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SUMMARY, CONCLUSIONS AND SUGGESTIONS

6.1 THE STUDY IN RETROSPECT

The present study is entitled *Dimensions of multicultural education reflected in the revised CBSE English curricula with special reference to the instructional materials of Class XI and XII.*

6.1.1 Objectives of the Study

The study had the following main objective in view:

- To find out the dimension of multicultural education reflected in the revised CBSE English curricula with special reference to the instructional materials of Class XI and XII.

In order to achieve the main objective the investigator moved on with the following specific objectives:

1. To find out the extent to which the content integrated in English language textbook of Class XI and XII of CBSE curricula of senior secondary level includes materials, concepts and values from a variety of cultures.

2. To find out how far the content in the English instructional materials of Class XI and XII of CBSE curricula aids in knowledge construction.

3. To find out how far the content in the English instructional materials of Class XI and XII of CBSE curricula aids in prejudice reduction.
4. To find out how far the English instructional materials of Class XI and XII of CBSE curricula help in promoting equity pedagogy.

5. To find out the opinions of teachers about the multicultural dimensions (content integration, knowledge construction, equity pedagogy and prejudice reduction) reflected in the CBSE English language textbooks of Class XI and XII.

6. To find out the opinions of teachers on whether their school have an empowering school culture.

7. To find out the opinions of students about the multicultural dimensions (content integration, knowledge construction, equity pedagogy and prejudice reduction) reflected in the CBSE English language textbooks of Class XI and XII.

8. To find out the opinions of students on whether their school have empowering school culture.

6.1.2 Method

The main purpose of the study was to conduct an enquiry into the dimensions of multicultural education reflected in the English language textbooks of CBSE Class XI and XII. Two types of Document Analysis were done – Discourse analysis and Content analysis of the textbooks.

Normative survey was done to collect data from teachers and students to find out how far the text was multicultural and how far the school culture aid in promoting multicultural education.
6.1.3 Sample Selected for the study

i. 60 Senior Secondary School Teachers in English Language who are teaching in Class XI and XII from Thiruvananthapuram district.

ii. 406 Class XI and XII Senior Secondary School Students in CBSE schools.

6.1.4 Tools and Material Used

The tools used for the present study were:

(i) **Multicultural Index** for analyzing the multicultural dimensions in the English language textbooks of class XI and XII.

(ii) **Evaluation Schedule for Subject experts**

(iii) **Opinionnaire for the Senior Secondary School Teachers** to find out the opinions regarding the multicultural dimensions reflected in the CBSE English language textbooks of Class XI and XII.

(iv) **Opinionnaire for the Senior Secondary School Students** to find out the regarding the multicultural dimensions reflected in the CBSE English language textbooks of Class XI and XII.

The materials used for the present study were:

Four English language textbooks followed in the CBSE schools of Kerala, namely, **Hornbill** (Textbook for class XI), **Snapshots** (Supplementary Reader for class XI), **Flamingo** (Textbook for class XII), and **Vistas** (Supplementary Reader for class XII).
6.1.5 Procedure

Document Analysis (which included discourse analysis and content analysis) was done by the investigator through a critical reading of the English textbook of Class XI and XII using a Multicultural index which was already evaluated by subject experts. Opinionnaires were administered to teachers and students to collect data regarding the dimensions of multicultural education reflected in CBSE English language textbook of Class XI and XII. Statistical techniques used were computation of means, standard deviations and percentage analysis.

6.2 FINDINGS AND CONCLUSIONS OF THE STUDY

The investigator’s analysis of the English language textbooks was to find out to what extent the lessons, its vocabulary, illustrations and exercises integrated in the textbooks reflected multicultural dimensions, namely, content integration, knowledge construction, prejudice reduction and equity pedagogy.

The prose and poems were looked for its theme, story line, authors, Indian representation in the book, values reflected and whether characters in any of the lessons can become role models for the adolescents reading the textbooks. The vocabulary used in the narration, the illustrations in the lessons, and their respective exercises were looked into for its role in knowledge construction. They were checked to see if they reflect bias or stereotyping, and whether they help in reducing prejudice.

The exercises were also checked for its role in guiding critical thinking (skills) in students. Investigator’s analysis of the textbooks has been verified with the opinion of
the teachers and students of Class XI and XII of CBSE schools. Their opinions regarding the school culture was also collected.

The findings that emerged from the study and the conclusions reached are noted below:

The English language text books in Class XI and Class XII in CBSE consists of Hornbill (Class XI) and Flamingo (Class XII), the core readers, and Snapshots (Class XI) and Vistas (Class XII), the supplementary readers. Hornbill (Class XI) has a section on reading skills which has 8 prose lessons and 5 poems and in writing skills section, Flamingo (Class XII) has 8 prose lessons and 6 poems, Snapshots (Class XI) has 7 prose lessons and a poem, and Vistas (Class XII) has 8 prose lessons. The investigator’s analysis of the content/documents revealed that:

1. The textbooks have adequate representation of Indian authors whose narration is set in Indian background which would encourage students to value their cultural heritage.

Acquainting students’ with the various cultures of the multicultural India is as important as gaining information of foreign cultures. This would encourage students to value their cultural heritage. ‘Including reading material that embraces students’ cultural backgrounds leads to increased self-esteem and greater receptiveness to learning (Agosto, 2007). It would also help the students to value and retain their cultural identity and develop more positive ethnic attitude.

Three Indian authors, Khushwant Singh, Nani Palkiwala and Jayant Narlikar appear in Hornbill (Class XI) and Masti Venkatesha Iyengar, Amitav Ghosh and Vikram
Seth in Snapshots (Class XI). In Class XII English language textbooks, there are lessons by Anees Jung (Flamingo), Asokamitran (Flamingo), Kalki (Vistas), Tishani Doshi (Vistas) and, Bama (Vistas). All the lessons except Palkiwala’s *The ailing planet: The green movement’s role* and Doshi’s *Journey to the end of the earth*, which contains message of global importance, have stories based on the Indian context. The CBSE English language textbooks of Class XI and XII thus make adequate representation of Indian authors.

2. The presence of varied socially and globally relevant themes makes the textbooks multicultural.

Multicultural literature should acquaint the students with the social realities, cultural and global issues. Many of the short stories, scientific articles, poems and plays have universal/socially relevant themes. Palkiwala’s *The ailing planet: The green movement’s role* and Doshi’s *Journey to the end of the earth* is a call to save the earth which is a **global issue** of great importance. Hill’s *On the Face of it* tells the story of the disabled. Daudet’s *The Last Lesson* (Flamingo, Class XII), Minco’s *The Address* and Pearl S. Buck’s *The Enemy* have **war related themes** which reminds the readers of the loss and pain it creates. Saroyan’s *The summer of the beautiful white horse* and Ghosh’s *The Ghat of the only world* (Snapshots, Class XI) are on the **life of immigrants**.

Questions regarding acceptance of the **ethnically and culturally different** are raised in Updike’s *Should wizard hit mommy*, Bama’s *We too are human beings* and Zitkala-Sa’s *The cutting of my long hair* (Vistas, Class XII). Jung’s *Lost Spring* (Flamingo,
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Class XII) discusses the sensitive issue of child labour, their life in the streets and slum, and Spender’s An elementary school classroom in a slum depicts the drab school life of children in slum. Pringle’s Albert Einstein at school of the (Snapshots, Class XI) motivates the readers to think about how true education should be. The position of a married woman at home is questioned by Priestley in his play Mother’s Day (Snapshots, Class XI) and Adreinne Rich in her poem Aunt Jennifer’s Tigers (Flamingo, Class XII).

Some lessons have women oriented themes. Bama in We too are human beings (Memories of childhood, Vistas), Zitkala-Sa in The cutting of my long hair (Memories of childhood, Vistas) are two real life characters who fought against the social inequalities. While Bama talks about how she tried to overcome her situation, Zitkala – Sa just talks about her distress at her situation. When presenting only an episode from the autobiography of a person who fought against odds, it would be better to give how she overcame it, as it would inspire the adolescent readers.

The little Jo in Should wizard hit mommy? (Vistas) with her innocence makes the reader think about the issues discussed in the lesson. The highly imaginative adolescent Sophie and her realistic friend Jansie in Going Places, the sweet natured Edla Willmansson in The rattrap, the mother and daughter in My mother at sixty and the submissive Aunt Jennifer in Aunt Jennifer’s tigers are some of the interesting characters in Flamingo. Hornbill has only one lesson with woman oriented theme - The portrait of a lady by Khushwant Singh. The strong Mrs. Fitzgerald and the docile Mrs. Pearson in Mother’s Day (Snapshots) makes the readers think about the
role of women. Another lesson in snapshots which has women as central role is *The Address*.

3. **The textbooks have lessons whose central figures can be role models for the students.**

Every child needs to get to know heroes/heroines demonstrating “values worth imitating and characters worth modeling” (Zambo & Brozo, 2009, p. 9). One of the most important roles of literature taught in schools is to provide positive role models to the students which would guide them to shape their patterns of behaviour. Teaching about world famous personalities is important as their concepts, ideas, beliefs, how they view the world and their strategies to overcome impediments has great bearing on adolescent readers. Excerpts from *lives of famous personalities* Gandhiji in *Indigo* (Flamingo, Class XII) and William Douglas in *Deep Water* (Flamingo, Class XII) are truly inspiring. Bama’s story of the girl (herself) in *Memories of childhood* (Vistas), *breaking the bondage set by caste system through education* is very relevant in modern India which still has issues on caste system in many regions. The concepts, ideas, beliefs, how they view the world and their strategies to overcome impediments have great bearing on adolescent readers. The *professionalism and humane* feelings shown by Andrew (*Birth*, Snapshots, Class XI) and Dr. Sadao Hoki (*The Enemy*, Vistas, Class XII) will surely *motivate the adolescent readers*. These strong characters who face adversity with courage and never forget their responsibility as human beings show the readers “images of who they can become” (Zambo, 2007, p. 124). This would help in developing personal values.
4. The different perspectives, inclusion of works of different authors and varied story lines make the lessons integrated multicultural.

A photograph, Childhood, Father to son, My mother at sixty and The portrait of a lady explore a range of emotions between the parent and child. The adventurous stories We’re not afraid to die... if we can all be together, The Adventure and The third level; humorous plays and short stories such as The Browning Version Evan tries an O-Level, Ranga’s marriage, Mother’s Day; the philosophical poem Keeping Quiet, the fairy tale story The rattrap; the informative The interview, The landscape of the soul; the story on adolescent nature of fantasising and hero worshipping Going Places; political satires The Tiger king and The melon city - all the varied themes makes the textbooks interesting. The stories on the underprivileged such as women, the handicapped, emigrants, and the socially disadvantaged make the textbook multicultural. The narrations unveil the different perspectives of the authors and at times their characters which broadening the perspective of the students.

5. Relevant themes on culture and citizenship could have been included instead of repeating the themes

The repetition of themes in two instances of Class XI and XII textbooks is a drawback. The Adventure by Jayant Narlikar (Class XI) and The Third Level by Jack Finney (Class XII) are scientific fantasies which deals with the protagonists’ journey back in time. The Birth by A.J.Cronin (Class XI) and The Enemy by Pearl S. Buck are about doctors and their professional ethics. Instead of repetition, new relevant
themes should have been included which would promote a greater understanding among cultures and provide insight into the meaning of citizenship.

6. There is an instance of inaccuracy evident in a lesson

Accuracy of the illustrations is very important in a textbook as it will make the narration more authentic. In My Mother at Sixty (Flamingo, Class XII) the poet, Kamala Das, is talking about her mother, the famous Malayalam poet Balamaniamma. The illustration given in the lesson is that of a typical North Indian grandmother (p.91). It would have been more appropriate to include her photograph or at least make the illustration accurate.

7. There are words and illustrations which reflect prejudice in the lessons.

The illustration of the poet’s mother (p.91) in My Mother at Sixty (Flamingo, Class XII) is a case where the illustrator of the textbook has shown stereotyping.

There are terms in Silk Road which reflects author’s prejudice and tendency to stereotype. The tablets given to the author are compared to ‘sheep dung’ and the author’s attitude to Hindu tradition when he says, Norbu ‘had no intention of prostrating himself all round the mountain like devout believers’. No other words reflecting prejudice, bias or stereotyping has been used in the textbooks.

The poet ‘gives expression to the voice of women stifled by the institution of marriage’ (About the book, p.vi, Flamingo) in Aunt Jennifer’s Tigers. If promoting gender equality is of importance, including a feminist piece of literature in the textbook is not acceptable. This would project prejudice and stereotyping.
8. **The textbooks role in aiding knowledge construction can be improved.**

Aiding knowledge construction in the minds of the student is an important function of a textbook. The themes of the lessons, different perspectives of the authors and the characters of the lessons certainly do that. *Writing skills* (Hornbill, Class XI), the section meant to develop different writing skills among students is very informative. Except for Flamingo (Class XII), none of the English textbooks have information on its authors. **A brief note on the author of the lesson is desirable.**

The authenticity and accuracy of the name of places and characters in a narration play an important role in portraying the culture. The vocabulary, especially, non English (specific native) words used in the lessons are culture specific. The meanings of non English words could have been given in the textbooks for its easy and correct comprehension.

9. **The vocabulary used in the lessons conveys values and assumptions and reflect the culture being discussed.**

The vocabulary used in the lessons is meaningful and conveys ethical and professional values (*Birth, Snapshots, Class XI and The Enemy, Vistas, Class XII*), and moral values. Many **non-English native words** used in the lessons *Silk road* (Hornbill, Class XI), *Ranga’s marriage* (Hornbill, Class XI), *The summer of the beautiful white horse* (Hornbill, Class XI) and *Poets and pancakes* (Flamingo Class XII) make the narration authentic.
10. The illustrations included in the textbooks are suited to the themes of the lessons.

The illustrations of a textbook help in comprehending the meanings meant to be conveyed through certain vocabulary items and also help the students to picture the characters of the lesson. Only three lessons, *We’re not afraid to die... if we can all be together*, *Discovering Tut: the saga continues*, and *The landscape of the soul* have illustrations in Hornbill. Snapshots has illustrations in *The summer of the beautiful white horse*, *Ranga’s marriage*, *Mother’s Day* and *The tale of Melon city*. All the eight lessons in Vistas (Class XII) have suitable illustrations. *The last lesson*, *Indigo, Poets and pancakes*, *An elementary school classroom in a slum*, and *Aunt Jennifer’s tigers* in (Flamingo Class XII) have sketching related to the theme of the lessons. *Maps given* in *Discovering Tut: the saga continues* (Hornbill, Class XI), The last lesson and Deepwater (Flamingo, Class XII) helps in understanding the geographical layout of the places, thus paving way for *knowledge construction*.

11. The textbook’s role in making teaching more equitable is affected as it does not favour learners who learn on visual modality of learning.

Many lessons should have more illustrations or photographs related to the themes of the lesson. The lack of suitable number of illustrations affects the textbook’s role in guiding the student’s knowledge construction. Pictures/photographs of Laburnum tree (*The laburnum top*, Hornbill, Class XI), Hanukkah lamp (*The address*, Snapshots, Class XI), daffodils (*A thing of beauty*, Flamingo, Class XII), a Japanese house (*The enemy*, Vistas, Class XII), American countryside (*A roadside stand*, Flamingo, Class
XII) and mining towns of Wales (Going places, Flamingo, Class XII and Birth, Snapshots, Class XI) would have been appropriate.


The core readers of Class XI and Class XII, Hornbill and Flamingo, have a variety of activities. All the poems in Hornbill and Flamingo have the exercise Think it out which is concerned with the comprehension and appreciation of the poem. The prose lessons have a range of activities such as Understanding the text, Talking about the text, Thinking about the language, Working with words, Noticing forms and Things to do. Many of the tasks and questions in the exercises of core readers promote small group discussions, pair work, and general discussions in class. The peer group interaction and discussions stressed in Understanding the text and Talking about the text in Hornbill and Flamingo give ample opportunity for the students to listen to different perspectives about lesson thereby broadening the students’ perspectives.

The exercises in The ailing planet: the green movements role (Hornbill, Class XI), The last lesson (Flamingo, Class XII), Lost spring (Flamingo, Class XII), and Deep water (Flamingo, Class XII) have questions which concentrates on issues of global importance. Discovering Tut: the saga continues (Hornbill, Class XI) has questions on cultural differences in traditions and customs. None of the other lessons have exercise that requires the students to analyse, evaluate or make judgements on the lesson related events. Most of the lessons do not have questions which are socially relevant or make the students think about their social scenario. This might not
enhance the students’ critical thinking ability. This affects the exercises’ role in knowledge construction and prejudice reduction.

The vocabulary and grammar exercises are related to the lesson. Lessons such as *The last lesson, Deep water, Poets and pancake, and Going places* (Flamingo, Class XII) are the only ones which have exercises that promote creative writing skills in students. The variety of activities listed helps the teacher in making his teaching more equitable.

13. **The supplementary readers have exercise which have socially and globally relevant questions.**

The supplementary readers have only one exercise section Reading with insight which has 3 to 5 questions meant for the comprehension of the lesson. Albert Einstein at School (Class XI), Mothers Day (Class XI), The Tiger King (Class XII) and The Enemy (Class XII) have questions for group discussions. Many of the lessons in Snapshots and Vistas have questions on a global level. Lessons such as The Birth (Snapshots, Class XI), The Address (Snapshots, Class XI), The Marriage (Snapshots, Class XI), Albert Einstein (Snapshots, Class XI), Mother’s day (Snapshots, Class XI), The Tiger King (Vistas, Class XII), Journey to the end of the earth (Vistas, Class XII), The Enemy (Vistas, Class XII), Should wizard hit mommy? (Vistas, Class XII), On the face of it (Vistas, Class XII) and Memories of childhood (Vistas, Class XII) have questions which discuss issues of social relevance and highlight multi perspectives. Though the tasks are less, the questions included promote comprehension of the
lesson and at the same time are thought provoking. Thus the exercises in the supplementary readers help in knowledge construction and prejudice reduction.

14. The core and supplementary readers in English of Class XII reflect the dimensions of multicultural education, viz., content integration, knowledge construction, equity pedagogy and prejudice reduction, more than those of Class XI.

The presence of lessons on women empowerment, social liberation, overcoming disability and fear and themes of social and global relevance and depth of the exercises included makes the English readers of Class XII more multicultural than those of Class XI. The core readers have lessons with varied themes, exercises on comprehension and vocabulary, and guided questions which promote discussions in class. Though the supplementary readers have questions with a broad perspective, the tasks are few.

Findings from the analysis of Opinionnaire are the following:

1. Majority of the teachers (55%) and students (58.13%) are of the view that content integrated in English language textbook of Class XI ad XII of CBSE curricula of senior secondary school includes materials, concepts and values from a variety of culture only in a moderate level. While 26.67% teachers and 17.49 % students opined that it was high, 18.33% teachers and 24.38 % students felt it was low.

2. 25% teachers and 17.49% students, 58.33% of the teachers and 58.87% students and, 16.67% teachers and 23.64% students opined that the English
language textbook of Class XI ad XII of CBSE curricula of senior secondary school aid knowledge construction in high, moderate, low level respectively.

3. The English language textbook of Class XI ad XII of CBSE curricula of senior secondary school aid prejudice reduction only in a moderate level according to 58.33% of the teachers and 63.55% of students. 25% teachers and 19.95% students opined it was high, and only 16.67% teachers and 16.50% students thought it was low.

4. Majority of the teachers (63.34%) and students (41.38%) are of the view that the English language textbook of Class XI ad XII of CBSE curricula of senior secondary school aid equity pedagogy only in a moderate level. While 23.33% teachers and 31.28% students thought that the extent of equity pedagogy was high, 13.33% teachers and 27.34% students thought it was low.

5. 20% teachers and 19.46% students, 60% teachers and 65.02% students and, 20% teachers and 15.52% students are of the view that their school have an empowering culture in low, moderate and high level.

**Conclusion reached from analysing the Opinionnaire is as follows:**

Majority of the teachers and students opined that the content integrated in English language textbook of Class XI ad XII of CBSE curricula of senior secondary school includes materials, concepts and values from a variety of culture only in a moderate level (55% teachers and 58.13% students). They felt that the instructional material aided knowledge construction (58.33% of the teachers and 58.87% students), equity pedagogy (63.34% of the teachers and 41.38% of students) and prejudice reduction
(58.33% of the teachers and 63.55% of students) only in a moderate level. Both the teachers and the students were of the opinion that the school culture was empowering only in a moderate level (60% teachers and 65.02% students).

**Findings from the Opinionnaire administered to teachers and students’**:

**Investigator’s perspective**

The investigator, from her analysis of textbooks, found that the content in terms of its theme and story line is multicultural. The textbooks have adequate Indian and foreign theme and author representations. This is in contrast with the opinion of teachers and students who felt that content integrated reflected dimensions of multicultural education only in moderate level. Majority of the teachers and students felt that representation of Indian and foreign culture in the text has been just average. Their opinion was that issues on culture, global and underprivileged have been moderate. Themes on immigrant culture, cultural issues and socially relevant themes could have been more. The lack of suitable illustrations and information about authors make the instructional materials’ role in aiding knowledge construction and equity pedagogy only in moderate level. The textbooks’ role in reducing prejudice is in moderate level as more thought provoking questions suitable for the age group could have been included in many exercises.

Learning and thinking are affected by culture. Researches on culture have revealed an interesting fact- that is, its reciprocal effects. The school culture affects teachers’ beliefs, cognitions and behaviours and teachers’ beliefs, cognitions and behaviours influence the school culture (Rosenholtz, 1991). Naturally school culture and
teachers’ perceptions and attitude affect their teaching. In the present study, the 60% of the teachers and 65.02% of students felt that their school had an empowering culture only in moderate level. This might have affected their perceptions about the content integrated in the textbooks, how the content is being transacted and how the students comprehend it.

6.3 SUGGESTIONS AND RECOMMENDATIONS

Based on the findings and conclusions reached, the following suggestions are made:

1. More women oriented lessons in diverse cultural settings should be included in *Hornbill*, Class XI core reader.

2. More illustrations should be included in the textbooks so that its role in aiding knowledge construction and equity pedagogy will be enhanced.

3. The illustrations should be accurate and should relate to the themes of the lessons as they reflect the culture being discussed.

4. Theme-related photographs of lessons which reflect the cultural setting of the lesson would be beneficial.

5. A brief information about the authors of the lessons is desirable so that readers would get better understanding of the perspective from which his or her work has been created and also the cultural factors reflected in the work.

6. The exercises should be prepared with a view to enhance students’ critical thinking skills as this has great importance in multicultural education. It would equip students who are struggling to make choices in the pluralistic world.
7. It is essential that teachers should teach with a multicultural perspective. They should encourage theme related discussions on issues of the region, state and nation.

8. Integration of content which helps in the development of global citizenship is desirable.

9. Vocabulary reflecting prejudice should be avoided. Narrations which have cultural sensitive terms should be avoided.

10. While editing the text, special care should be taken so that it would not affect the student’s comprehension of the theme.

11. Teachers should be given awareness on making their teaching culturally proficient.

12. A variety of multicultural literature should be made available to the teachers and students in the school.

13. A comparison of the situations discussed in the lessons with the students’ day to day life is of great importance in broadening their perspectives.

14. The textbooks prescribed for the students should be taught with a multicultural perspective (would be ideal and practical in the Indian scenario.)

15. To make the school culture empowering the authorities should strengthen staff relation and strive to provide positive learning environment for all the students.
6.4 EDUCATIONAL IMPLICATIONS OF THE STUDY

1. The study focuses on the role played by the content in developing a global perspective in the students.

2. Multicultural education is not just the integration of content related to a variety of cultures but it is a perspective which enables the teachers to handle issues and topics from a variety of angles.

3. Content taught from a multicultural perspective helps in developing values in the students.

4. Education with a multicultural perspective will improve the academic performance of the students as learning becomes more meaningful.

5. Students and teachers would become comfortable dealing with differences instead of becoming awed by it.

6. Education with multicultural perspective will lead to greater understanding of others views and opinions.

7. Multicultural perspective in education will increase the ability of the learners to perceive and understand multiple, sometimes conflicting, cultural and national interpretations and perspectives on events, values and behaviour.

8. Adopting principles of multicultural education will help to eliminate discrimination at all levels in the educational process.
6.5 SUGGESTIONS FOR FURTHER RESEARCH

1. The study can be replicated with secondary level English language textbooks of CBSE syllabus.

2. A similar study can be conducted on Malayalam textbooks of Standard XI and XII of the Kerala state syllabus.

3. A study can be done which investigates the multicultural perspectives reflected in the science and maths curriculum of the different academic streams in Kerala.

4. A survey can be conducted to gauge the influence of multicultural education on the personality development of Class XI and XII CBSE students of Kerala.

5. A comparative study on the effectiveness of curriculum transaction with multicultural perspective and conventional method on the achievement and self-esteem of secondary level students can be attempted.

6. Studies can be done taking into account any one dimension of multicultural education pedagogy with other variables in different subjects in the Indian context: (a) equity pedagogy and attitude and cross cultural experiences of teachers, (b) role of diverse cultural exposure in aiding knowledge construction and prejudice reduction and (c) role institutional culture in shaping the values of its stakeholders.