

# THE ROLE OF MULTICULTURAL EDUCATION IN THE CURRENT SCENARIO

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## Abstract

*Multicultural education is an emerging discipline in our education system. The focus is on creating a common platform for educating the students from varied ethnicity, races, social classes and cultural backgrounds. The main objective of multicultural education is to equip the students with knowledge and certain skill sets which would help them interact and negotiate with people from diverse groups, and which would also create a civic and moral community that works for the common good. Education with a multicultural perspective encourages a deeper understanding of diverse cultures among the graduates, which opens up the door to endless opportunities in a global environment. However, the challenge for educators is to present an effective multicultural educational foundation through which students can learn to have an acceptance for each other. Today's highly competitive global economy demands a focus on students and their employability in a global environment. It has been commonly observed that students with an international travel experience are more comfortable and flexible while working in a multicultural global environment. In a global economy, these skills and competencies are increasingly sought by employers, and hence increases the employability of the students. Building a competency in a foreign language and regularly updating the skill sets would surely enhance the employability of individuals and help them explore more opportunities across the globe. Thus a multicultural education system can be directly correlated to better employability and overall personal development of an individual. The research objective of this study is to determine the emerging role of multicultural education in the current scenario to enhance employability.*

## 1. Introduction

Unlike most cultures, Indian Society is formed by the coming together of diverse cultures. Indian society thus gets an edge over other societies which are monocultures because its diversity brings in its wake the features of adaptability and ready absorption. One very integral part of the Indian Society is the Indian education system. If we retrace our steps back to the ancient times we arrive at the "gurukul paddhati" where students from diverse background would collect for holistic education. From the days of yore to the present we see that a comprehensive education system helps in all round development. In our society we are looking at the building of a person as a part of larger and much complex structure called the global world. Contemporary education theorists in India support the principle of Internationalism. Indian education system dates back to the *Upanishads* which align with transcendentalism which rises above all disparities for the larger cause of knowledge and enlightenment. So one could surmise that the *Vedanta* philosophy advocates internationalism in the present system of education.

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If one were to sift through the pages of history one could see travelers such as Hieun-Tsang and Fa Hien who were Chinese explorers who traveled all the way to India to study the Indian educational system, administration and societal set-up, and wrote extensive tracks. We must aspire for such curiosity and endeavor towards the attainment of knowledge. Such a process would promote peace, comprehensive knowledge, comparative education and a holistic perspective.

### 1.1 Meaning of Multi-Society

Multi-society incorporates worldwide skill, worldwide citizenship, cross-social capability, global fitness, intercultural viability, and intercultural affectability and so on. Sympathy, adaptability and cross-social cognizance are the components of intercultural fitness.

### 1.2 Meaning of Multicultural Education

Multicultural education is an accelerating methodology for converting education that comprehensively investigates and addresses current deficiencies, failings, and oppressive practices in training. It is grounded in beliefs of social equity, educational value, and a commitment to encourage instructive encounters in which all students achieve their full potential as learners and as socially cognizant in an international environment. Multicultural education recognizes that schools are vital to establish the framework for the change of social order and the end of mistreatment. The underlying objective of multicultural training is to influence social change. The pathway to this objective joins three strands of change: the conversion of self; the change of schools and educating; and the change of social order (Ford and Quinn 2010).

In that capacity multicultural competency is not an after effect of something, yet a continuous, singular interior methodology. A multi-culture enabled individual shows an expanded sensibility full of feeling, behavioral, adaptability and individual-focused correspondence. Accordingly, multicultural competency might be characterized as a development process where a distinctive technique regularly employed, information is enhanced to intercultural learning, demeanor and conduct.

## 2. Literature Survey

Educators are adjudged on the parameters of their qualification. However, such a premise is erroneous. The right approach would be to analyze their modes of instruction. This creates room for one quintessential question, namely, the students being given important, compelling chance to learn by adapting the ideal way of instructions/education. In the seeking of an answer to such a question, the instructor/educators/teacher must begin with self-analyses and introspection. He/She must understand the intricacies of the educational programs that he or she undertakes to teach. It is an educator's moral duty to initiate the students into the right attitude to approach their choice of discipline.

Dunn et al. (2009), give a couple of recommendations. They say, "It is imperative for educational projects to keep on exploring creative approaches to implant intercultural analysis into instructor, readiness to expand, the understudy, instructors' encounters with differences." They happen to make a proposal. They suggest that "staffs of education mean to guarantee that all instructor hopefuls join in field encounters that include **working** in neighborhoods with various populaces." Teachers must suggest, important steps to **better themselves as** instructors in multicultural training settings.

This view is consistent with Riskowski and Olbricht (2010), who wrote, with the changing face of today's classrooms, both in K-12 and higher education, there is a pressing requirement to address multiculturalism difference cognizance in the India." This is not something that will be simple or that will happen overnight.

Multicultural written works might be utilized as a device to expand a scholars's thinking ability. It serves to fortify a comprehension of assorted qualities in the classroom and to manufacture a comprehension of and admiration for individuals from different societies. Likewise, multicultural expositive expression might be utilized to analyze bigotry (Gretchen and Jacqueline). Written works are a capable instrument to debilitate and break up prejudice.

### **3. Objectives**

The objectives of this study are as follow:

- To understand the scenario of multicultural education in India
- To assess the principles and advantages for successful implementation of multicultural education
- To draw meaningful conclusions and offer necessary suggestions to implement multicultural education

### **4. Research Methodology**

The research methodology that has been adopted for the purpose of the study is basically dependent on secondary research. Sources of secondary data would primarily be Internet journals, newspapers, database available in library, catalogues, and presentations.

### **5. Findings**

#### **5.1 Role of Multicultural Education**

In a global world it is inconceivable to function effectively in a complex world-wide economy with a mono-cultural and mono-lingual base. Global movement and portability are attributes required of an individual and is symptomatic of the age we are living in. Government, business and group pioneers recognize the necessity of intercultural proficiency, competency in English and professional capabilities.

The plan of multicultural educational module is to append constructive sentiments for multicultural encounters so that every individual feels integrated and esteemed, and is benevolent and deferential to individuals from other ethnic and social gatherings (Deardorff).

#### **5.2 Merits of Multicultural Education**

- A great thought and comprehension of oneself
- The capability to discern and comprehend different, at times clashing, social and national interpretations of different occasions, qualities, and conduct
- The capability to settle on choices dependent upon a multicultural investigation and combination
- An open mind in the addressal of issues
- Understanding the procedure of stereotyping, a low level of stereotypical consideration, pride in self and admiration for all groups of people

### 5.3 Purpose of Multicultural Education

- To improve a multicultural view in students and upgrade their employability
- Understanding of the procedure of stereotyping, a low level of stereotypical considering, pride in self and admiration for all groups of people.
- Areas in an instructive setting in which multicultural education is actualized in books and educational materials, educational module and direction, educator conduct, and school atmosphere (Higbee, Schultz, and Goff, 2010).

Multicultural education helps learners distinguish mistreatment and segregation. Students learn about their roles as agents of social change. Such a classification might overlap and teachers will have to negotiate their methodology in accordance.

### 5.4 Lessons from Multicultural Education Research

This research recognizes five key elements in the training of a multicultural populace: Teachers' convictions about students, educational programme substance and materials, instructional methodologies, instructive settings, and educator instruction. However, most establishments are not yet ready to actualize multicultural education in their classrooms. Educators must be cognizant and, responsive to the various convictions, points of view and encounters. They must be ready to address issues of contention. These issues, however are not restricted to prejudice, sexism, religious narrow mindedness, classism, ageism, and so forth.

Educating with multicultural viewpoint advertises youngsters' feeling of uniqueness of their own society, which they herald as a positive trademark and empower them to acknowledge the uniqueness of other societies.

### 5.5 The Worldwide Perspective of Multicultural Training

Underneath are the objectives of the worldwide viewpoint of multicultural education :

Goal 1: To improve core values

- Responsibility to the neighborhood around the globe
- Reverence to the earth
- Acceptance and valuation of socially different qualities
- Respect for human nobility

Goal 2: To improve different but authentic points of view

Goal 3: To bring about social cognizance and intercultural fitness

Goal 4: To battle prejudice, sexism, different manifestations of bias and separation; furthermore, to construct social activity aptitudes

Goal 5: To build cognizance of the state of the planet and worldwide mobility.

### 5.6 Hurdles in Implementation of Multicultural Education

The present training framework displays a few setbacks to the execution of multicultural education, for example :

- Multicultural training is not a significant part of the general educational program.
- Teachers and instructors do not have an estimate of the importance of multicultural training.

### 6. Suggestions

- Few of private institutions are offering add-on courses which help trainees in learning different languages, and it ought to be obligatory in the main curriculum.
- Professional improvement projects might help educators comprehend the intricate features of distinctive assemblies of youngsters in a social order and how race, ethnicity, dialect, and social class impact the conduct of the trainees.
- Educational organizations must guarantee an evenhanded chance to all people to take in and to meet elevated expectations.
- The educational program must help people comprehend that learning is a socially built-in factor and reflects the social, political, and monetary settings in which an individual lives and works.
- Educational frameworks should energize support of people in additional curricular exercises that advance learning, aptitudes, and disposition that expand scholastic accomplishment and encourage constructive inter-racial relationships.
- Institutes may as well make cross-cutting assembly participations keeping in mind the end goal to enhance intergroup relations.
- Teachers can utilize numerous socially delicate systems to survey complex cognitive and social aptitudes.

### 7. Conclusion

Multicultural education is a methodology to discover and showcase equitable qualities which certify social pluralism inside a socially associated planet. This rule permits the worldwide viewpoint of multicultural education to amplify past value teaching method as the best way to balance issues that have been raised by the absorption point of view.

Today we live in a seamless world, and a consciousness of a collaborative effort to address global issues of environment, atomic weapons, terrorism, human rights, and rare national assets, organizations of a higher education requirement to grasp the significance of multicultural training has been raised. This reinforces the need for a multicultural education program that brings about a deference. It is perhaps the need of the hour to understand global diversity in order to sustain the world.

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