

# Multicultural Educational System: A Practical Approach to Healthy Global Society

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## Abstract

The current paper aims at casting and shedding new lights on the importance of multiculturalism in education to construct a healthy global society. Multiculturalism is a method of teaching which encourages important ideologies such as integrity in diversity, democratic environment among the students, feeling of respect, and the most important thing is enabling critical thinking in students. Pluralism in classrooms assists students to bring forth their own perspective, on the basis of their culture and nation ethnicity, related to the different topics discussed in classrooms. This type of healthy discussions help in development of self confidence among the students. This research is very beneficial for the students as well as for the teachers because, in this research paper multiculturalism, in the context of education, will be discussed from both of the point of views of students and of teachers, this paper analyzes at the resonance learning about the cultures of others, different ethnic groups, and race assist the students to develop the critical thinking, analytical mind and decision making among the students.

The purpose of this research is to open new ways of learning for the students and teachers inside and outside the class rooms. This is a qualitative research, in which a survey method is used through questionnaires that been distributed among the students of different courses, after collecting various responses from the students SPSS is used for analyses the data.

**Keywords:** Multiculturalism, Education, Learning, student, teacher, multicultural societies, bilingual, literary, Global Society

## 1.Introduction:

Generally multicultural societies came into existence in early nineteenth century but, as a literary term multiculturalism was first used in 1960s. (H L Gates 1993) Simply multiculturalism not only connotes the relationship between the cultures of two countries but it shadows at the culture of more than two countries also. In general, it is seen that in every nation, despite the diversity in society, most people tend to live rather in an

isolated territories, away from those people who are racially, socially, and culturally different from them while Individuals from the same indigenous live in close locality with one another, making basically one race or ethnic group and regional clusters. The population also seen to be separated on the basis of economic levels, as a result the members of the different classes such as middle, upper, and lower do not interact with each other. Although in recent years major population is living in a multicultural environment yet the divisions

between different groups are increasing instead of decreasing. Many researcher found that this gap between the people can be diminished by beginning the multicultural education. According to R.L Alecio (1996) school environment can be improved by multicultural education, from a sociopolitical stance Alecio put his points of views by comparing bilingual and multicultural education.

### 1.1 Background to the study:

In a multicultural society many cultures coexist in a specific area without any dominion culture, generally multiculturalism strives for overcoming the nationalism, racism, sexism, and other forms of discrimination. Multicultural education is not a short term program but it is a long on- going practice which can be initiated by the teachers in class rooms, so that an environment of respect, love, and a good understanding could be created. Pluralism believes that acceptance of other cultures and beliefs make the critical thinking of people more rich and polished compare to those who live in a bilingual society (Sleeter, 2000), in context of academic system, multicultural education is not possible until and unless teachers are interested and involved to erase the gap between two different race and ethnicity, because, the topics that are discussed in class might be local, or of national interest but these are discussed in international perspective, where only a teacher can creat positive attitude of seeing the things among the students. In multicultural education language, gender, religion, and color doesn't have any existence, moreover, all students get similar respect, and opportunity. Under multicultural education practice immigrants and native get same importance, and no partiality is treated on the basis of nationalities,color, and race, which creates a healthy environment in class rooms among the students and this environment assists the students for inventive and critical thinking with a healthy competition among each other.

According to Dr. James A. Bank (1998: 138):

*In my work with teachers, I discovered that many conceived of multicultural education as primarily content integration. A few years ago, I gave a presentation on multicultural education at a school. A math teacher told me, "What you stated is good for social studies, but it has nothing to do with me."*

On his turn NEA Today ( 1998:2) states that: *A new stage in the construction of knowledge is reached when instructors assist students in uncovering the underlying cultural assumptions, frames of reference, and perspectives inherent in the discipline they are teaching.*

According to Rafel Lara Alecio (ibid: 4): *Multicultural education is not a specific educational program, rather , multicultural education permeates the environment of the entire school and classroom.*

### 1.2 Statement of the Problem:

There are some particular groups who think they have right to dominant over the others , they think themselves superior in terms of their color, language, and nationality. (Gresson, 2004). It went on extremes when immigration of people became the demand of the day, and people started moving from one place to another to find jobs, education and sometimes for other several reasons, however, they faced a lot of difficulties to prove themselves. Not only students, teachers, writers, doctors, engineers, but everyone, even common people also confronted the same challenges to live a simple life. They felt marginalized among natives, and they were ignored by the dominant groups, and thought good for nothing. when this cruelty reached at the peak , a wave of improvement raised to solve these problems which later on termed multiculturalism or pluralism.

### 1.3 Objective of the Research

The research aims at:

- (1) Launching new platforms in education system to make it smoother for upcoming generations.
- (2) A growing interest, both within and outside of the classroom, in learning about the various traditional cultures of people from other backgrounds.
- (3) To alleviate anxiety for connecting to other regionals and nationals who have different color, language and culture.

### 1.4 Questions of the Research

In order to accomplish the aforementioned predetermined goals, the following research questions are posed:

1. In order to create a healthy global society, how might intercultural education help?

2. How well-informed are students and instructors about the importance of multiculturalism?

### **1.6 Research Methodology:**

#### **Participants**

Students from various colleges, universities, and other educational institutions were recruited for this study's participants. Only students majoring in translation or English as a Global Language comprised the study's intended audience. Approximately 500 people from all across the world have signed up to participate in the data sample via Google Forms. These people were chosen at random for this study.

#### **Instrument**

The questionnaires were employed in the current research. Approximately 500 questionnaires were used for the evaluation, which was sufficient for generating a good response.

#### **Procedures**

First, the dean of the college granted permission for the study. The lecturers notified the students of the study and asked for their permission, as well as reiterating that their participation would not influence their marks. Student consent surveys were administered in a group with sufficient instructions, but no special time was allocated for this.

Secondly a google form survey was distributed through email, whatsapp and linkedin, facebook and other social media worldwide.

## **2. Literature Review**

### **2.1 The concept of Multicultural Education:**

The term "multiculturalism" was first coined to assist students and instructors in dealing with the influx of newcomers, which was causing a wide range of challenges to arise both in and out of the classroom. A shift in educational methods was urgently required because of the wide range of people represented in the community. Multiculturalism teaches students about the history, ethnicity, cultures, and

achievements of people from all around the world, both ancient and contemporary. Students from various backgrounds are more likely to succeed academically when they are exposed to a more multicultural educational environment. To improve education, multiculturalism is seen as a positive influence on everything from administrative practices to course content to student-teacher relationships to assessment methods. Furthermore, Meira Levinson (2010) notes that social justice and actual equality have been the subject of a significant amount of inquiry in recent years (Levinson, 2010, p. 433). studies on multicultural education and the changing nature of multiculturalism, as well as Joe Kincheloe and Shirley Steinberg's *Changing Multiculturalism* (both 1997).

### **2.1.1 Multicultural Education in Classrooms:**

Because of classrooms' pluralism, there are a number of possible solutions that can be implemented. Teaching students about other cultures and groups can help them develop a sense of self-worth and self-awareness in their own lives. Students who are exposed to a diverse range of cultures in the classroom are more likely to develop an open mind and a thirst for knowledge. When students and teachers of various ethnicities, cultures, races, and genders regularly interact, they are better able to cultivate a welcoming environment at their educational institution.

#### **2.1.1.1 Multicultural Instruction and Practices:**

Since it has been noticed that every student has their own unique approach to learning, it stands to reason that if teachers implement multicultural teaching strategies in the classroom, it may be beneficial for the students to achieve greater levels of academic achievement. It is not appropriate for teachers to force their particular ways of learning on their pupils; rather, teachers should encourage independent study and provide students the freedom to complete their assignments in whatever manner best suits them. It is the job of teachers to include a wide range of subjects and intercultural ideas from many different societies and ethnic groups in the curriculum.

### 2.1.1.2 Multicultural approaches to curriculum infusion:

There are likely a variety of ways to go about putting together a curriculum in such a way that it would be beneficial to get multicultural education off the ground. In his article titled "Changing Multiculturalism" (1997, by Joe Kincheloe), Kincheloe writes about the various approaches to multicultural education. The first and most beneficial approach is the ethnic colorant approach, in which teachers can add a topic of discussion from the racial marginalized group rather than the dominant one. This would be beneficial in that it would provide equality for the students, and people of marginalized backgrounds and immigrants would experience a sense of self-respect in the classroom. Another approach is the decision-making approach, in which teachers select a historical topic to discuss, after which they ask each student what they would do in response to the event. This method gives students the confidence they need to make decisions regarding social issues.

### 2.2 Previous Studies

Since people started immigrating from one country to another, classrooms were filled with different populations, which had an effect on the studies of students, multicultural education was the best option to start to avoid the problems related to plurality in class rooms. Previous researchers have documented that the

popular methodology for learning things depends on the environment of class rooms (Bill and Athena Steen: 22, ii). According to Robert K. Fullinwider (2003 ii), there are a variety of teaching styles. He refers to this plurality as "cultural distinction." According to him, students of color feel more uneasy in white-dominated classrooms, and the majority of the time, they fall behind because of their perception that they are less capable than the dominant one. A multicultural education has proven to be a blessing for underrepresented races by giving them the opportunity to express their points of view on all of the topics that are covered in classrooms.

### 3.Data Analysis

In order to get the result, data is analyzed using SPSS (statistical package for social science) version 16. Pie diagram is used to show the result.

#### 3.1Result and discussion of findings

The examination of the questionnaire in full Figure 1 shows that seventy percent of the students out of the forty-five participants who answered the questionnaire were in favor of receiving multicultural education in the classroom. On the other hand, 30% of the participants had a negative view of multicultural education and said they would rather learn about bilingual topics and concepts than multicultural ones.

Figure 1:

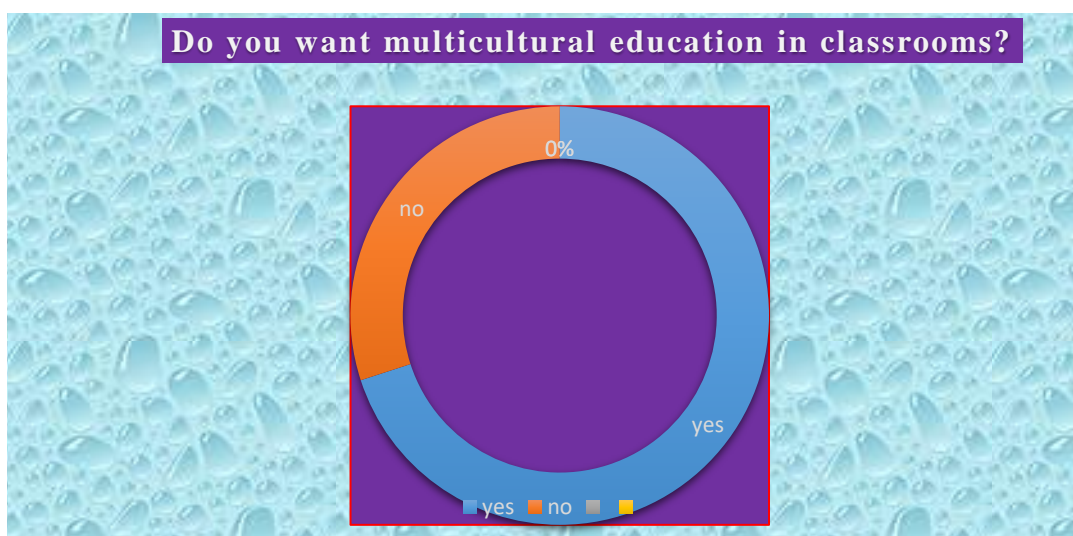


Figure 2:

The results of the analysis of the questionnaire are presented in Figure 2, which shows that thirty percent of the students out of approximately five hundred participants who answered the questionnaire were in agreement that some

teachers impose their own ideas on them. Seventy percent of the participants, on the other hand, didn't agree with the statement. They pointed to the fact that their teachers are open-minded and that they are allowed to give their own opinions on everything that is talked about in class.

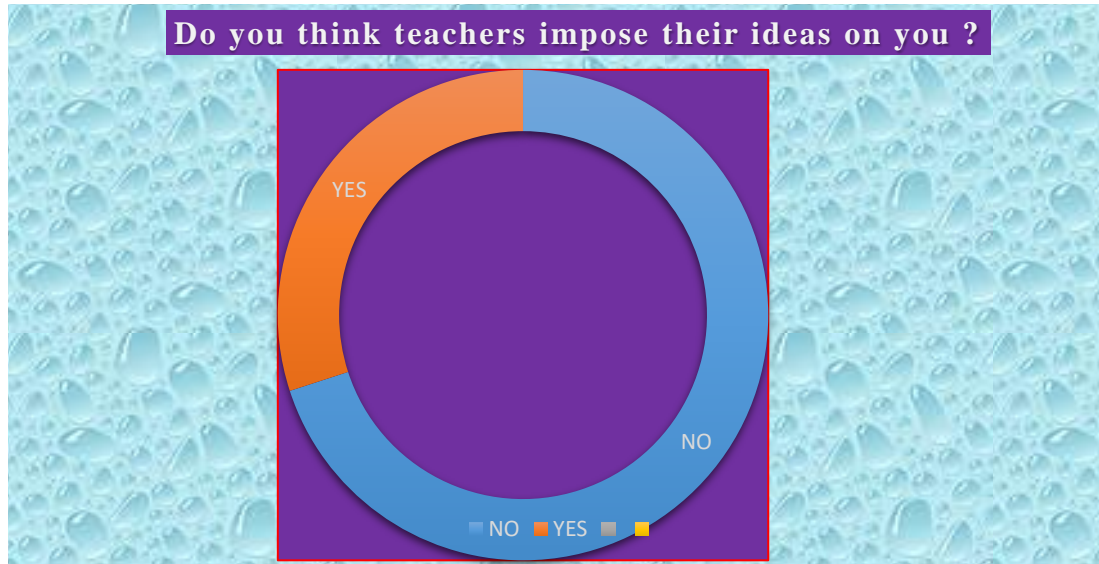


Figure 3:

The examination of the questionnaire in full Figure 3 shows that sixty percent of the students out of the participants who answered the questionnaire were in agreement with the statement that equity pedagogy will help

society to remove partiality based on race and color. Thirty percent of the participants disagreed, claiming that applying multicultural education in classrooms would not eliminate bias. The remaining ten percent of students weren't interested in giving the answer.

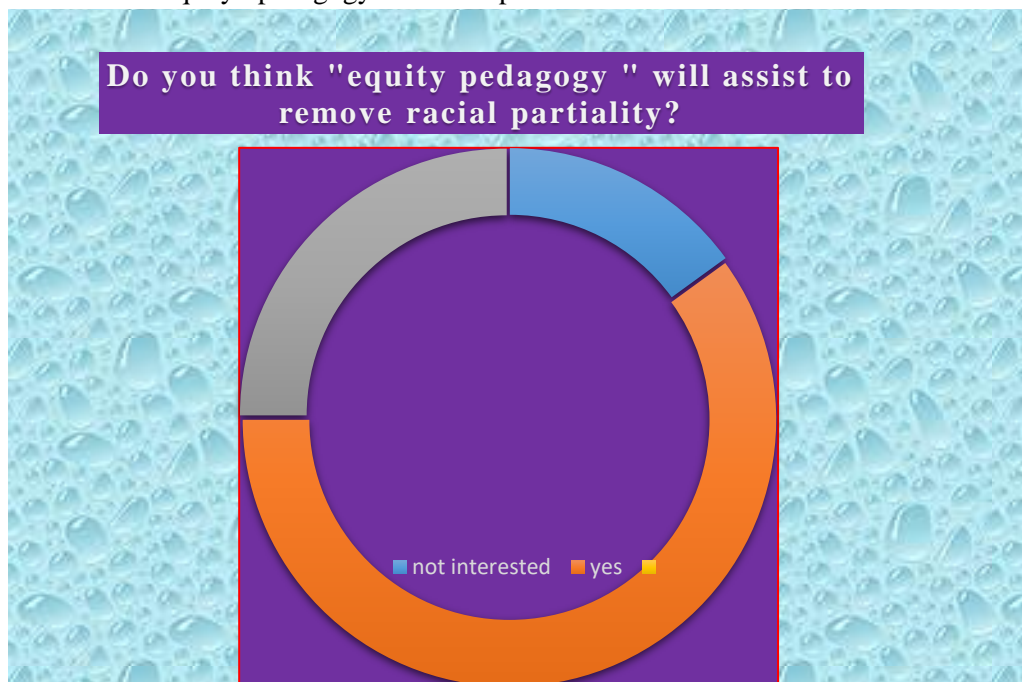


Figure 4:

The results of the analysis of question four, which asked respondents whether they believed their perspectives and ideologies were superior to those of other students in the classroom, are presented in figure four. Students were surprised by this question. Forty-five percent of

students who participated in the survey and gave an answer found themselves in agreement with the statement that their perspectives and ideologies are superior to those of others, while twenty percent of respondents found themselves disagreeing with this statement. The remaining thirty-five percent of students weren't interested in providing an answer.

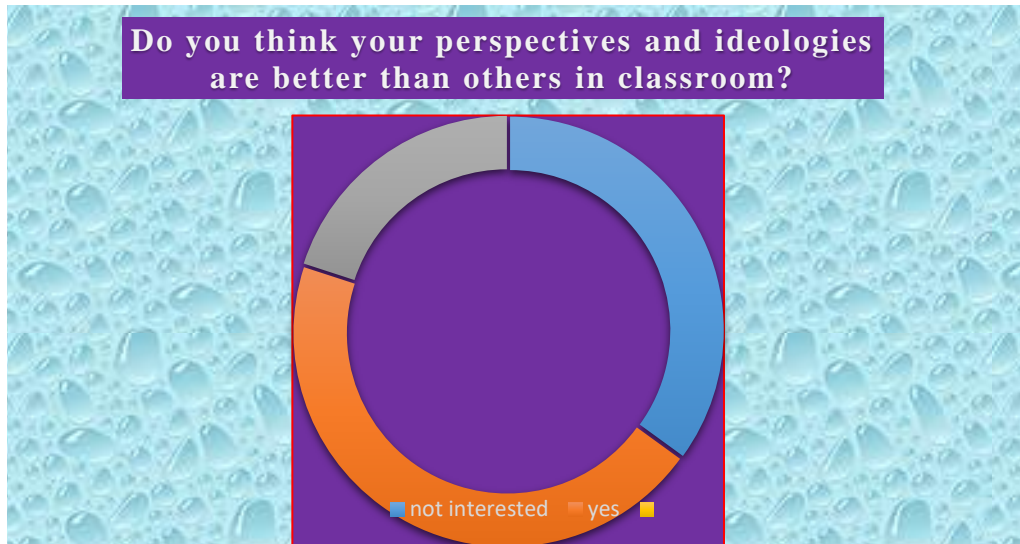


Figure 5:

The results of the survey question number five, which inquired as to whether or not respondents favored culturally diverse classroom settings are presented in figure 5. Students were uninterested in giving an answer to this question. Thirty-five percent of the students out of the 45 participants

who answered the questionnaire were interested in studying in a culturally diverse classroom, while ten percent of the participants were against the idea and said they only wanted to study with people from their own country. The remaining fifty-five percent of students were not interested in giving an answer to this question.

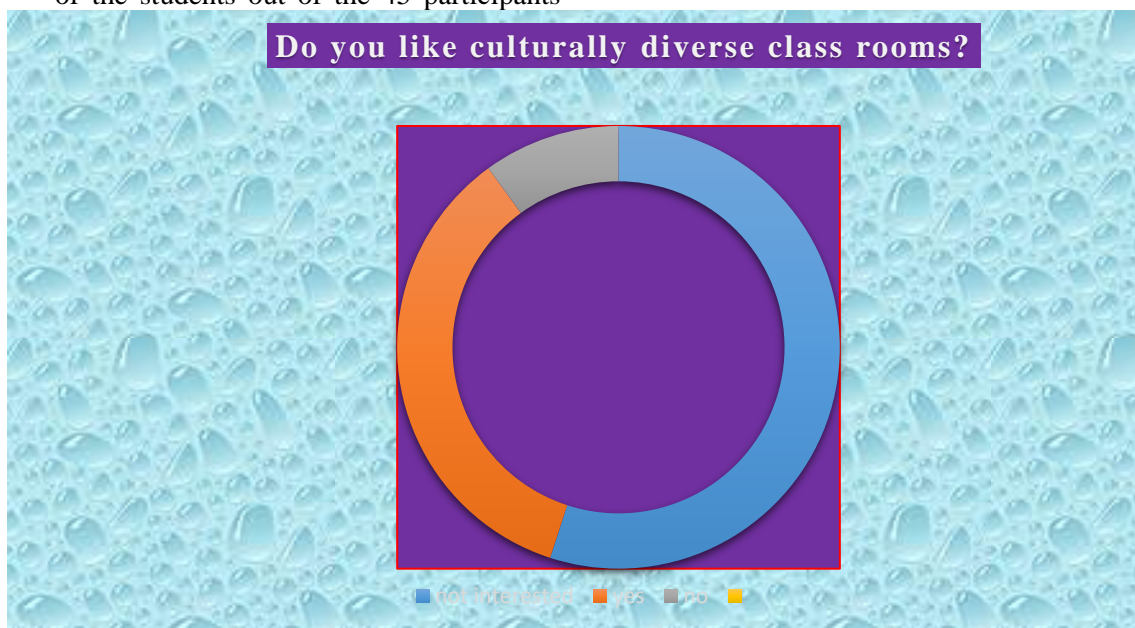
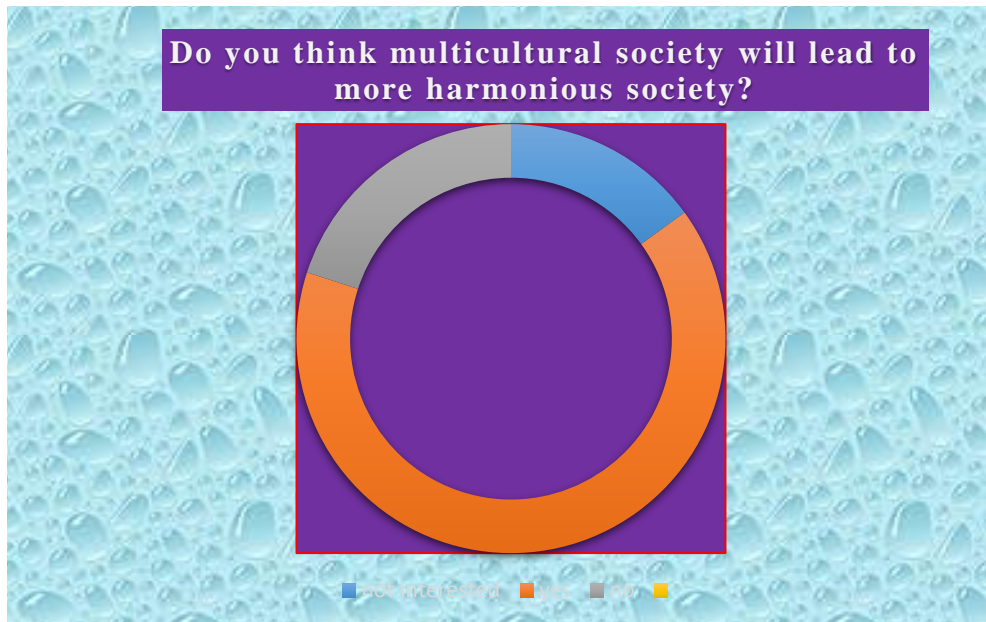


Figure 6:

65 percent of respondents gave a positive response to the question "Do you think multicultural society will lead to a more harmonious society?" (Figure 6), indicating that they were interested in living in a society where people of different cultures and groups abided by the rules. Twenty percent of the participants gave a negative response, indicating that they preferred the closeness of their race only to multi-cultural education, and the remaining fifteen percent of students were uninterested in giving an answer.



#### 4. Conclusion:

##### 4.1 Major Findings of the Research

To summarize, it can be stated that multicultural education is a blessing for all students for the future when the world will be getting smaller because of technological developments. This statement can be made because the world will be getting smaller. Multiculturalism has the potential to help the minds of the next generation get used to pluralism if it is used during the early stages of education.

##### Suggestions and Recommendations:

##### 4.3 Recommendations for Further Research

Based on the findings of this study, it is recommended that both students and teachers make an effort to reap the benefits of multicultural education in order to understand and make an effort to understand the perspectives of each other in the welcoming environment of classrooms. The teacher is the most important and unavoidable factor in cultivating a positive attitude among the students. Consequently, it is the duty of the

teachers to pay closer attention when interacting with students who come from a variety of cultural backgrounds and social groups. Before entering the classrooms, teachers should double check the content that will be covered in the lessons. The curriculum should not include anything that could possibly make a student feel uncomfortable or upset in any way. Learning can benefit from an appreciation of multiple cultures.

How to cultivate relationships and a sense of brotherhood among the student body

- a. A discussion on how to approach the sensitive topics of cultural and racial discrimination.
- b. How to instill in the students a strong sense of the collective responsibility that is theirs.
- c. Incorporate multicultural concepts, lessons, and content into the overall curriculum.
- d. Maintain an open mind when it comes to discussions of different cultures and races.

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