at the beginning of the year. The students are asked to dig deep into their family history, dive into their own heritage and create a family tree of family members as far back as they can manage. They are then asked to present their family trees in class. This puts students in touch with their own culture as well as exposing them to other cultures.

b. **Interview and Reports**

To learn more about different cultures along with interviewing and report writing skills, the students are given partners and are asked to interview the family members of their partner about family history and are then asked to write a report based on the interviews that they conducted.

c. **Heritage Scrapbooks**

The students are asked to make scrap books about their own heritage and culture and then are asked to present it to their peers. This scrapbook can include languages, festivals, history, monuments, etc. related to their ethnic backgrounds to showcase their culture or country.

d. **Playing Music from All Cultures**

Especially for pre-schoolers, schools can play music from various cultural backgrounds. Russian,
Mexican, African, Thai, Japanese, etc. can all be introduced to children at a very young age. Furthermore, popular nursery rhymes can be played and taught in different languages. e.g. “Are you sleeping brother John” has a French version, “Fraire Jaques, dormez-vous?” which can also be taught to the students.

e. Role Playing
Role playing is a very popular way to teach students how to look at a situation from a different perspective. Students are given hypothetical situations and are asked to enact a role play based on a cultural character assigned to them. For this, the student first needs to study that culture in order to do justice to his/her character.

f. Group Discussions
Group discussions held in culturally diverse groups give students a chance to understand many different perspectives and ways of thinking.

g. Contributions
In this approach the teacher takes the time to point out the contributions or heroic acts of people from various cultures, without having to change the actual lesson plan, e.g., during a Science or Mathematics lesson, the teacher can talk about scientific and mathematical contributions made by scientists and mathematicians from all over the world. e.g. Marie Curie (Polish scientist) discovered Radium and Aryabhatta (Indian mathematician) discovered zero.

h. Social Action
This is a strategy where students themselves identify social and cultural problems and gaps in the system and take it upon themselves to do something about it. Setting up blood donation drives, fund raising, community bake sales, neighbourhood clean ups, etc. are a few examples of social action as a strategy.

Conclusion
The aforementioned strategies and practices are used by schools all over the world in order to support ethnic diversity in classrooms today. The more these strategies are used the quicker our students will become more tolerant and open minded towards cultural, racial and ethnic differences.

The importance of multicultural education cannot be stressed enough. If we want to get the rid of the world of biases and prejudice, we must start with the future generation and this is where multicultural education steps in.

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भिन संस्कृती असणाच्या शाळेपूर्वी आव्हाने

(Challenge of Multicultural Schools)

सादरकेंद्र

सौ. दिपाली अनिता साणी
रिसर्च स्कॉलर
एच.जी.एम.आआम कॉलेज ऑफ एज्युकेशन, पुणे.

डॉ. अनिता बेलापूरकर
प्रभारी प्राचार्य एच.जी.एम.आआम कॉलेज ऑफ एज्युकेशन, पुणे.

प्रस्तावना

मातृभूमीच्या ह्या नमनाने शाळीर रोमांचित होते. भारतभूमीच्या जयोळाने मन पुलकित होते. पण अनेक स्वातंत्र्यवीरच्या बलिदानाने, आहुतीने स्वतंत्र झालेली हो भूमी खाण्या अर्थाने सुखी करण्यात आपण वयश्वरी झालोत का?

शास्त्र समर्थ बनविणणासाठी सर्वचर्मसमभाव, धर्म सहिष्णुता, विविध जाती जमाती बहुदल दौडावर घोरण अवशेषविने तर स्वैयं, शांतता, सुविभावशा आपोआप नांदू लागेल. विद्यार्थ्यांना मेहनतीची सर्व काम सारखोंच बांटले पाहिजेत. शेतकार राजविणणा शेतकारांचे शाळकाच्या कट, ऑफिसपर्यंत वातानुकूलित केवळपर्यंत काम करणार्या मंगारांनी बौद्धिक कट हे समान प्रतिकाळी आहेत हे त्यांच्या मनाव बिळवले पाहिजे. हेच आजच्या शिक्षण पदार्थांचे उद्देश्य असले पाहिजे.

संस्कृतीचे वैशिष्ट्ये—(Charceristics of Culture)

आचार्यांनी विनोबानी संस्कृतीचे स्पष्टीकरण दिले आहे. भूक लागली म्हणजे खाणे ही प्रकृती भूक लागली नसतानाही खाणे ही प्रकृती आणि भूक लागली असतानाही दुःस्वाभावती आपल्या खाण्या देणे ही संस्कृती. 1) मानव संपदा किंवा संस्कृतीचा सर्व क्षमता व सवयी हे संस्कृतीचे प्रमुख वैशिष्ट्ये आहे. 2) संस्कृती ही मूर्त वा दृष्य वस्तू नसून ती अमूर्त व प्रतिकालिक आहे. 3) मानवी व्यक्त असलेली नसून व्यक्त असलेली सांस्कृतिक आहे. 4) संस्कृती मानवाने आपल्या अतिशालत वृत्तीसामर्थ्यावर निर्माण केली महान मानवाला संस्कृती असते.
शिक्षण व संस्कृति:—(EDUCATION AND CULTURE)

प्रत्येक समाजाला व राष्ट्राला संस्कृति असते. ‘संस्कृती’ ही अतिशय व्यापक संकल्पना आहे. समाजाची जानपातत्त्वी, श्रद्धा, मूर्त्ये, कल्याणीती, कायदा, रूढी, चालीरीती, संस्था अशा अनेक पद्धकातील क्षमतांचा समावेश संस्कृतीत होतो.

Culture हा शब्द लैटिन मध्यील Calt यापासून उत्पन्न झाला आहे. जर्मन भाषेत त्याला Kutt असे म्हणतात. Culture शब्द कोशालीतून अर्थ Cultivation of Food असा आहे. हा शब्द कृषी या शब्दाजवळ पोहोचणार आहे. संस्कृती म्हणजे अन्नाच्या निर्मितीपासून मानवाच्या निर्मिती पर्यंत जे—जे प्रयोग राष्ट्र करते. त्या सर्वाचा समावेश संस्कृतीत होते.

संस्कृतीची एक सर्व समावेशक कल्पना आहे. मन, शरीर, आत्मा योंचा उत्कर्ष म्हणजे संस्कृती.

रूढी, चालीरीती, नैतिक आचार, संकेत, आहार—विहार कुठी जाती यांच्याशी बागण्याचे संकेत, उत्पादन, वितरण, उपजविकेचे मार्ग, आर्थिक—राजकीय—सामाजिक व्यवस्था वगैरे मिळून त्या त्या समाजाचा जो बैंदेक्षण्यांच्या असा जीवनवळ असतो. त्याला संस्कृती असे म्हणतात.

आज जग झापटपासून जवळ येत आहे. शांततामय जीवन जगणे या दृष्टीने जगातल्या सर्व संस्कृत्या प्रयत्न करीत आहे.

लोकशाही प्रधान नागरिक, आंतरराष्ट्रीय शैक्ष व सुसंवाद याचार विवाहाच असांत्वनाच आज सुसंस्कृत मानले जाते. हे उद्दीप्त प्राप्त करणे आजच्या शिक्षणाचे श्रेण्य आहे. मानवी जीवनातील प्रत्येक गोष्टीला नवा अर्थ नवा संदर्भ प्राप्त झाला आहे. पारंपरिक विचार, श्रद्धा, मूर्त्ये, परंपरा व संस्कृतीच्या परिसराचा गद्दून पडल आहेत. संस्कृती व शिक्षण समाज जीवनाची अविभाज्य अंगे आहेत.

शिक्षण म्हणजे वर्तनात होणारे परिवर्तन संस्कृती आत्मसात करण्याचे महत्त्वाचे साधन म्हणजे शिक्षण त्यापूर्वे वर्तनात परिवर्तन होते. तसेच संस्कृती शिक्षणाला दिशा दाखविले व शिक्षण संस्कृतीत गतिमान म्हणजेप संस्कृतीत व्यक्ती वर्तनात उतरविले.
शिक्षण व संस्कृति चा परस्पर संबंध:—

1. शिक्षणामुळे संस्कृतीचे ज्ञान होते. संस्कृतीबद्दल आदर निर्माण होतो आणि मग डोळसपणे, जाणवून पूर्वक संस्कृती आपल्या आदरचनात उतरते.

2. प्रथम अनुकरणात आताना घडते. पुढे सव्वाच ध्येय संस्कृतीमधील प्रथा रिहावला जीवनात स्थिर होतात.

3. प्रत्येक कृतीणा ज्ञान, भाव व कृती असे तीन घटक असतात. विचारशक्तीचा विकास झाल्यावर या पद्धतीने संबंधित मूल्यांचा भाग लक्षात येते. मूल्ये व संस्कृतीही दृढ़भावनेने गुफळली असतात. शिक्षणामुळे दृढ भावनेला बनवती येते.

4. संस्कृती ओळख, चिकित्सा व त्यानुसार बदल (जानात्मक, भावात्मक व क्रियात्मक) या सर्व प्रक्रियांशी शिक्षणाचा संबंध आहे. म्हणजेच जानात्मक विकास, भावात्मक विकास व क्रियात्मक विकास यांच्याशी होतो.

5. शिक्षणामुळे संस्कृतीचे संरक्षण आणि संकल्पन होते.

6. शिक्षणाचा संस्कृतीचे संरक्षण होते. शिक्षणाचा आरंभ जमापासून होत असतो. मूळाना येणाऱ्या अनुभवातून संस्कृतीच्या मूर्त घटकांची ओळख त्यात होते. सांस्कृतिक अनुभव देणाऱ्यांच्या कुटुंब, शाळा, समाज, समाजातील दृष्टिकोनमुळे संस्कृतीमध्ये असतो. अनुभवातून मूळाना बाह्य व मूर्त घटकांची ओळख होते. मूळ अनुकरण करते व संस्कृती आचरणात आणते. ती बाह्य संस्कृती असते. ही बाह्य संस्कृती मूळ शाळेहून मिळवत असते. शाळेचे जीवन जीवनात जीवनात आस्था असेही मूळांचा संबंध येते. ती बाह्य आचरणात येतात. अशा स्थितीतील संस्कृतीचे संरक्षण होते. शिक्षणाचा दर्ज समाजाचा सांस्कृतिक दर्जावर अवलंबून असतो. शिक्षणाच्या ध्येये व मूळे संस्कृतीतून घेतले जातात. संस्कृतीचा संबंध भूतकाळ वर्तमानकाळ व भविष्य काळासाठी असतो. परंपरागत मूळांशी परिवर्तन वर्तमान काळाचा व्यवस्था लयात आवश्यक बदल व भविष्यकाळाचा वेष प्रेपणे लक्ष देऊन शिक्षण संस्कृतीत गतिमान घेते. या गतीमानातमुळे, शिक्षणामुळे संस्कृतीचे संरक्षण होते.

7. ज्ञानप्रमाणे शिक्षणामुळे संस्कृतीचे संरक्षण होते. त्यासाठी शिक्षणामुळे संस्कृतीचे संरक्षण होते. एका पिढीकडून पुढच्या पिढीकडे संस्कृतीचा वासरा जात असतो. नवी पिढी वडील्याने अनुकरण करते. त्यातून संस्कृती संरक्षण होते. हा सांस्कृतिक संकल्पनाचा नैसर्गिक प्रकार आहे. याव्यावस्थितीतील संस्कृती संरक्षण होते. कलित पर्याप्त तुक्कर श्रेणी वागच्यासाठी संपर्कात आले को वरिष्ठांचा संस्कृतीतील मूर्त
घटकोंचे कनिष्ठ वर्गांत संक्रमण होते. उदा. इंग्रजी शास्नालकृत भारतीय अधिकारांकडे संस्कृती संक्रमण होते. पोपाख, भाषा खानपान, वाढविवस साजर करण्याचा पद्धती हे.

शास्त्र बातावरणात भिन संस्कृतीचे विद्यार्थी असल्यामुळे खानपिणे, भाषा पोपाख हे. चे संक्रमण होत असते. शास्त्र हा संस्कृती संक्रमणाचा योग्य खोल आहे.

राष्ट्रीय हिताच्या दृष्टीने संस्कृती संवर्धन अतिशय महत्वाचे आहे. जोन मिळत हया विचारबंदिवच्यामुळे एका पिंडीकृत भावी पिंडीला सांस्कृतिक वारसा देणे व तो नव्या पिंडीला संशोधन करणे किंवा जतन करणे. हा जसा शिक्षणाचा हेतू आहे. तसाच तिथिच्या बाळ करणे हा पण हेतू आहे. संस्कृती संवर्धन म्हणजे संस्कृतीच्या मूर्तिं, घटकात परिवर्तन घडवून आणणे. म्हणजे कालानुपूर्व किंवा कालपर्यंत नवी,योग्य भर धालणे. संस्कृती संवर्धित म्हणजे जुने झालेले कालबाह्य मूर्ति सोडून धाववाचे व काळात अनुसूचन नवीन मूल्य आत्मसात करायचे. अशा प्रकारे संस्कृतीतील काळबाह्य झालेला भाग जावून नवा समाज निर्माण होतो.

समाजाच्या गतीमान रहावे लागते. गतीमानन्तर समाजाचे अस्तित्व अवलंबून राहते. जी संस्कृती स्वतःमध्ये काळाचा आवश्यक असे बदल घडवून आणू शकत नाही तिला भविष्य नसते. म्हणजेच संस्कृतीत कालबाह्य जसा भाग असतो. याविकेच्या जो राहतात तो बदलण्याची गरज असते हा बदल फक्त शिक्षणातून साध्य करता येतो.

संस्कृती संवर्धनाच्या संदर्भात शिक्षणाची भूमिका अत्यंत महत्वाची असते. शिक्षणातून विकित्सकृतता वाढविवस हवी. सुधारणी दिशा ओळखने व स्पष्टपणे सांगणे आणि कृतीत आणणे निर्भीक व बंडखोर नेते समाजात निर्माण बजाये उसतील तर शिक्षणाचा योग्य वापर करून शिक्षकांने निर्माण करायला हवेत.

बहुसंस्कृती असलेल्या शास्त्रीतील समस्या:—

१) भाषा, २) वाचिकता,३) वर्ग,४) धर्म,५) प्रादेशिकता

भिन संस्कृती असलेल्या शास्त्रीतील अनेक समस्या शिक्षकांना समोरे जावे लागते. भिन संस्कृतीचे विद्यार्थी असलेल्या शास्त्रीतील भिन भाषेचा प्रश्न उठा असतो. शिक्षणाची राष्ट्राची खरी खुरी संपत्ती आहे. आणि भाषा ही संस्कृती आहे. संपत्ती आणि संस्कृती याचत राष्ट्राचा विकास आहे. हा विकास करण्यासाठी शिक्षणाची गरज आहे. शिक्षण आणि विकास या दोन्ही गोष्टी एका नायाच्या दोन बाजू आहे. स्वतंत्रवृत्त काळापासून शिक्षण सकतीचे करा ही माणसी पूर्ण काळाच्या स्वतंत्रानंतर ६०व्यां जावी लागती. जगभरातील परंपरागत शास्त्रांमध्ये मुलाच्या जिज्ञासासुरूचीकडे दुर्लिंध केलेले जाते. उत्साह दाबून टाकला जातो. कारण भिन संस्कृतीच्या
मुलांचा शाळेत पाठ्यक्रमात चिन्ह केला जात नाही. विद्याध्याचा सर्वांगीण विकास करणे हा शिक्षणाचा प्रमुख हेतू आहे. हे उदाहरणे साध्य करताना अनेक समस्या निराश करतात. या समस्या विद्याध्याचा सर्वांगीण विकास होणारासाठी त्यांचे समायोजन चांगले असणे महत्त्वाचे असते.

समस्या पुढील प्रमाणे

1) भाषा:— दैनिक व्यवहारात एकदा समाज जी भाषा बोलतो किंवा बापतो ती भाषा ल्या समाजामुळे असते आणि समाजातल्या भाषेपूर्ते एकरूप गृह राहू शकतो. मानवीवी जीवनातील प्रत्येक व्यवहारसाठी भाषेचा उपयोग करायला लागतो. भाषा म्हणजे चिन्ह व्यक्त करण्यासाठी साधन आहे. शाळेमध्ये जर भिन्न संस्कृती भिन्न भाषिक एकाच आलेले तर कुणाची कुणाला भाषा नसमजित्यांमुळे विचाराची देखभाल पेशेवर तर होणाऱ्या नाही. परंतु शिक्षणाच्या निर्देशाने चेंड्येल, अशा विद्याध्याना एकत्रित अभ्यासक्रम शिकवणे हे शिक्षकांमध्ये मोठे आक्रांत होईल.

2) जातीयसंस्था:— वर्गीकरणाचा आणि सती करणारा जात हा एक प्रकार आहे. जात जम्मूने प्राप्त होते. आजही काही ठिकाणी जातीवाद होतो उच्च निच्च जातीवाच्या समजूतीनुसार अप्रगत संस्कृती अप्रगत्ता राहतो. हया जातीवादाच्या पद्धती शाळेतही उमेदवारात. समाजाचे संपत्त विभिन्न विकास साध्याच्या दृष्टीने जाती व्यवस्था असत्तेत आली पण विभिन्न विधानेन समाज असंवरीत होणाऱ्या विकास खंडात आहे. सामाजिक संस्कृतीवर जातीसंस्थेचा फार मोड भ्रमाव पडतो.

3) वैशिष्ट्य (ETHNICITY):— मानव विविधतस्व आनुभवाच्या देखे नवीन पिढीकडून येतो. सामाजिक संस्कृतीमधे हा आनूठीक वेगाने मिळाला भाषित शिक्षण शिक्षण तमाशा येते. शासीय, शासीय, उंची, अवयवाची ढेवण, वर्ण, संस्कृत राज्य, केल्याचा राज्य, फॅइंगल रचना, आाकर रंग, या व्यक्ती वेशभित्ती दाखवून देते. संस्कृतीमध्ये दृष्टीने वैशिष्ट्यांना सामाजिक संस्कृती वापर केल्यास सामाजिक व्यक्ती जाहीर तर प्रकार काही रुपांतर होते. ते प्रकारे—व्यवसायाच्या निर्देशाने मानवसाहे मोठ्या प्रमाणात स्थानांतर होते. स्थानांतर युगांना मुलांचा भिन्न संस्कृतीचा शाळेत दाखल वातावरणात वर्ण भेदासारखे सामाजिक सामान्य जावे लागते.

4) वर्ण:— समाजपरिवर्तनाची प्रक्रिया सतत चालू असते. या परिवर्तनानुसार समाजातील वर्णी बदलला असतात. मानक व मजूर हा वर्णसंर्ग विकस्त होतो. प्रत्येक व्यक्तिका विशिष्ट सामाजिक दर्जा असेही व्यवसायानुसार ती कोणत्या नाकोणत्या सामाजिक वर्ण गणली जाते. त्या वर्णांगाच्या व्यक्तिका विशिष्ट भावना असतात ल्या वर्णविवादात व्यक्तीला अभिमान, आपल्या ह्यांचे असते. सामाजिक परिवर्तन घडवण्यासाठी त्याची प्रगती होणारासाठी समाज आणि व्यक्ती याच्यात वर्णसंर्ग घडवून आणे आवश्यक आहे.

5) धर्म (RELIGION):— प्राचीन कालापूर्व आजांतून मुलांचा वैज्ञानिक आणि सामाजिक वर्तनाचे नियोजन धर्मसंर्गस्तः होत होत आहे. सास्त्रीकृत दृष्टीचे धर्माला खुप महत्त्व आहे. सामाजिक वर्तनाचे निगराण धर्मसंर्गस्तः होत असलेले आहे. भारतीय समाज हा अनेक धर्मांचा समृद्ध आहे. भारतीय
6) प्रादेशिकता (Regionalism):— भारत शाखाओं आग प्रादेशिकता यांचा जवळन संबंध आहे, जसी भारत आपली एक प्रादेशिक संस्कृती निर्माण करते. तसेच भाषावर प्रातःकास्तने प्रादेशिक संस्कृती निर्माण केलेली आहे. प्रादेशिक विविधतेनुसार परिणाम व्यक्तीस्वरूप होत असतो. भिन्न प्रादेशिक भाषानून आलेल्या विद्यार्थींच्या ह्रास प्रादेशिक भाषातील विद्यार्थीवर तिसून भूमिकास त्यास जड जाते. त्यामुळे परशास्त्रिय मूल्यांमध्ये सांस्कृतिक बालवाणीच्या अनुभवेच बांटते.

भुस्कर्तृती असलेल्या शाखातील उपयुक्त शिक्षणाच्या पद्धती:—

भुस्कर्तृतीक शिक्षणाचे सार—भुस्कर्तृतीक शिक्षण हे केवळ शैक्षणिक संस्था मध्ये नाही तर पर्यावरण वेगवेगळ्या अभ्यासक्रमातील बदलवार आधारित आहे. शैक्षणिक अभ्यासक्रम वा परिसरात वातावरणास अधिक वेवू ने महून आपल्याला अन्य संस्कृती त्यांचे ऐंतिकतक मूळ्येपर्यंत याना समजून घेतून त्याचा समाधान करणे शिकले पाहिजे.

शिक्षकांने वर्गीकरणारे व्यावहारे उपक्रम:—

1. वर्गात वर्गस्तंभ, वादविवाद स्पर्धणे आयोजन करवे.
2. भिन्न संस्कृतीतील तज्ज्ञ शिक्षकांना वैश्विक त्रांग, व्यावहार्याच्या आयोजन करवे.
3. आपलेले संस्कृती संस्करत वेळात काय आहे, संस्कृतीचे वैशिष्ट्य सांगणारे प्रश्न करवाे.
4. भिन्न संस्कृती विषय्य आदर निर्माण करणे महून त्या संस्कृती विषयी महत्त्व प्राप्त करणे.
5. विद्यार्थ्यांना गटवरी, वर्गवर वर्गीकरण प्रश्न योग्य करणे.
6. व्यक्त रूपांतरण आयोजन.

7. वर्गीकरणाऱ्या नाट्यपद्धती, वाचन उपक्रम घेणे.

8. भिन्न संस्कृतीतील चित्रपटावर धारावाहिक प्रस्तुत करणे.

9. संस्कृतिक विवार, संत धार व्यक्तीत वाचा मय इ. द्वारे विवार संक्रमण करणे.

10. इतर भाषा शिक्षणाय प्रवृत करणे.

11. क्षेत्रभेद सहलीढोऱे संस्कृती दर्शन करणे.

12. भिन्न संस्कृती असलेल्या स्थानात शो तयार करणे, त्याचे सादरीकरण करणे.

13. विविध त्योकन व्यावहारिक संस्कृती दर्शन हृदय शकते. व्यासाठी त्योकन रूपमंत्र सहभाग धारणाय प्रवृत करणे.
—:संदर्भ:—

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शिक्षणातील संस्कृतीद्वारे अध्ययन (बहुसंस्कृतिक संस्कृती)

डोंगरे सुप्रिया मच्छिंद्र

प्रस्तावना—
मानवाची विकासाचे स्वतंत्र गरज महणून त्याने समूहाने राहण्यास सुरूवात केली. त्यातून च समाजाची निर्मिती झाली. समाजात राहत त्याने स्वतंत्रता काही नियम, तत्त्वात स्वतंत्रता केली. त्यातून च पुढे त्याची जीवनशैली विकसित झाली. पुढील काळात या शैली, नियम व तत्त्वांश संस्कृती असे नाव रुढ झाले. संस्कृतीच्या एक भाग महणून पुढे शिक्षणव्यवस्था उदयास आली. शिक्षणाच्या एकूण प्रक्रियेवर त्या त्या संस्कृतीचा प्रभाव राहिलेला दिसतो.

अभ्यासाची उद्देश्ये :-
1. शिक्षण व संस्कृती यांचा सहसंबंध जाणून घेणे.
2. बहुसंस्कृतिक संकल्पना समजून घेणे.
3. अध्ययनाचे घटक व अर्थ समजून घेणे.
4. शिक्षणातील संस्कृतीद्वारे अध्ययनाची गरज व स्वरूप जाणून घेणे.
5. संस्कृतीद्वारे अध्ययनाच्या प्रयोगांची चर्चा करणे.

अभ्यास पद्धति :-
प्रस्तुत अभ्यासासाठी साहित्य व संशोधनांचे सर्वेक्षण केले आहे. प्रस्तुत लेख संकल्पनात्मक, नाविन्यपूर्ण असा ज्ञानात्मक माहिती देणार आहे.

संस्कृती महणजे काय?
समाजाचा सदस्य महणून व्यक्ती जेणे जाण, श्रद्धा, कला, नीती तत्त्वे, कायदे, रुढी आणि
इतर तत्सम बाबी प्राप्त करून घेते. त्या सर्वाच्या संमिश्र एकत्रिकरणाता संस्कृती महणतात.

ई. बी. टेलर

संस्कृतीचे घटक

संस्कृतीची वैशिष्ट्ये :-
शिक्षण म्हणजे काय?
शिक्षण म्हणजे व्यक्तिमत्वाचा सर्वांगीण विकास सर्वांगीण विकासात ज्ञान, संवर्धन, बौद्धिक विकास, भावनिक विकास, कार्यक्षमता, व्यवसायिक पात्रता, शारीरिक स्वास्थ्य, नागरिकत्व व सामाजिकता, सोंदर्याभिरूंची व रसिकता, क्रियाशीर्षता व सुज्ञानशीर्षता अशा सर्व घटकांचा अंतर्भाव होतो.

शिक्षण व संस्कृती यांचा संबंध :-
1. संस्कृतीची आलंकरण, तिची चिकित्सा व त्यानुसार बदल या सर्व प्रक्रियाशी शिक्षणाचा संबंध आहे.
2. संस्कृती व मूल्ये आत्मसात करण्याचे अत्यंत महत्त्वाचे साधन म्हणजे शिक्षण
3. संस्कृतीनुसार शिक्षण प्रक्रियाही बदलते.
4. शिक्षणामुळे संस्कृतीचे ज्ञान होते. संस्कृतीबद्दल आदराची भावना मनात निर्माण होते.
5. संस्कृती शक्तिसंस्था, संस्कृती संक्रमण, संस्कृती संवर्धन ही शिक्षणाची अत्यंत महत्त्वाची कार्यें आहेत.

बहुसंस्कृतिकता :-
भारत हा विविधतेने नटलेला देश आहे. भारतात भौगोलिक, संस्कृतिक परिस्थितीची विविधता आहे. भारतात विविध जाती धर्माचे लोक राहतात. प्रत्येक जातीयमधी आचार विचार, रितीरिवाज, बोलीभाषासुंदर भिन्न आहेत. म्हणून भारतीय समाज हा बहुसंस्कृतिक समाज आहे. पुढील आकृतीने ही बहुसंस्कृतिकता अधिक स्पष्ट होईल.
बहुसंस्कृतिक समाजात एकता निर्माण करण्यासाठी अर्थात नावाच्या विविध पद्धती वापरणे गरजेचे आहे. विद्याध्यायी ज्ञानाचा निर्माण आणि पुनर्निर्माण करणे हे ज्ञान रचनावादाचे मुख्य उद्देश्य आहे. विद्याध्यायी शिक्षकांनी विद्यार्थ्यांना आजूबाजू देत नेघणे हे उद्देश्य आहे.या पद्धतीने
अध्ययन झाले तर दुसःशयाला समजून घेणे, सर्व भेदभाव विसरून तो माझा विद्यार्थी आहे हा भाव विकसित होण्यास मदत होईल.

बहुसांस्कृतिक शिक्षण :-
ज्या समाजात चांगले बोलणे, बागणे, चांगला सामाजिक दर्जा, ज्याची राहणी योग्य, शिष्टाचार, शिक्षण, उत्तम विचार व आचार पद्धती, वेशभूषा, चांगले खाण्यापणे, चांगले कलागुण, भाषा असेल त्यास सुसंस्कृत समाज म्हणता येईल. समाजमान्य वर्तन हा संस्कृतीचा गाथा असतो.

बहुसांस्कृतिक समाज व्याख्या व अर्थ :-
ज्या समृद्धात, ज्या समाजामध्ये, विविध प्रकारच्या भाषा बोलणारे विविध पंचाचे, धर्मांचे, लोक राहतात. विश्वास, उपासना, कला, रूढी, परंपरा, नितिनियम श्रमता आणि सवयी या संदर्भात ज्या समाजामध्ये विविधता आढळते. ही विविधता विविध संस्कृतीच्या रूपाने आढळते. त्या समाजात बहुसांस्कृतिक समाज असे म्हणतात.

संदर्भातीत बहुसांस्कृतिक समाज याला वैशिक संदर्भ आहेत—त्रिविन्द्रज्ञानाच्या शोधामुळे संप्रेषणाच्या सुलभतेमुळे संपूर्ण विश्व एक समाज किंवा खेडे आहे असे आपण म्हणतो. या अर्थाने विश्व बहुसांस्कृतिक समाज आहे.
बहुविध संस्कृति असंगठ्णा समाजातील शिक्षण :—

विविध तंत्रित एकता साधनाचा प्रयत्न करणे.

विविध संस्कृतीच्या वैशिष्ट्यांची ओळख विद्याध्यापना करून देणे. नवा आदर्श एकात्म विश्व समाज घडविण्यासाठी दिशा देणे.

कोणत्याही संस्कृतीचे वस्तुनिष्ठ मूल्यमापन करण्यासाठी मार्गदर्शन करणे. स्वतःः च्या व इतरांच्या संस्कृतीबद्दल आदराचीभावना व्यक्त करणे.

अध्ययन अभ्यास पद्धती.

अध्यापनाचे घटक :—

म.वा. कुंडले यांच्या मंते कोणत्याही शिक्षणाच्या मुद्दाची तीन प्रश्नचिने उभी असतात.

शैक्षणिक तत्त्वाच्याने ठरून दिलेली उद्धीते साधण करायची त्यासाठी कोणता आशय शिक्षावाच्या. त्यासाठी अध्यापन कशा प्रकारे करावे. कोणकोणत्या अध्यापन पद्धती, कशा प्रकारे करावे, कोणकोणत्या अध्यापन पद्धतीचा अवलंब करावा. तसेच अध्यापन प्रभावी होण्यासाठी कोणत्या बाबी विचारात व्याख्या. अशा सर्व प्रकारच्या समस्यावर अध्यापनाचे लक्ष केंद्रीभूत होते.

शूल्मन यांनी अध्यापन प्रक्रियेचे घटक सांगितले आहेत—

१. आशयाने संदर्भात शिक्षकाची विचार प्रक्रिया

२. विशिष्ट घटकाचे अध्यापन करण्याकरिता शिक्षकाची कृती

३. आशयाने संदर्भात विद्यार्थी आणि विद्याध्यापनाची विचार प्रक्रियांचा विचार करणे.

संस्कृतीद्वारे अध्यापन :—

N.C.E.R.TCurriculam Framwork for Teacher Education-

यांच्यासारखे समाजाचा आर्थिक पाया हा शिक्षकाची प्रेरणा, शिक्षकाची कृती, वर्णवातावरणात तसेच शाळा आणि समाज यातील संबंध आणि विद्याध्याप्ती
सामाजिकीय नागरिकता प्रक्षेपणाची यावर परिणाम करते. अध्ययन तंत्रे आणि पद्धती हृदयावर विशिष्ट संस्कृतीशी प्रत्यक्षपणे परस्पर जोड़ण्याच्या असतात.

प्रत्येक प्रदेशात वैश्विक पूर्ण संस्कृती असते. संस्कृती ही परिवर्तनशील असते जसे संस्कृती बदलत जाते तसे अध्ययनाची उद्देश्ये, आशय व पद्धती बदलतात याच परस्पर संस्कृतीवर्धः अध्ययन म्हणतात.

उदाहरणार्थ पाठलेखन फ्राँसीसी यांनी ब्राझील मधील पीडीताना शिक्षण देण्याची जी अध्ययन पद्धती तयार केली ती ‘संवाद पद्धती’ होय. बलाक्र राष्ट्रवादी दडपलेल्या पीडीत समाजाची व राष्ट्राची संस्कृती ही वेगळी असते तेथील लोक हे दुर्भल्या असतात, शोषित असतात त्याना आपले मत मादता येत नाही. या पीडीत लोकांना शिक्षण देण्यासाठी फ्राँसीसी यांनी ही पद्धत सुरू केली या पद्धतीत कथनावर भर असतो. या संवाद पद्धतीत शिक्षणारा व शिकविणारा दोघेही सशक्त भाग घेतात.संवादात वास्तव गोष्टींचे विवेचन व विश्लेषण केले असते. त्यातून शिक्षणारा ज्ञान मिळवतो.

सिलिया ऑस्टन – वार्ता यांनी न्यूझीलंड मधील मावरी या आदिवासी जमातील मुलगीं शिक्षण देण्यासाठी सहज शिक्षण पद्धती याचा उपयोग केला या सहज शिक्षण पद्धती मधे ल्यांनी सहज वाचन पद्धती, सहज लेखन पद्धती निर्देशतून शिक्षण इ. पद्धतीचा अवलंब केला 

संस्कृती अध्ययन

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<th>काय शिकवायचे?</th>
<th>कोणताला शिकवायचे?</th>
</tr>
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</table>
| अंग्रेजी, वैदिक दृष्टिकोनाच्या अभाव | वैदिक दृष्टिकोन लिखित करतो | विज्ञान, विज्ञानातील प्रयोग, तत्कालीन, वैदिक विचार प्रक्षेप, भाषा हे. | निर्देशातील ग्रेटरी संस्कृती : 
 १. आदिवासी/प्राचीन ग्रामीण 
 २. आधुनिक व वैदिक माहिती/प्रगति |

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<th>शिक्षकाची आशासमूही</th>
<th>अध्यापन पद्धती</th>
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| 1. विद्यार्थी कोणत्या सामाजातून आला आहे? | 1. त्या सांस्कृतिक अनुभव कसे? | नाव पद्धती, प्रशिक्षण, प्रयोग, 
| 2. त्या सामाजिक तैनातीत कोणती? | 2. कोणता आशाय निवडला? | नायकात्मकता, 
| 3. त्या सामाजिक कोणत्या अंतर्भाषा आहेत? | 3. आशाय तयार करण्यासाठी | कथाभाषण, चित्रपट, 
| 4. त्या सामाजिक साधन भाषा कोणती आहे? | 5. संदर्भ कोणता दयाला? | व्यक्तिगत मार्गदर्शन |

जरी शहरी भागामध्ये अंधश्रद्धा च्या प्रमाण कमी आढळते तरी त्या ठिकाणी आपणास चित्रपट, नाट्यीकरण, संगवाद, प्रशिक्षण, अंि स महाराष्ट्र याच्या कार्यक्रम इत्यादी पद्धती वापरता येईल.

ग्रामीण भागामध्ये वरील सर्व पद्धती वापरण्यासाठी त्या भागात अंधश्रद्धा जास्त असतील येईल त्यामुळे विद्यार्थ्यांना व्यक्तिगत मार्गदर्शन करणे महत्त्वाचे आहे.

संस्कृती व्यावे अध्यापनाची गरज:

1. विद्यार्थी केंद्रित अध्यापनासाठी —

विद्यार्थी केंद्रित अध्यापनासाठी विद्यार्थी कोणत्या संस्कृतीतून समाजातून आला आहे याचा विचार करणे गरजेचे आहे.

2. वर्गीय सांस्कृतिक संबंध वांदविव्यासाठी:—

शिक्षकास विद्यार्थ्याच्या संस्कृतीची ओळख असेल तर त्याचा विद्यार्थ्यांशी आंतरिक व योग्य सांस्कृतिक संबंध प्रस्तावित करता येईल.

3. सुरक्षित असे वर्गवाचारणात तयार करण्यासाठी:—

वर्गामध्ये सुरक्षित वाचारण तयार करण्यासाठी उदाहरणार्थ अमेरिकेत प्राथमिक वर्गात
वर्गामध्ये विभिन्न वंश, धर्म, नागरिकत्व इत्यादी वर्गातील मुले असतात याची जाणीव ठेवून सर्वोत्तम शिक्षणात सामान्य घेता येईल.

5. एकूण अध्यापन परिणामकारक होणासाठी:
संस्कृती संसर्गात अध्यापन पद्धती, उदाहरणे दाखवेले व तत्रे निवडून अध्यापन परिणामकारक करता येईल.

Diversity Theory (Rosa Harnandez Sheets, 2006)
शीतृसं जांचा मते अध्यापनाची भिन्नता उपस्थती ही संस्कृती आणि ज्ञानप्राप्ती यांच्यामध्ये अतूम असेल नाते दर्शवते. उत्तम शिक्षक हा वर्गातील विद्यार्थी ज्या संस्कृतीमध्ये आहेत त्या संस्कृतीची ओळख करून घेऊन त्यासारख अध्यापन करतो. सांस्कृतिक दृष्ट्य प्रभावी शिक्षक होणासाठी शिक्षकांकडे दोन महत्त्वाच्याचा बाबी असावा लागतात.

1. अध्यापन अध्ययनाचा पायथन महणून वर्गातील विद्यार्थ्यांमध्ये सांस्कृतिक विविधता जाणून घेणे.

2. सांस्कृतिक विविधतेने ज्ञान प्राप्त करण्याची इच्छा असते.

अध्यापन भिन्नता उपस्थतीची आठ अंगे / बाजू
सांस्कृतीद्वारे अध्यापनाचे स्वरूप:—

1) अदिवासी सांस्कृती आणि अध्यापन:—

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<th>सांस्कृती मूल</th>
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<tr>
<td>१) पुलकी जाणार पर असलेले.</td>
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<td>१) अध्यापन अथवा पाठ्यपुस्तक बनावून असलेले. अथवा साधने बनवून असलेले. अथवा साधने कार्याने बनवून असलेले.</td>
</tr>
<tr>
<td>२) नीतीशांक पराक्रम नातावर किल्ल्यातून विकसिलेले.</td>
<td>२) नीतीशांक पराक्रम नातावर किल्ल्यातून विकसिलेले.</td>
<td>२) पाठ्यपुस्तक बनवून असलेले. अथवा साधने बनवून असलेले. अथवा साधने कार्याने बनवून असलेले.</td>
</tr>
<tr>
<td>३) राज्याभावगांविशिष्ट तालुक्यातून विकसिलेले.</td>
<td>३) राज्याभावगांविशिष्ट तालुक्यातून विकसिलेले.</td>
<td>३) अध्यापक, गणित, भाषाचार्यकार कल्पनासंगती आणि आंदोलनाचा आणि आंदोलनाचा</td>
</tr>
<tr>
<td>४) पुलकांत विकसिलेले.</td>
<td>४) अविधान, धार्मिक विकिंठोंत विकसिलेले.</td>
<td>४) अविधान, धार्मिक विकिंठोंत विकसिलेले.</td>
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<td>५) निकादांच्या मार्गांनी काळजी सामान्यपुलक्यावर वसलेले.</td>
<td>५) निकादांच्या मार्गांनी काळजी सामान्यपुलक्यावर वसलेले.</td>
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<tr>
<td>६) स्कायलांनी पुलकांत विकसिलेले.</td>
<td>६) पाणीपाणी भारी पाणी, वनस्पती, आदि ज्यांचे जाणून असलेले.</td>
<td>६) धार्मिक काही, गणित व बाही आणि मुंबून सारख्यावर.</td>
</tr>
</tbody>
</table>
Rural Context of Primary Education या लेखामध्ये शकुंतला बापट व सुमनकरंदीकर यांची
PRPOPEL(Promoting Primary and Elementary Education) या कृती संशोधनाचे संस्कृती सापेक्ष
पैल्यू सांगितले आहेत. हे कृतिसंशोधन महाराष्ट्रातील १३७ खेड़यामध्ये घेतले गेले या
कृतिसंशोधनानुसारे.

1) अध्यायक्रमातून खालील गोष्टींचा विशेष महत्त्व दयावे:—

1) शोध विश्लेषणात्मक चर्चा आणि कारणात्मक वादविवाद याद्वारे निर्धार समजावून
दयावा.

2) शारीरिक व मानसिकरित्या तणावमुक्त याहण्यासाठी योगाचे शिक्षण दयावे.

3) लोककथा कथनकरणे, पारंपरिक गाणी गाणे, देनंदिन अनुभाव संभाषण घेणे याना
मुक्त वाच दयावा.

4) स्थानिक परिस्थिती आणि स्थानिक विकाससाधी अनुसूचन विद्याध्यायांच्या कुडुंबातील
व्यक्ती समाजातील शोरूव्यक्ती यांची मदत भौगोलिक परिस्थिती व इतिहास
समजण्यास दयावा.

5) भाषा व गणित बोली भाषेतून शिकावे.

6) निरीक्षणातून तंत्रे रंग,आकार, आवाज तारा यांचा वापर करून ज्ञान दयावे.

7) देनंदिन जीवनात आरोग्य आणि स्वास्थ कसे ठेवावे याचे ज्ञान दयावे.

8) शाब्दिक व अशाब्दिक संपषणातूरे एकत्रित अध्ययन करण्यासाठी वर्गवातावरण
खालीलग्रामणे असावे:—
भारतीय संस्कृतीमधील निस्वार्थीपणा, अपरिमाण यांचे संस्कार सहभागी अध्ययनातून करवावे.
1) भारतीय संस्कृतीमधील निर्वार्थीपणा, अपरिग्रह यांचे संस्कार सहभागी अध्ययनातून करावे.
2) वरून असावे समोरासमोर बैठककव्यवस्था असावी ज्यामध्ये शिक्षकही सामील असावा.
3) स्थानिक विषयावर भाषण अध्ययनातून देता आलेले पाहिजे.
4) समूह अध्ययन तसेच व्यक्तिगत अनुदेशनही असावे.पण स्पर्धीनसारखे ब्रिटिश येथे अपूर्ती भारताच्या पठद्वीने तणावरहित अध्यापन केले जात होते त्याचा वापर करावा.
5) समूहाच्या पर्यावरणाची आणि सांस्कृतिक संदर्भाशी निगडत गणी व कौशल्ये व्यावीत.

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<th>अध्ययन पद्दति</th>
</tr>
</thead>
<tbody>
<tr>
<td>१. लोक स्कूल सिल्कब्बुच, बंगलौर</td>
<td>अर्थव्यवस्था, कला, साहित्य</td>
<td>विज्ञान, संस्कृत, मानविक, विश्वात्।</td>
<td>१) व्यक्तिकार्य, २) पाणिकार्य ३) निर्देशन</td>
</tr>
<tr>
<td>२. लोक स्कूल रत्नागिरी</td>
<td>अर्थव्यवस्था, कला, साहित्य</td>
<td>संस्कृत, मानविक, विश्वात्।</td>
<td>विज्ञान, संस्कृत, मानविक, विश्वात्।</td>
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<td>३. लोक स्कूल रत्नागिरी</td>
<td>अर्थव्यवस्था, कला, साहित्य</td>
<td>संस्कृत, मानविक, विश्वात्।</td>
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</tr>
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<td>४. लोक स्कूल रत्नागिरी</td>
<td>अर्थव्यवस्था, कला, साहित्य</td>
<td>संस्कृत, मानविक, विश्वात्।</td>
<td>विज्ञान, संस्कृत, मानविक, विश्वात्।</td>
</tr>
</tbody>
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संस्कृतीमध्ये अध्ययनात शिक्षकाची जबाबदारी

१. प्रत्येक संस्कृतीविषयी व संस्कृतीमधील प्रत्येक घटकाविषयी शिक्षकाच्या मनात आदर असावा.
2. विद्याधृत्याच्या सांस्कृतिक पार्श्वभूमीचा व त्यातील भिन्नत्वाचा विचार करता शिक्षकाच्या अध्यापनातील उदाहरणमध्ये, दाखल्यामध्ये संदर्भांमध्ये विविधता असावी.

3. विविध संस्कृतीची ओलख व त्या समाजातील घटकांना शिक्षण देणारी लागणारी कौशल्ये क्षमता याचे शिक्षकांनी प्रशिक्षण घेतल्या पाहिजे.

4. विद्याधृत्याच्या सांस्कृतिक अभिव्यक्तीची (गीत, कविता, नाटक, संगीत, चित्रे) कुर्णबणा होणार नाही. या उलट त्याच्या मुक्त अभिव्यक्तीला वाव मिळेल असे वर्गवाचल शिक्षकांने तयार करावे.

समारोप

शिक्षणाच्या आधारात संस्कृतीचे संरक्षण, संवर्धन व संक्रमण ही कार्य होतात. आज जागतिकीकरणाच्या युगात जग जवळ आले आहे. एकाच वर्गात अनेक सांस्कृतिक पार्श्वभूमी असलेली मुळे शिकत आहेत. या सर्वची सांस्कृतिक वैशिष्ट्ये शिक्षकांनी लक्षात घेणे व त्यानुसार अध्यापन करणे क्रमशापत आहे. त्यामुळे संस्कृतीद्वारे अध्यापन हा विषय महत्वपूर्ण आहे.

संदर्भ —

दुनाखे अरविंद, देशपांडे लिला (२००६) प्रगत शैक्षणिक समाजशास्त्र, पुणे, नित्यनूतन प्रकाशन
tापकीर दत्तात्रय , तापकीर निर्मला (२००८) शिक्षणाचे तात्त्विक व समाजशास्त्रीय अधिष्ठान, पुणे, नित्य प्रकाशन