CHAPTER I

INTRODUCTION

1.1 Need and Significance of the Study
1.2 Statement of the Problem
1.3 Definition of Key Terms
1.4 Objectives of the Study
1.5 Methodology in brief
1.6 Scope and Delimitations of the Study
1.7 Organization of the Report
CHAPTER I

INTRODUCTION

“Culture is an attitude of mind, an inclination of the spirit and those who yearn for it wishes to have a vision of greatness sit in the presence of nobility, see the highest reach and scope of the spirit of man”.

*University Education Commission, 1948-1949.*

The culture of a society is the way of life of that people, the things its people value, the things they don’t value, their habits of life, their work of art, their music, their words, their history – in brief, it is what they are, what they do and what they like. Culture is a predominant force; it is not a matter of choice, it is ever present. It is so much a part of people that they don’t sense it. Each person has multiple identities – their personal identity and group identities – as they are also members of several cultural groups.

Culture is a dynamic social reality. It is never static. The cultural configurations of a society or group are ever-changing. New perspectives are always being added to the existing cultural dimensions. Cultures are generally considered as resulting from a complex process of handing on the practices and knowledge of older generations and taking advantage of personal experience. It becomes complex as the personal experiences of people and their perceptions of environments are different from each other. Thus culture is built by the passing over of attitudes, practices, knowledge, beliefs, customs and values from an individual to the other, from one generation to the next.
The content of culture is often reappraised as a result of visual observation, verbal interaction and to some extent by the written word. Telecommunication also plays a major role in today’s world. However, the profound force which is affecting the cultures all over the world is globalization.

“Globalization is a process that encompasses the causes, course, and consequences of transnational and transcultural integration of human and non-human activities.” (Al-Rodhan & Stoudmann, 2006). McGrew (2003) views globalisation as a trend: “globalization [is] a process which generates flows and connections, not simply across nation-states and national territorial boundaries, but between global regions, continents and civilizations. This invites a definition of globalization as: “a historical process which engenders a significant shift in the spatial reach of networks and systems of social relations to transcontinental or interregional patterns of human organization, activity and the exercise of power.”’ According to Modelski (1998), “globalization is a process along four dimensions: economic globalization, formation of world opinion, democratization, and political globalization. This was rounded off with the assertion that changes along one of these dimensions (such as economic globalization) elicited changes among the other dimensions.”

Globalization is a process of interaction and integration among people, companies and governments of different nations promoting international trade and investment aided by information technology. In its literal sense, globalization means giving a global hue to local phenomena. This process is a combination of economic, technological, socio-cultural and political forces.
“As cultural process, globalization names the explosion of a plurality of mutually intersecting, individually syncretic, local differences; the emergence of new, hitherto suppressed identities; and the expansion of a world-wide media and technology culture with the promise of popular democratization.” (Fredric Jameson, 2001). Globalization has resulted in “cross-cultural interaction, exchange, and transformation.” (Cooppan, 2001). It has affected every aspect of one’s life in societies around the world. The significance of time and space vanished. It has contributed to the migration flows between many countries. Mass migration of low culture societies (in their home countries) to high culture societies with the aim of integrating into the host society and culture is a thing of the past. Now people do not move because any civilization is higher and better than theirs. They move because they want to get a job, have excellent monetary benefits and enjoy a superior quality of living. Earlier the emigrants would merge with the host country’s culture. But now there is no easy fusion of the migrants to the host countries. They stick to their cultures because they wish to preserve their identities. This has lead to the emergence of multicultural societies.

‘Present-day multi-ethnic and multicultural societies are made up of several types of ethnico-national minorities or groups’ (Giordan, 1994). An ideal multicultural society would be a society, group, school or organization where people of different races, cultures and religions live, work and communicate with each other in peace. In each society, group or organization, there are diverse cultures. Thus there are different types of multicultural societies. Multicultural society is linked to migration. The modern multicultural societies are due to migration of different cultures and races.
While speaking about multicultural societies, Indians can proudly say that their country is one of the most diverse places on earth. The culture of India is an amalgamation of the diverse subcultures spread all over the Indian subcontinent. Each state in the country has its own language, culture, cuisine, clothing, literature, architecture, music and festivities. The Indian traditions are several millennia old. The Indian Constitution is a judicious balance between unity and diversity. This has aided the country’s progress in spite of the vast differences.

The growing globalization on an economic scale has literally transformed our country. India’s economy is rising at a fast rate. The changing economic patterns of the country have affected her already diverse culture. With globalization, the movement of people across the nation/state boundaries has increased giving rise to new pluralist and multicultural Indian societies.

Worldwide immigration and globalization raise new questions about how to prepare our children for the future. The way in which people are moving back and forth across national borders today challenge the notion of educating citizens to function in one nation. Many Indians have more than one identity and live in multiple places. An effective education for the 21st Century should prepare the students for thoughtful and active citizenship in their communities, nation and world. It should help students to develop pride in their culture and at the same time accept and accommodate other cultures. The education should be more inclusive and every student should have equal educational opportunity irrespective of their social status.

Multicultural Education is the answer to dealing with the rising uncertainties in the new pluralistic and multicultural societies. It is a field of study and an emerging
discipline whose major aim is to create equal educational opportunities for students from diverse racial, ethnic and social class cultural groups. The major goal of multicultural education is to “help all students to acquire the knowledge, attitudes and skills needed to function effectively in a pluralistic democratic society, and to interact, negotiate and communicate with people from diverse groups in order to create a civic and moral community that works for the common good” (Jagannath, 2004). Multicultural education is an effort to mine the possibilities of plurality through education.

Experts in multicultural education frequently emphasize the importance of using literature to increase cultural awareness. Literature, a major carrier of content, is a powerful medium for understanding the world. Multicultural literature is one which portrays the history, customs, values and language of a particular cultural group. It reflects the cultural diversity within the community and within the classroom. It also creates a bridge between real life experiences and academic learning.

The use of multicultural literature can extend students’ knowledge about parallel cultures by exposing them to the differences and similarities between their culture and that of other groups. Literature can present students with clear contrasts in perspectives and can help them to understand their own cultural heritage and of those of others within and outside the classroom.

Children find it easier to assimilate new information when this information is presented within the structure of a story that reflects their own ethnic and cultural background. Through sharing of carefully selected literature, students can learn to
understand and to appreciate a literary heritage that comes from many diverse backgrounds.

This does not mean that an encyclopaedic knowledge of other cultures is required to make the child a competent individual. The aim should be to make oneself aware of his/her own assumptions about cultural groups. Even small amount of knowledge about cultures other than our own liberate us from certainty as a worldview, enrich us with curiosity and the willingness to learn about others, and teach us to value our differences.

1.1 NEED AND SIGNIFICANCE OF THE STUDY

Schools are the primary institutions engaged in the business of educating citizens. The ‘melting pot’ model of the past is being challenged because of globalization and divided economic loyalties. An education with a multicultural perspective would equip the students with a comprehensive knowledge about world’s political systems and economic systems, develop critical thinking, build empathy and respect for others and promote cross-cultural awareness. It would address simultaneously the requirement of the cultural diversity within the community and within the classroom. It also promotes global and national integration, and addresses the specific needs of particular culturally distinct communities, both in rural and urban settings.

One of the effective means of curriculum transaction is the textbook. It is the main source of school knowledge. It presents a highly selective view of social reality. It reinforces the dominant social, economic and power arrangements within the society.
Chapter I

Introduction

School knowledge also consists of the teachers’ mediation and interpretation of this knowledge.

The traditional role of a textbook is limited in its importance. An aid for the teacher and the taught, it specifies and limits the content to be learnt in a particular year at a particular stage. A language textbook is used to teach functional grammar and vocabulary. It is an incentive for intensive and extensive reading; it is also a means to measure the standard or achievement of the student.

English, the international language, is taught as second language in the school classrooms in India. English instruction has become something more than strengthening the students’ acquaintance with a foreign language and its literature. The changing times require, the textbook, an important component in classroom discourse, play a vital role in creating a democratic classroom atmosphere. It should reflect the multiple perspectives of the diverse world. A good language textbook should not only help all children to develop cultural sensitivity and understanding, but it should also help children from culturally diverse backgrounds connect the unfamiliar (the school culture) with the familiar (the home culture). It should encourage the students to become critical consumers as well as producers of knowledge.

Indians are comfortable with diversity. It is the difficulty of dealing with the vanishing traditional cultural reference points (due to globalization) that brings about uncertainty. When one talks about multicultural education, he is talking about youngsters dealing with their complex and diverse backgrounds and this means having to confront things that can appear contradictory. It has become essential to
acquaint every child in the country with the various cultures in India and abroad as many of the students have multiple identifications.

This study is the investigator’s attempt to understand the best way to integrate the perspectives of multicultural education in the Indian context. It is not possible to change the textbooks as a number of power factors influence the development and production of school textbooks. The best way to promote multicultural education would be thinking about ways to weave the multicultural perspectives into the existing curriculum. “The best culturally sensitive teaching I have seen was the result of focusing on the curriculum in a new way, not adding to it” (Elridge, 1997).

Keeping these facts in mind, the investigator has tried to find answers to certain research questions such as:

- Do students get accurate information about their own and other’s cultures?
- Are the information given in the textbooks correct and up-to-date?
- Do the lessons help in reducing prejudice and bias, and developing values and positive attitudes?
- Do the activities and exercise given in the lessons promote equity pedagogy?
- Do the schools have empowering culture?

Reliable answers to the above-mentioned questions can be found only through an in depth and systematic analysis of the textbooks.

Any venture in education will be successful only by creating awareness about it in the minds of the curriculum transactors. This study is significant as it will help the
English teachers to be acquainted with the dimensions of multicultural education and how to go about for it in the textbooks they are handling. Time being an important commodity which is scarce, adding anything new to the existing curriculum is not practical. Hence working with what is in hand is essential. The investigator tries to show that it is just a change in the perspectives that makes teaching multicultural. The investigator also intends to erase the false notion which many teachers had that, multicultural education only deals with complexities in education when the class includes students of different nationalities.

The present study is a result of the investigator's genuine interest and concern in making language learning more meaningful. It is presumed that a study of this type will be beneficial for the curriculum planners, academicians and members of the teaching community for making teaching more democratic and prepare students for global citizenship. The review of related literature revealed international studies regarding multicultural education. But the survey of literature revealed that no specific study has been conducted in India related to the topic under investigation. Certain studies which dealt with content integration from multicultural perspective were conducted by Kelevh (2002), Lenarz (2002), Sutherland (2002) and, Legaspi and Richard (2004). Studies on factors which shape culturally responsive pedagogy were conducted by Leer (2003) and Marri (2005) and on multicultural pedagogical practices by Asher (2005) and Young (2010). But no studies have so far found out in this particular area especially in the school curriculum in the Indian context. Hence the investigator was interested in taking up this particular study.
1.2 STATEMENT OF THE PROBLEM

The relevance of multicultural education is ever-increasing in this complex, pluralistic world. The idea of global citizenship should be planted in the minds of the young. Literature plays an important role in developing multicultural outlook in its readers. Delving into the English language textbooks to unveil the elements of multicultural education gain importance in this context. Keeping this in view, the investigator analyzed the cultural configurations in detail contained in the lessons of the English textbooks of class XI and XII of CBSE curricula. Thus the 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

1.3 DEFINITION OF KEY TERMS

For the sake of clarity the investigator has tried to define the key terms of the title as follows:

➢ Dimensions – Parts, features or a way of considering a situation.


In the present study, this term means the five dimensions of multicultural education specified by Banks (2006), which include content integration, knowledge construction, equity pedagogy, prejudice reduction and the school culture.
Chapter I

Introduction

In this study:

**Content integration** means the lessons integrated in the English language textbooks of Class XI and XII of CBSE curricula.

**Knowledge construction** means the construction of new knowledge in the minds of students aided by the English language textbooks of Class XI and XII of CBSE curricula.

**Equity pedagogy** takes into account the role played by the textbooks of Class XI and XII of CBSE curricula in promoting equal learning opportunities for the diverse students.

**Prejudice reduction** is the role played by the textbooks of Class XI and XII of CBSE curricula in eliminating bias and prejudice towards a group, culture, customs and beliefs.

**School culture** means the role played by the school in promoting multicultural perspective in students by means of its different activities and celebrations.

➢ **Multicultural Education**: Multicultural education is an education for functioning effectively in a pluralistic democratic society. Multicultural education views citizen action to improve society as an integral part of education in a democracy; it links knowledge, values, empowerment, and action. The major goal of multicultural education is to restructure schools so that all students will acquire the knowledge, attitudes, and skills needed to function in an ethnically and racially diverse nation and world (Banks, 2006).
Chapter I
Introduction

- **Reflected** – showed, expressed or be sign of something.


- **CBSE** – Central Board of Secondary Education

  Central Board of Secondary Education is the Board of Education of Central Government for the school level in India. It is one of the prominent boards of school education. It conducts board examinations for classes X and XII and prescribes books and syllabi for classes I to XII following the CBSE stream.

- **English Curricula** – For the present study, English Curricula refers to the total structure of ideas and activities followed by educational institutions to meet the learning needs of students to achieve educational aims, with special reference to English of class XI and XII of CBSE curricula.

- **Instructional materials** - these are items which are used to make teaching and learning more smooth and effective. In the present study, the investigator refers to the English language textbooks meant for Class XI and XII following the CBSE curriculum. They are **Hornbill (Class XI)**, **Snapshots (Class XI)**, **Flamingo (Class XII)** and, **Vistas (Class XII)**.

1.4 OBJECTIONS OF THE STUDY

The study had the following main objective in view:

- To find out the dimensions 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 formulated 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.

1.5 METHODOLOGY IN BRIEF

Sample selected for the study:

60 Senior Secondary Level English language teachers and 406 Senior Secondary Level students of CBSE schools formed the sample for the study.

Tools used for the study:

Multicultural Index, Evaluation Schedule for Subject experts, Opinionnaire for the Teachers and Opinionnaire for the Students were the tools used for the study.

Procedure:

Document Analysis and Normative Survey were done for collecting data.

1.6 SCOPE AND DELIMITATIONS OF THE STUDY

The description of the study attempted by the investigator conveys its scope and limitations. However, since they have to be presented with other routine descriptions, an attempt has been made here to separately examine the scope and limitations of the study.

The present study is intended to get a comprehensive idea on the dimensions of multicultural education reflected in the English language textbooks of Class XI and XII of CBSE. It also aims to find out the multicultural outlook generated in students and teachers by these textbooks. The scope of the study has in the fact that it will have the way for making teaching more democratic. It is hoped that this will lead to
preparing the students to be effective citizens of their cultural communities in the nation and the world.

The investigator hopes that the study would be helpful to educational planners and textbook writers to make attempts for revamping the existing curriculum along a more useful and socially relevant perspective. It is also hoped that the findings of the study will help teachers to make their teaching culturally sensitive.

The study was delimited in the following aspects:

1. The study was confined to CBSE students of class XI and XII only.

2. For the survey part of the study, the sample of students was drawn from five schools and teachers from 24 schools Thiruvananthapuram district only.

3. The study was confined only to four English textbooks used in class XI and XII of CBSE schools of Kerala.

The constraints are essential attempts to limit the scope of the study to well-defined boundaries. This will help the investigator to do justice to the problem selected and reach conclusions within a reasonable time, leaving scope for other researchers to go into the finer detail.

1.7 ORGANIZATION OF THE REPORT

The study is organized in six chapters, the following being the details.

Chapter I: contains Need and Significance of the Study, Statement of the Problem, Definition of Key Terms, Objectives, Methodology in Brief and Scope and Limitations of the Study.
Chapter II: gives the theoretical perspective regarding multicultural education.

Chapter III: presents the review of related literature pertaining to the study undertaken.

Chapter IV: gives a detailed description of the method of the study, the sample, and administration of the tools and an account of the statistical technique used for analyzing the data obtained from the study.

Chapter V: gives the analysis of the data followed by interpretations.

Chapter VI: summarizes the study in retrospect. The important findings and a few recommendations for further research are presented.

The report is followed by a fairly exhaustive Bibliography. The APA format is adhered to the maximum extent possible, leaving room for ‘justifiable’ modifications, keeping in mind that a number of variations described in the Publication Manual are not only permissible, but also desirable in the preparation of final manuscripts. (Publication Manual of the APA, 2012).