



ROLE OF SCHOOL IN MULTICULTURAL SOCIETY

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Introduction:

Multicultural society it is a need today's global society. Education and school is important factor for multicultural society. We can create multicultural society through education and multicultural education. Teacher should understand concept of multicultural education . school and teacher should calcite in among the student in school. Various definitions of multicultural education have been proposed or espoused by scholars, researchers and organizations over the past 30 years. To assist researchers, teachers, educators, and parents in understanding and implementing multicultural education, the National Association for Multicultural Education defines multicultural education below. 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 student 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.

Multicultural education is a process that permeates all aspects of school practices, policies and organization as a means to ensure the highest levels of academic achievement for all students. It helps students develop a positive self-concept by providing knowledge about the histories, cultures, and contributions of diverse groups. It prepares all students to work actively toward structural equality in organizations and institutions by providing the

knowledge, dispositions, and skills for their distribution of power and income among diverse groups. Thus, school curriculum must directly address issues of racism, sexism, classism, linguicism, ageism, heterosexism, religious intolerance, and xenophobia. Multicultural education advocates the belief that students and their life histories and experiences should be placed at the center of the teaching and learning process and that pedagogy should occur in a context that is familiar to students and that addresses multiple ways of thinking. In addition, teachers and students must critically analyze oppression and power relations in their communities, society and the world.

To accomplish these goals, multicultural education demands a school staff that is culturally competent, and to the greatest extent possible racially, culturally, and linguistically diverse. Staff must be multiculturally literate and capable of including and embracing families and communities to create an environment that is supportive of multiple perspectives, experiences, and democracy. Multicultural education requires comprehensive school reform as multicultural education must pervade all aspects of the school community and organization.

Recognizing that equality and equity are not the same thing, multicultural education attempts to offer all students an equitable educational opportunity, while at the same time, encouraging students to critique society in the interest of social justice.

SCOPE OF MULTICULTURAL EDUCATION

Sleeter (1996) delineates five approaches to multicultural education:

- a. Advocates of the *Teaching the Culturally Different* approach attempt to raise the academic achievement of students through culturally relevant instruction.
- b. In the Human Relations approach students are taught about commonalities of all people through understanding their social and cultural differences but not their differences in institutional and economic power.
- c. The Single Group Studies approach is about the histories and contemporary issues of oppression of different people, women, low socio economic groups, and gays and lesbians.
- d. The Multicultural Education approach promotes the transformation of the educational process to reflect the ideals of democracy in a pluralistic society. Students are taught content using instructional methods that value cultural knowledge and differences.

e. Educators who use the *Social Reconstructionist* approach to multicultural education go a step further to teach students about oppression and discrimination. Students learn about their roles as social change agents so that they may participate in the generation of a more equitable society.

APPROACHES TO MULTICULTURAL EDUCATION

These categories overlap, and educators may use more than one approach simultaneously.

Banks (1997b) describes the dimensions of multicultural education as the inclusion of materials, concepts, and values from a variety of cultures in teaching. Knowledge construction is the recognition that all knowledge is socially constructed, created in the minds of human beings to

explain their experience and thus, can be challenged. Ideas that shape society do change. As such, knowledge construction is a primary aspect of multicultural education because before teachers can effectively teach multiculturally, they must reconstruct their world views. Equity pedagogy is involved when teachers alter their teaching methods to accommodate the various cultural differences of diverse students to stimulate academic achievement. Prejudice reduction concerns changing the students' attitudes towards differences of race and ethnicity. Prejudice reduction can also include teaching tolerance about religion, physical and mental abilities, and sexual preference. An empowering school culture is the dimension of multicultural education

that enables the other four dimensions. Educators must examine the structures of education that impede learning and empower students and families from "diverse racial, ethnic, and gender groups" (p.24). The aim is to create schools that encourage the full development of all students. Essentially, multicultural education is about social change through education. It requires deep and critical thinking, imagination, and commitment to another tomorrow, inclusive of the wealth of all of our stories and peoples. It is another aspect of the continuous human journey toward justice and pushes us toward the fulfillment of the promises of democracy. It gives us new questions to ask and directions to follow to uncover human possibilities in the new millennium. As stated by Greene(1995), "People trying to be more fully human must not only engage in critical thinking but must be able to imagine something coming of their hopes; their silence must be overcome by their search" (p. 25).Multicultural

education harbors a place for a multitude of voices in a multicultural society and a place for many dreams.

SCHOOLS ROLE

- 1: Professional development programs should help teachers understand the complex characteristics of different groups of children in the Indian society and the ways in which race, ethnicity, language, and social class interact to influence student behavior.
- 2: Schools should ensure that all students have equitable opportunities to learn and to meet high standards.
- 3: The curriculum should help students understand that knowledge is socially constructed and reflects the social, political, and economic contexts in which they live and work.
- 4: Schools should provide all students with opportunities to participate in extra- and co-curricular activities that develop knowledge, skills, and attitudes that increase academic achievement and foster positive interracial relationships.
- 5: Schools should create or make salient super ordinate crosscutting group memberships in order to improve intergroup relations.
- 6: Students should learn about stereotyping and other related biases that have negative effects on racial and ethnic relations.
- 7: Students should learn about the values shared by virtually all cultural groups (e.g., justice, equality, freedom, peace, compassion, and charity).
- 8: Teachers should help students acquire the social skills needed to interact effectively with students from other racial, ethnic, cultural, and language groups.
- 9: Schools should provide opportunities for students from different racial, ethnic, cultural, and language groups to interact socially under conditions designed to reduce fear and anxiety.
- 10: A school's organizational strategies should ensure that decision-making is widely shared and that members of the school community learn collaborative skills and dispositions in order to create a caring environment for students.
- 11: Leaders should develop strategies that ensure that all public schools, regardless of their locations, are funded equitably.
- 12: Teachers should use multiple culturally sensitive techniques to assess complex cognitive and social skills

CONCLUSION

Diversity in the nation's schools is both an opportunity and a challenge. The nation is enriched by the ethnic, cultural, and language diversity among its citizens and within its schools. However, whenever diverse groups interact, intergroup tension, stereotypes, and institutionalized discrimination develop. Schools must find ways to respect the diversity of their students as well as help to create a unified nation-state to which all of the nation's citizens have allegiance. We hope these design principles will help educational policy makers and practitioners realize this elusive and difficult but essential goal of a democratic and pluralistic society

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