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*On*

**EMPOWERING E-GENERATION: VISION 2020**

11th And 12th March 2016

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## 25. IMPLEMENTATION OF VARIOUS COMPONENTS OF MULTICULTURALISM IN CBSE SCHOOL

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### Abstract

Multicultural education is the concept which developed in USA "Multicultural education incorporates the idea that all students – regardless of their gender; sexual orientation; social class; and ethnic, racial, or cultural characteristics. This concept is introduced by NCTE in the B.Ed. Curriculum (2014). India has diversity in unity. They diverse because at religion, class, culture, region, gender, language etc. The impact of globalization is also on Indian population. They went to abroad for the seeking of the job over the time but they came backs in our own country. The presenter took feedback from CBSE School teachers by using Open ended Questionnaire. The teacher has to use various strategies for coping with multicultural students in their class. Teachers should have to develop the feelings of equity among the students for the Nation building. When the language of Communication or mother tongue is same. It will get quite easy to develop the feeling of integration.

**Introduction:** Multicultural education is a set of strategies and materials in U.S. Education is developed to assist teachers when responding to the many issues created by the rapidly changing demographics of their students. It provides students with knowledge about the histories, cultures, and contributions of diverse groups, and it assumes that the future of U.S. society is pluralistic. Therefore, multicultural classrooms promote decision-making and critical thinking while moving toward cultural pluralism. Multicultural education developed from the Civil Rights Movement of the 1960s. Initially, schools hastily made classes where students would be able to learn about different ethnic groups, a majority of the information learned in these classes was about holidays and other celebrations. These classes were considered to be electives and were typically only taken by students of the ethnic groups the classes were focused on. (Banks and Banks p. 4) "Multicultural education incorporates the idea that all students – regardless of their gender; sexual orientation; social class; and ethnic, racial, or cultural characteristics – should have an equal opportunity to learn in school" (Banks and Banks, 3). This way, multiculturalism is a tool for instilling students with pride and confidence in their unique and special backgrounds. This theory concentrates on the need of including notions of race, class, and diversity while teaching. Multicultural educators seek to substantially reform schools to give diverse students an equal chance in school, in the job market, and in contributing to building healthy communities. Multiculturalism supports the idea that students and their backgrounds and experiences should be the center of their education and that learning should occur in a familiar context that attends to multiple ways of thinking.

**Definition of Multiculturalism:** Multicultural education is a philosophical concept built on the ideals of freedom, justice, equality, equity, and human dignity as acknowledged in various documents, such as the U.S. Declaration of Independence, constitutions of South Africa and the United States, and the Universal Declaration of Human Rights adopted by the United Nations. It affirms our need to prepare students for their responsibilities in an interdependent world. It recognizes the role schools can play in developing the attitudes and values necessary for a democratic society. It values cultural differences and affirms the pluralism that students, their communities, and teachers reflect. It challenges all forms of discrimination in schools and society through the promotion of democratic principles of social justice.

**The goals of multicultural education include:** Creating a safe, accepting and successful learning environment for all, Increasing awareness of global issues, Strengthening cultural consciousness, Strengthening intercultural awareness, Teaching students that there are multiple historical perspectives, Encouraging critical thinking, Preventing prejudice and discrimination

**Multicultural education** refers to any form of education or teaching that incorporates the histories, texts, values, beliefs, and perspectives of people from different cultural backgrounds. At the classroom level, for example, teachers may modify or incorporate lessons to reflect the cultural diversity of the students in a particular class. In many cases, "culture" is defined in the broadest possible sense, encompassing race, ethnicity, nationality, language, religion, class, gender, sexual orientation, and "exceptionality"—a term applied to students with specialized needs or disabilities. Generally speaking, multicultural education is predicated on the principle of educational equity for all students, regardless of culture, and it strives to remove barriers to educational opportunities and success for students from different cultural backgrounds. In practice, educators may modify or eliminate educational policies, programs, materials, lessons, and instructional practices that are either discriminatory toward or insufficiently inclusive of diverse cultural perspectives. Multicultural education also assumes that the ways in which students learn and think are deeply influenced by their cultural identity and heritage, and that to teach culturally diverse students effectively requires educational approaches that value and recognize their cultural backgrounds. In this way, multicultural education aims to improve the learning and