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Review Paper

Multicultural Education: A Holistic Approach towards Development of Globalized Society

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ABSTRACT

India is multicultural and emerging globalized society. Indian education system is secular and democratic value based. Indian culture is the culture of diversity. So it is not a particular culture but mixture of various cultures. To transmit this culture from generation to generation, the role of education is very important. So, Indian multicultural education is based on social justice, educational equity and respect for all thoughts. Multicultural education includes content integration, the knowledge and wisdom construction process, prejudice reduction, equity pedagogy and empowering school culture and social culture. Multicultural education acts as a way for students from different cultural groups to communicate and interact with each other. In the era of communication and globalization, the world has become 'a global village'. This global village is the melting pot of different cultures. So, 'international understanding' is the need of multicultural globalized society for which the concept of multicultural education should be allowed to flourish. The purpose of this research paper is to introduce people to multicultural education and to establish a global society in which people of different religion, different caste and different socio-economic status are involved.

Introduction

Multicultural education is a bunch of instructive procedures created to help educators as they react to the quickly changing socio-economics of their students. It furnishes students with information about the set of experiences, societies and contributions of various groups. It accepts that the society of the future is pluralistic. It draws experiences from a wide range of fields, including ethnic examinations and women's studies, and reconsiders material from related scholastic disciplines. We can define multicultural education under the following points: (1) It is a technique for incorporation, diversity, democracy, ability procurement, inquiry, critical thought, the value of perspective, and self-reflection. (2) This technique of teaching has been observed to be viable in advancing scholastic accomplishment among immigrant students. (3) And thus the reform movement has been ascribed to the transformation of schools.

Nature of multicultural education

Multicultural education is an education that underlines the most common way of developing a lifestyle that is deferential together, sincere and lenient toward cultural diversity that lives in a society with a significant degree of majority. With multicultural education, it is trusted that broad awareness and understanding will be acknowledged, which is showed in a lenient demeanor. If we talk about the nature of multicultural education, a portion of its elements are as following:-

- It comprises of democratic qualities like equity, freedom, fairness, and fraternity.
- Unity in diversity.
- Adjustment in the human and materialistic components.
- Technical and professional education.
- Scientific attitudes in everybody.

- Consideration of individual difference.
- Proper performance of abilities.
- To instill a sense of brotherhood.
- Transmission of good standards and values of various societies and customs.
- Getting acquainted with different types of civilization and culture.
- To make a peaceful and stable society without any discrimination.
- To socialize different cultures among students of different backgrounds.

Aims and objectives

The aims and objectives of multicultural education vary between scholastic thinkers and liberal political scholars. Educational philosophers contend for the conservation of minority group's way of life by promoting the advancement of children's independence and acquainting them with new and various thoughts. This type of openness assists youngsters with thinking all the more basically, just as urges them to have a more open mindset. Then again, political scholars advocate a model of multicultural education that ensures social activity. In this way, students are equipped with the essential information, qualities and abilities to take part in and participate in social changes that outcome in equity for in any case persecuted and rejected ethnic groups. Under a particularly model, educators go about as specialists of such change, advancing important democratic qualities and empowering students to act. There are numerous different advantages and goals of multicultural education, for example-

- Promote civic wellbeing
- Improve authentic historical records
- Raise the confidence of non-mainstream students
- Preserve culture and civilization of minority groups
- Foster youngsters' independence
- Promote civil rights and equity
- Enable students to succeed monetarily in a coordinated, multicultural world
- Increase the risk of bringing students of various religions and castes together on one platform

Multicultural education, in its optimal structure, should occur in a functioning and intentional design instead of a passive and casual approach. There are limitless ways of guaranteeing that a particularly educational approach is deliberate and effective. Variation and adjustment to the set up educational program fills in to act as an illustration of a way to deal with protects minority group's way of life. Brief affectability training, separate units on ethnic social occasions, and expanded regard for cases of predisposition, are instances of moderate methodology that are less inclined to yield long haul benefits for students. Multicultural education should go beyond autonomy, by presenting students to worldwide exclusivity, fostering deeper thinking and providing access to various practices, ideas and way of life. It is a course of social change and reconstruction of experiences. Establishing a comprehensive campus environment is challenging, yet it very well may be accomplished by creating a campus 'research facility for figuring out how to live and communicate inside a complicated world' and there is extraordinary individual compensation to be acquired from assisting with preparing students to make important contributions to that. Ramsay (1987) has given three objectives of multicultural education. As indicated by him, the principal objective of multicultural education is to construct positively individual gender, race, class and culture identity among youngsters just as to make their personality and respect in various groups. The subsequent objective is to foster such friendly relations in which there is a sensation of empathy, love and cooperation for each other. As per him, the third objective is to assist youngsters with becoming independent and critical critics of their family and social environment. As per Ramsay, the objective of multicultural education is to create in youngsters the characteristics important to live in an assorted social environment while as per Bank (2009) the primary objective of multicultural education is to work on the design of instructive/educational organizations. As per him, the structure of all schools and colleges must be changed so that all students can get equivalent chances of education. To satisfy this objective, they underline on getting sorted out the school as a mini society. Multicultural education crosses the limits of regionalism, lingualism and casteism and so forth. It asserts secularism, equity, quality and fraternity as the bone marrow of our current education system.

As multicultural education quickly moves into the mainstream of the 21st century, the current spotlight is on moving to an *"intercultural model that encourages an environment of consideration where individual and group differences are valued"*. Nonetheless, the underlying intensions of this model should not be neglected. At first, multicultural education was planned to uncover and teach the institutional prejudice that existed in the educational framework. Schools were, and were, for a long time closer to education from a singular historical point of view; fully intent on teaching a narrow student population what seems to have been lost with the introduction of multicultural education was the ideal result. At the time of these various independence movements, many looked to feature the absence of variety in the educational program by presenting socially assorted substance. The field of multicultural education can be condemned for getting some distance from its underlying analysis of prejudice in schooling and permitting superficial openness to cultures to turn into the standard in multicultural

education. UNESCO guidelines of intercultural training (2006) underscores need for the multicultural composition of classrooms as "it needs to concern the learning environment in general, just as different components of instructive cycles, for example, school life and decision making stage, teacher education and training, educational programs, dialects of guidance, showing strategies, and student interactions, and learning materials. This should be possible through the incorporation of various perspectives and voices. Multicultural education incorporates a few significant measurements. Practicing educators can utilize measurements as a way to incorporate culture into their classrooms.

Here five components of multicultural education are discussed:-

Content integration- It is worried about the degree to which educators use models and materials from various societies and cultures in their teaching.

Information development- Educators need to assist students with comprehension, examine and determine how understood social convictions, edges of reference, attitudes and biases within a discipline influence the manners by which information is built.

Prejudice reduction- This dimension focuses on the characteristics of students' racial attitudes and how they can be modified by teaching methods and materials.

Empowering school culture- Grouping and labeling practices, participation in sports, disparities in achievement and interactions across ethnic and racial lines of staff and students should be examined to create a school culture that empowers students of diverse racial, ethnic and gender.

Equality pedagogy- Equality pedagogy exists when teachers modify their teaching in a way that facilitates the academic achievement of students from diverse racial, cultural, gender and social-class groups. Multicultural education can be implemented at the macro level with programs and culture being implemented at the school-wide or district-wide level and also at the micro level by specialized teachers in their individual classrooms.

Another important consideration in applying multicultural education to the classroom is how deep multicultural ideas and perspectives are in the curriculum. There are four different approaches or levels of curriculum infusion. They are as following-

The contribution approach- This approach reflects the least amount of involvement in multicultural education approaches. This is incorporated by selecting books and activities that celebrate holidays, heroes and special events from various cultures. For example, 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- It is called the ethnic additive approach. It is a bit more involved from a contribution point of view, but still does not require any major restructuring of the curriculum. While this approach is often the first step toward a more multicultural curriculum, it is still too limited in that. It still presents the subject from a dominant perspective. Individuals or groups of people from marginalized groups in society are included in the curriculum, yet racial and cultural inequalities or oppression are not necessarily addressed.

Transformational approach- This approach needs to be drawn across multiple perspectives when discussing a topic. This approach is significantly more challenging to teach than the previous two. It requires a complete change of curriculum, and in some cases, a conscious effort is required on the part of the teacher to help them think, believe, and has been taught to teach.

Decision making and social action approach- This approach includes all the elements of a transformational approach, but it also challenges students to work towards bringing about social change. The goal of this approach is not only to make students aware of past and present injustice, but also to equip and empower them to become agents of change.

In looking for practical strategies for implementing multicultural education in the classroom, Andrews Miller offers several suggestions that may be helpful:-

- Know your students. Build relationships and learn about their backgrounds and cultures. Use art as a starting point in discussions of cultural and racial issues.
- Ask students to create a group class slang dictionary.
- Find places in your current curriculum to embed multicultural lessons, ideas and materials.
- Allow controversy. Open your class to a respectful discussion about race, culture and other differences.
- Find allies in your administration that will support your work.

The advantages of multicultural classroom

Since, the school is considered a small society; we will have to make efforts from the school level to make such education successful in a globalized society. In an ever-changing global scenario, it has become imperative to equip students with adequate exposure to be citizens of the future.

Here, a few benefits of multicultural classroom are discussed-

Exposes students to different cultures- One of the top reasons why a multicultural classroom is beneficial is because students are encouraged to learn about the cultural backgrounds of other students in a class. Students belonging to different religions get to know about different customs, festivals and living habits and also participate in all of them without any discrimination. Multicultural education acts as a way for students from different cultural groups to communicate and interact with each other. Students may distance themselves from other cultural groups because they do not know them well; they may not understand the background, histories, belief systems, or where differences and similarities exist. In this context, there is a strong likelihood of 'othering' creating an 'us and them' mentality- as the groups tend to keep unto themselves.

Fosters acceptance and tolerance in a learning environment- A multicultural education provides educational opportunities to learners from diverse ethnic cultural groups and social classes. It enables students to acquire skills and develop a positive attitude to communicate, interact and foster acceptance and tolerance with individuals from varied cultures to create a moral and civic community.

Teaches multiple perspectives- The multicultural classroom provides an opportunity for students from different cultures to bring their enormous range of experiences, knowledge, perspectives and insights to the classroom. Teachers are encouraged to incorporate learning experiences and content relevant to their personal cultural perspectives and heritage.

Encourage critical thinking- Students get the liberty to examine learning materials to identify potentially prejudicial or biased materials. Both teachers and students evaluate their own cultural assumptions and discuss how learning materials, teaching practices and school policies reflect cultural bias, and how they could be charged to eliminate bias.

Help to build an international network- Multicultural education increases positive relationships through achievement of common goals, respect, appreciation, and commitment to equality among the intellectuals at institutions of higher education. It decreases stereotyping and prejudice through direct contact and interactions among diverse individuals of the whole world. It renews vitality of society among the richness of the different cultures of its members and fosters development of a broader and more sophisticated view of the world. With multicultural education, we can know well about the culture, civilization, language of different countries, so that we will feel less problem in communicating with people at the international level and this will also strengthen the social and economic relations of India with other countries.

Conclusion

Talking about multiculturalism in education is identity, openness, cultural diversity and social transformation. Identity as one element in education presupposes that students and teachers are one individual or group that presents a particular culture in society. Multicultural education has the identity of personal attitudes and community groups because, with that identity, they interact and influence one another, including interactions between different cultures. Multicultural education is not a form of monocultural education, but an educational model that runs on the rails of diversity. Therefore, local identity or local culture that has diversity is a content that must exist in the curriculum of multicultural education. For the development of the globalized society, multicultural education must be included in the education from primary level to higher level so that the entire global society can move ahead on the path of progress by rising above the discrimination of castes, religions, races and languages.

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