REFLECTION OF MULTICULTURAL EDUCATION IN TEACHER TRAINING CURRICULUM OF B.ED. COURSE

Dr. Madhuri Isave
Tilak College of Education,
Pune-30

INTRODUCTION

The tremendous diversity of cultural, ethnic, religious and socio-economic groups in students. So today teacher training colleges call for multicultural education that reflects understanding and respect for adolescences differences. The multicultural education has particular relevance for the 1990s and beyond because of the migration of the people into all over the world and because of this the diversity enriches, rather than weakens, a nation. Multicultural education is approaches to teaching and learning that is based on democratic values and beliefs and cultural pluralism within culturally diverse societies. To become an excellent classroom teacher in 21st century has extra ordinarily hard work, especially given the intense national climate of educational standards, high stake testing, increased diversity within students and the increasing expectations for education colleges to address special needs and community concerns. Excellent teachers are those who can inspire the intellectual, social, and personal developments of all their students to their highest potential. These students are increasingly diverse in terms of race, culture, and socio- economic background, as well as personal knowledge and experience. Teacher wants to provide each student with an equal opportunity to learn. Teacher's knowledge and understanding can help all students to reach their potential. Students bring to college, not only differing racial and ethnic heritages but also wide range of histories perspectives, experience, expectations, and approaches to learning. All of these factors will influence student's educational experience. "The increasingly diverse student population requires that teachers have a broader range of skills and knowledge to meet these diverse needs of the student's body", is rightly said by (Binue, 1998). According to (Hixson, 1991) "it is unacceptable for teachers to have little respect for their students, or to blame poor college performance on the facts that student did not come prepared to adapt to the college environment". Teachers must recognize the impact that cultural differences can have on student or student's education. (Gay, 1994) has rightly denoted that, "teachers who are aware of the impacts of cultural differences are more likely to bring students different cultures into the classroom." Multicultural Education is both a concept and deliberate process designed to teach learners to recognize aspect and appreciate differences in culture, ethnicity, social class, religion, special needs and gender. (Banks and Banks,2002) view, on Multicultural Education as a means to help learners to develop more positive attitudes towards different cultural, racial, ethnic and religious groups. Multicultural education should help to empower students from disadvantages groups. It also helps to develop confidence in the abilities to succeed academically and to influence the social, political and economical world. Multicultural education should assist students to develop skills to be able to consider the view point of different groups. Multicultural education is a philosophical concept build on the ideas of freedom, justice, equality, equity and human dignity as acknowledged in various documents, such as U.S Declaration of Independence, Constitutions of South Africa and the United States, and the Universal Declaration of Human Rights adapted by the United Nations. It affirms our need to prepare students for their

responsibilities in an independent world. It recognizes the role of 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 discriminations in schools and society through the promotion of the democratic principles of social justice.

Multicultural Education helps students to develop a positive self-concept by providing knowledge about the histories, cultures, and contributions of diverse groups. It prepares all students to work actively towards structural equality in organizations and institutions by providing the knowledge, dispositions and skills for the redistribution of power and income among diverse groups. The primary goal of multicultural education is not merely to promote human relations, but to help students feel good about themselves, or to preserve student's native languages and cultures. While these outcomes may be by-products, the primary goal of Multicultural Education is to promote the education and achievement of all students, particularly those who are traditionally dismissed and under reserved in our education system. Referred to the definitions we can summaries that multicultural education incorporates the idea that all students regardless of their gender are social class and their ethnic racial or cultural characteristics should have an equal opportunity to learn in college of education.

In 21st century the teacher training course is very important. Its objective is to train teacher for not only secondary school but given stress to develop multi skills in the teacher which will helpful to all round development of the secondary students and besides this the teacher can able to give the contribution in emerging diverse society.

Over all this view todays curriculum of teacher training course prescribed by Savitribai Phule Pune University is very much reflected to Multicultural Education. Hence the researcher tried to find out the reflection of Multicultural Education in teacher training curriculum.

THEORETICAL BACKGROUND OF THE STUDY

The researcher found the theories which are related to Multicultural Education. The present study supported the view of these theories put forth by theorist which are as follows:

Table 1

Theories related to Multicultural Education

Theory	Proposed By Theorist
Dimensions of Multicultural Education	James A.Banks (2004)
Culturally Responsive Teaching Theory	Sonia Nieto (1999)
Social Cultural Theory	Vygotskian (1991)

(James A. Banks's,2004) stated the five Dimensions of Multicultural Education which is as follows:

First, Content integration which is referring to expanding the curriculum acknowledges the experiences and contributions of diverse groups. Second, Knowledge construction is about helping students understand how people create beliefs based on their own cultural biographies. Third, Pedagogy is referring to use strategies that lead to higher achievement for students of all races. Fourth, Prejudice reduction is helping students develop more positive attitudes about people of different races and ethnicities. Finally, an empowering school culture is about examining the impact of school policies, such as academic tracking and discipline referrals on students from different backgrounds.

The present study also supported this dimension which aimed to find out the context integration of pedagogy.

(Sonia Nieto,1999) have constructed the Culturally Responsive Teaching Theory that gives hope and guidance to educators who are trying to improve the academic achievement of students from diverse racial, ethnic, cultural, linguistic and social-class groups.

The present study is supported this theory which is highlighted the educator to promote the Multicultural skill among students.

(Lev S. Vygotksy, 1991) a psychologist in Russia is most closely identified with socio cultural theory. Vygotksy argued: "The social dimension of consciousness is primary in time and in fact. The individual dimension of consciousness is derivative and secondary". From this perspective mental functioning of the individual is not simply derived from social interaction; rather, the specific structure and processes revealed by individuals can be traced to their interactions with others. As learners participate in a broad range of joint activities and internalize the effects of working together, they acquire new strategies and knowledge of the world and culture. Vygotksy was not only interested in what more knowledgeable others brought to interaction, but also in what the child himself or herself brought to the interaction, as well as how the border cultural and historical setting shaped the interaction. The work of socio cultural theory is to explain how individual mental functioning is related to cultural, institutional, and historical context; hence, the focus of the socio cultural perspective is on the rolls that participation in social interactions and culturally organized activities play in influencing psychological development.

The present study is closed to Vygotskian theory view with studying the interaction of students with Multicultural Education and also studied the syllabus context of teacher training college

MULTICULTURAL EDUCATION IN INDIA

In India, the term multicultural education gained currency in the 1990s and is linked to demographic realities and long-standing traditions. The term multicultural education is rarely if ever used, but since the establishment of the post-independence Constitution in 1951 and the two major reports on education in (1953) and (1966), respectively there has been substantial attention to cultural pluralism and social equality in education. What makes Indian multiculturalism and multicultural education unique is the fact that diversity is considered a defining feature of both Indian identity and Indian democracy. Consequently, the Indian approach to Multiculturalism rests on the principles of both unities in diversity and diversity in unity. What this means in practice is that diversity is supported, not as a necessary evil, but as an important ongoing feature of society. Most particularly, this approach rests on the twin ideals of autonomy and nondiscrimination as exemplified in Article 29 of the Constitution of India. The recent Indian debate on multiculturalism has yet to take cognizance of the rationale behind the institutional measures for the political accommodation of identity, difference and community, which has been responsible for India's survival as a state. The three recent cases of statehood in India are cited in support of this argument. As per the 1961 Census of India, the country is home to 1652 mother tongues.

PRESENT STATUS OF MULTICULTURAL EDUCATION

India as a new industrial country is increasing the numbers of immigrant. Recently, there are many immigrants came to work in India from all over the world. Besides that, as an education hub, India also encourages students from overseas to further studies in India. Some of them came with their family. These situations had changed the ethnic communities in

India. In Education College, we can see few overseas students learnt together with local students in the same classroom. This is a new phenomenon in India's colleges. According to the new college environment, Indian education need to enhance social integration among these various ethnic groups beyond mere physical integration, and intends to eliminate social prejudice and discrimination. Multicultural education in India will successful if the education system can provide an opportunity for students of different ethnics groups to interact with each other. The education system should bring all ethnic groups together will lead to cross-racial contact, lead to better understanding of other races and promote greater social tolerance and interaction.

STATUS OF MULTICULTURAL EDUCATION IN CURRICULUM

In the context of Indian educational system all school curriculum starts from pre-primary to higher education related to Multicultural Education. No specific activity suggested for the implementation of Multicultural Education but some activities like Day celebration, Annual day, Drama Street play, important days, Mythological event and other cultural activity conducted in teacher training colleges. Through this activity automatically or indirectly Multicultural Education is emphasized. Teacher educator while teaching they quote some examples or activity for whole class. Through theme teaching learning process the Multicultural Education indirectly imbibed.

NATURE OF TEACHER TRAINING CURRICULUM

Educators and teacher educators increasingly are taking responsibility for the management of student and community diversity. This trend is expected as teacher demographics and student demographics move in opposite directions. Hidalgo and Hulling-Austin (1993) discuss these quantitative discrepancies as part of the backdrop for teacher education's responsibility to provide a diversity-friendly curriculum for the preparation of intercultural competent teachers. The teachers of today's culturally diverse classrooms must understand that there are differences between the sociological dimensions of 'culture' and 'class' as they prepare to teach. They should know how to plan and organize effective instructional situations, how to motivate students and manage their classrooms. In addition to being competent in the assessment of the academic strengths and weaknesses of all children they also learn how to encourage the cooperation of their students' families and communities in the conduct of their daily responsibilities. University wide commitment to teacher education and multicultural education is the ideal context in which to infuse multicultural education across the curriculum. Within teacher education, this approach requires additional faculty members whose degrees and professional experiences prepare them for the special demands of diversity-appropriate teaching and curriculum development. However, it also requires a commitment by the established faculty to professional development in multicultural education. Contrary to the fears of some teacher educators, the commitment is to the integration of existing knowledge bases to the contexts of diversity and the principles of cultural pluralism. Faculties are not asked to replace their subject areas or their pedagogical areas with multicultural education. This would not only be unrealistic but inappropriate. All students need to learn reading, math, science, social studies, and physical education. Teachers should continue to learn these subjects and their related pedagogies. Faculty searches, professional development, and curricular integration should continue in these subjects. They should continue to be taught to promote critical thinking and subject mastery. Cooperative learning and experiential strategies should not be interrupted in the name of multicultural education. Faculty who build multicultural education principles on

their own knowledge bases will consider multicultural education not as retooling, but as enrichment. Successful curricular integration between subject areas and multicultural education will spread the responsibility for both across a team of faculty. This form of institutional commitment to multicultural education and professional development will communicate an important message of consensus about goals and values to prospective teachers.

STATEMENT OF THE PROBLEM

To study the Reflection of Multicultural Education in teacher training Curriculum of B.Ed. course for the year 2013-14.

OPERATIONAL DEFINITIONS

1. Multicultural Education

Multicultural education and its aspects like linguistic, eco-socio, rural/urban, religious, and gender aspects reflected in the curriculum, co-curricular activity and classroom situation of B. Ed. course.

2. Teacher Training curriculum

Student teachers taking professional training for the eligibility of secondary teachers for the academic year 2013-14.

OBJECTIVES OF THE STUDY

1. To study the awareness of Student Teachers about Multicultural Education.
2. To study the awareness of Teacher Educators about Multicultural Education.
3. To analyse the teacher training Curriculum in the context of Multicultural Education aspects at B.Ed. course.
4. To identify the Multicultural Education aspects in Co-curricular activity and classroom situation at B. Ed. course.

Scope: The present research study is related to all the teacher training colleges in Maharashtra.

DELIMITATIONS

1. The study is delimited to 3 teacher training colleges in Pune district.
2. The study is delimited to Multicultural Education.
3. The study is delimited to B.Ed. curriculum prescribed by Savitribai Phule Pune University for the year 2013-14.

LIMITATIONS

- The researcher has considered Multicultural Education and its aspect in the teacher training college with respect to curriculum, co-curricular activity, and classroom situation.
- The researcher prepared the tools to study the Multicultural Education.

RESEARCH QUESTION

- What is the present status of Multicultural education in teacher training colleges?
- How Multicultural education is reflected in the curriculum of B.Ed. course?

ASSUMPTIONS

- Student teachers know about Multicultural education.
- Teacher educators know about Multicultural education.
- The curriculum of B. Ed course reflects Multicultural education aspects.

SIGNIFICANCE OF THE STUDY

In multicultural diverse societies teachers are faced with challenge of teaching increasingly culturally diverse classes. The classroom is a very complex micro-culture,

consisting of unique individuals and a variety of cultures. Each individual brings with him / her distinct set of beliefs, values and experiences, which influences the attitudes, behaviours and perceptions of the classroom as a whole. In India teachers must understand the mutual interdependence of the members of the class, their roles, and what is most important to each member. Values differ from culture to culture, although all societies share certain essential values. A lack of knowledge by both teachers and learners of the differences and similarities in values can give rise to conflict.

Multicultural education accommodates learners from different cultural backgrounds, with different beliefs, traditions and behaviors. Different as they may be, each child has to learn to develop skills and attitudes to understand others learners. Learners have to learn to respect and communicate with other learners, learn to be tolerant and to work with others. These learners have to share their problems and experiences. The teachers have the important role of bridging possible cultural gaps that may exist. In order to achieve this, the teacher needs to acquire knowledge of the different cultures in their classroom. They have different methods and resources for obtaining such knowledge, for example by inviting parents to cultural days at the college, by collecting information about a specific culture, or by arranging workshops for teachers and student teachers to discuss and share their cultures. Learners can be valuable sources of cultural information in the classroom. They can share their cultural experiences with rest of the class, write booklets about their own cultures and conduct research about their cultures and that of others.

The present study is significant to introduce Multicultural Education at the teacher training curriculum at the teacher educator and student teacher points of views.

REVIEW OF RELATED LITERATURE

Yoko Motani, (2001). Studied the Role of Education in a Multicultural Society: The Theoretical Foundations of Mainstream Multiculturalism and Their Implications for Educational Policies. The objectives of the study were: To assess criticisms of multiculturalism and multicultural education; 1.To clarify the theoretical foundations of mainstream multiculturalism; 2.Based on the above, to show the theoretical underpinnings of culturally relevant pedagogy as part of multicultural education; This study was highlighted that mainstream multiculturalism is committed to promoting intercultural understanding, encouraging engaged dialogue between the majority and minority groups. It has been shown that, for engaged dialogue to be promoted in classrooms, it is important that various perspectives be welcomed and that students be encouraged to question widely accepted views on various issues, but especially controversial ones.

John Lowe, (2010). developed a Framework for Researching Ethnicity and Multiculturalism in New Zealand. This thesis examines a variety of theoretical issues relating to ethnicity, multiculturalism and racism in New Zealand. It is argued that whilst the country's history has been replete with anti-Asiatic racisms, it is necessary to transcend the timeless notion of racism as colour discrimination and to instead, situate past and present anti-Asiatic racisms within the nation's temporally specific positions in modernity. Through an orientation to time and diachronic, the research considers if a liberal policy of multiculturalism is conducive for contemporary New Zealand society. This research then concludes with a discussion on the likely future of cosmopolitanism in New Zealand, both as a theory and how it might possibly work in practice without immolating the hegemony of biculturalism.

Khetsekile Nomawethu Gretta, (2001). Highlighted A Critical Analysis of Multicultural Education with Special Reference to the Values Issue in the South African Context. The

dissertation is concerned with the values issue in the South African context. South Africa is a pluralistic society. Being pluralistic, means that the country is rich in different cultures, belief- and value systems. The study aimed at highlighting ideas as to how to create tolerance and harmony in multicultural schools and to reduce cultural and value conflicts. The Phenomenological method was used by the researcher. The entire dissertation focuses on the issue of values in a multicultural society. There is a significant relationship between culture and values. The values develop from specific cultures. Each cultural group has its own cultural values.

Bode& Patricia, (2005). Studied Multicultural art education: Voices of art teachers and students in the postmodern era. This dissertation examines current multicultural art teacher practices and their student perspectives, to make implications for art teacher preparation in the postmodern era. The study addresses four interrelated challenges in art education: the postmodern framework on knowledge and learning, disagreements in higher education about future directions, the construction of the theory-practice gap, and the absence of teacher and student voices, especially from urban and marginalized communities.

Jennifer Morley, (2006). Developed Multicultural Education and Cultural Competence in the High Accountability Era: A Study of Teacher Perception. As America's public schools become more diverse, the achievement gap between white students and students of color persists. These gaps are even more apparent in urban areas that serve large numbers of poor students of color. Because the population of aspiring teachers is increasingly white and middle class, theorists and teacher trainers often recommend multicultural education as a solution to working successfully in these schools. Multicultural education theorists claim that their suggestions for K-12 practitioners have not been infused into classrooms and schools, and so maintain that additional training opportunities should be provided for teachers.

Milan Tosic, (2012) Highlighted Multicultural Education: Learners with Diverse Linguistic and Cultural Background. This study aims to investigate how a primary school in Norway addresses learners with diverse linguistic and cultural background, in this study referred as culturally and linguistically diverse learners (CLD learners). The study is founded on the premises of multicultural education (MCE) which is considered essential to address the education of CLD learners.

FINDINGS OF RELATED LITERATURE

The researcher reviewed past studies and found that the above studies are related to developing Interpersonal and Intrapersonal intelligence through multicultural education, developing a Framework for researching Ethnicity and Multiculturalism, The Theoretical Foundations of Multiculturalism and a critical analysis of multicultural education with reference to the values, but the present study considered reflection of multicultural education in teacher training of B.Ed. curriculum. The above study addresses four interrelated challenges in art education: the postmodern framework on knowledge and learning, disagreements in higher education about future directions, and the construction of the theory. In the past study researchers gave more emphasis on cultural and values issue, but in the present study the researcher concentrated on teacher training curriculum of B. Ed. curriculum and tried to find out the reflection of Multicultural Education in it. Such type of work was not done in previous research hence the present study opens up to highlight the new one.

Population: The present study is applicable for all teacher training colleges in Pune city

Sampling: Sample of the present study is of 240 student teachers from 3 teacher training colleges and 16 teacher educators' informants as a subjective.

Sampling Method: Random Sampling method was used for the study.

Type of Research Study: The present research is applied research and it is an exploratory research,

Area of the Study: Area of the present study is Cultural Education.

Research Methodology: For the present research study the researcher has selected Survey and content analysis method

Research Tools: In the present study awareness test, information schedule, observation schedule tools were used.

Statistical Techniques: To analyses qualitative data the researcher used conversational analysis. A Conversational analysis is used to analyze the responses of the informants.

Findings-The maximum student teachers feel that our traditional curricular frameworks really need to be transformation. Majority of student teachers agreed that content must be presented from variety of perspectives and angles to be understood properly. They are comfortable with people who exhibit different values or beliefs. Student teachers are aware that there is need for the materials which show different cultural groups or customs to be adopted for day to day teaching- learning process and they also agree that it is teacher's responsibility to provide opportunities for students to share cultural differences. The teachers disagree that parent's suggestions should not be welcomed in school program planning. and are comfortable conducting conferences with parents whose culture is different from of their own. This shows maximum student teachers feels Multicultural Education should focus on cultural differences. Student teachers do not agree with the statement that different cultural background in the classroom creates discipline problems. Majority of the respondent disagree with the statement that elementary school age children feel boring with diverse cultural songs & stories.

CONCLUSION

After the interpretation researcher felt that the student teachers really want a transformed curriculum, which the teacher needs to be explained from variety of perspectives and angles so that the students can understand properly, and the teachers should take the responsibility to provide opportunities for students to share cultural differences. Teachers need to give instruction in an interactive style and as the students come from various cultural backgrounds it is important for teachers to be trained about multicultural education.

QUALITATIVE ANALYSIS

To study the awareness of Teacher Educators the researcher prepared Information Schedule and taken information from teacher educators as informants. The informant's feedback is as follows:

Response. The attitude of recent teachers is positive towards Multicultural Education because of compulsion of understanding the concept of Multicultural education due to increase in number of students belonging to different race and ethnic backgrounds joining in educational programs.

Response. Yes. I do certainly believe that the differences in cultures should be addressed. Students of different cultures have their own methods of understanding things, based upon their trends in learning, and the environment in which they have learned. One topic taught to students of a same class but belonging to different culture, is grasped by them differently. Now the quality of grasping differs in each group depending upon their level of understanding. Quality of some students or groups may be good while of other groups may

be average or poor. In order to bring the quality at par, for all the students of all groups it is very necessary to identify the reasons of differences and address the same.

Response. The barriers to the implementation of a Multicultural Curriculum are:

Response. Yes. Multicultural Education is education for social justice. Due to backwardness if ethnic groups are deprived of quality education they become subject to social discrimination, with only educated and qualified groups and students getting better opportunities and developing where as these ethnic groups due to lack of proper multicultural education and equal opportunity to get education along with other students remain back and become subject to discrimination and social injustice.

Response. Yes. B.Ed. syllabus should include Multicultural Education as a separate topic. Multicultural Education as a concept is becoming increasing important with many students from cultural diversity participating in education throughout the world.

By including Multicultural education as a separate topic, students learn to accept students of diverse cultural background and interact with them, share their values, which greatly help in decreasing the differences between them.

Response. Yes. The present curriculum reflects the Multicultural Education.

OBSERVATION

As per the above responses given by informant the researcher observed that, Multicultural Education is about social change through education. It requires deep critical thinking, imagination commitment to emerging society and 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. The aim is to create schools that encourage the full development of all students.

INTERPRETATION

Multicultural Education 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. If done correctly, students will develop a positive perception of themselves by demonstrating knowledge about the culture, history and contributions of diverse groups. This way, Multicultural Education is a tool for instilling students with pride and confidence in their unique and special background. Multicultural Education is more than holidays and food; it requires critical thinking with attention paid to complexity. It requires research and learning about the multiple perspectives involved in any historical or contemporary experience in order to understand the rich meaning therein.

QUALITATIVE ANALYSIS

The researcher considered the General objectives – there are 9 general objectives in B.Ed. curriculum but the researcher found three general objectives which were reflected forward in Multicultural Education. Dimensions of teacher training programme, Eligibility for admission, Medium of instruction, Internship programme, Course related.

RELEVANCE OF ACTIVITIES TO MULTICULTURAL EDUCATION

Through these activities the Multicultural Education is highly reflected.The students learn quickly through group games that the individuals are dependent upon one another and they can't leave alone in the world. The international games and competitions between athletes of different nations also help very greatly in mutual understandings. Through cultural

conferences, the feeling of multiculturism can be developed by celebrating the birthdays of all the great leaders of different countries and by focusing attention towards their work and achievement better understanding among the students of one's country towards nationals of other countries can be inculcated, besides this in this conferences the problems of different nations of the world can be studied and their desirable solutions chalked out.

FINDINGS RELATED TO RESEARCH QUESTIONS

- What is the present status of Multicultural education in teacher training colleges?

Findings: The present status of multicultural Education in teacher training colleges is describing the relationship between culture of different countries and education and it have emphasized transmission of culture through education.

- How Multicultural education is reflected in the curriculum of B. Ed course?

Findings: The B. Ed curriculum included the cultural and artistic endowments of different nations and societies. In the teaching of history not only the culture of one's own country is given a place of importance but the culture and civilization of the other nations are also given importance.

SIGNIFICANCE OF THE RESEARCH

The goal of Multicultural education is to contribute to the transformation of society and to the application and maintenance of social justice and equity. This stands to reason, as the transformation of schools necessarily transforms a society that puts so much stock in educational attainment, degrees, and test scores.

This research will lead student teachers becoming more knowledgeable and capable in the real field. There is need to equip all teachers with the knowledge, skills and experiences to be successful in educating all students, it has also been suggested that more teachers are needed for an increasingly diverse student population, especially in urban settings. This divergence between increasing student diversity and the corresponding lack of teacher diversity brings to question the possible cultural disconnect between teachers and students, and the need for training teachers to be culturally competent. The study is significant in that it tests commonly held assumptions regarding the knowledge and capabilities of student teachers and teacher educators in the realm of cultural competence. This study also points out the need for training for multicultural education.

CONCLUSION

Multicultural education means different things to different people according to their needs and circumstances. Though there may be differences, Multicultural education aims at uniting a diversity of cultures. It introduces the idea that all students, regardless of their ethnic groups, should experience educational equality in schools. Multicultural education attempts to integrate different cultures and different value systems and to remove discrimination, it is an attempt to encourage and drive members of different cultural groupings to live according to commonly accepted values without neglecting their specific values. Learners in multicultural education system should be encouraged to introduce their ethnic values to others in the class. Learners need to learn to identify the common values amongst themselves.

Teachers should design the classroom situation in such a manner that a common framework of values is considered without neglecting the specific values. The structure and the nature of the curriculum, the criteria for assessing student progress, the design of the

curriculum and the organization of the classroom should be based on shared values. Emphasizing common values in multicultural education is a means of eliminating discrimination. The curriculum should be designed to cater for every learner from whatever class, religion or caste. (Tatto) suggests that teachers in a Multicultural society need to become critical towards their own values and those of others and help the learners in their classrooms to do the same. This does not imply the rejection of specific cultural values, but it does demand the ability to distance oneself from one's own cultural boundaries and to identify with common values.

This study is in no way meant to discredit Multicultural education, as many of the goals and ideas of Multicultural education are sound. All teachers in this study felt that certain aims of multicultural education, such as learning about multiple perspectives were very important. However, some of the far-reaching goals of Multicultural education are beyond what teachers are facing in teacher training colleges.

DISCUSSION OF THE RESULT

Multicultural Education helps students to develop a positive self-concept by providing knowledge about the histories, cultures and contributions of diverse groups. The studies conducted by (Dr. Coomis. Vevaina, 2005) revealed that there are no significant differences in the pre-test and post-test scores for both the experimental and control groups under both the parameters of interpersonal intelligence and intrapersonal intelligence. Another close study by (Khetsekile Nomawethu, 2001) this study revealed with the values issues in the South African context. The researcher's findings are similar to the findings of (Yoko Motani, 2001). The researcher finds out the awareness about Multicultural Education in teacher training colleges.

MAJOR FINDINGS:

1. Student teachers are aware about Multicultural Education.
2. Teacher Educators concluded that Multicultural Education is necessary for higher achievement and critical functioning in a democratic society.
4. Co- curricular activities enhanced inner qualities among student's n it helps to diverse group.

REFERENCES

1. Buch, M.B. (Ed.) (1991). Fourth Survey of Research in Education Centre of Advanced Studies in Education, M. S. University, Baroda.
2. Dash, B. N. (2010). A New Approach to Teacher Education &Education in the Emerging Indian Society, Neel Kamal Publications Pvt. Ltd., Hyderabad.
3. Goel D.R. Goel&Chhaya, Madhavi, R L. (2008). Abstracts of the Research Studies Conducted by Teacher Education Institutions, Vol. I & II, 2007-08.
4. Gupta Naresh Kumar, (2004). Research in Teaching Science: APH Publishing Corporation, 5, Ansari road New Delhi.
5. Mangal S.K. (2002). Statistics in Psychology and Education. 2nd Edition: PHI Learning Private Limited Connaught Circus, New Delhi-11001.
6. Ramnath K. N. (2010) Global Trends in Teacher Education, APH Publishing House, New Delhi.

BIBLIOGRAPHY

1. Best, J. and Khan, J. (2005). Research in Education. (10th Ed. PHI learning Pvt. Ltd, New Delhi, 2009).
2. Buckingham, D. (2007). Beyond Technology, Children's learning in the age of digital Culture Polity Press, Cambridge.
3. Cobb, P., and Yackel, E. (1996). Construction, emergent and sociocultural perspectives in the context of development research. Educational Psychology.
4. Dandapani S. "Advanced Educational Psychology" Anmol Publication New Delhi.
5. D. BhaskaraRao. (1997)."Scientific Attitude" New Delhi Discovery Publishing House.
6. Isave, M.S (2013). Multiculturalism in teacher education in India and Norway.
7. Mule R.S and Umathe V.T (1998). Principles of Educational Research, Aurangabad, Vidya Prakashan.
8. Singh K. J. (2004). A Comparative Study of Values and Attitudes of School and College Teachers towards Teaching Profession.
9. State level conference on Excellence in Teacher Education. ISBN.
10. University of Pune, (2003). syllabus of B.Ed. course.

WEBLIOGRAPHY

1. www.airfield.i.e/wp-content/uploads
2. https://ujdigispace.uj.ac.za
3. uzspace.uzulu.ac.za
4. www.worldcat.org/multicultural.education
5. www.oecd.org/data oecd.
6. www.cumbria.gov.uk/elibrary/content.
7. www.ascd.org/educational-leadership
8. rre.sagepub.com/content/
9. www.ncrel.org/sdrs/areas/issues/educatrs/
10. uir.unisa.ac.za
11. eric.ed.gov
12. www.academia.edu/.
13. www2.uwstout.edu/content/lib/thesis/
14. www.iaea.info/documents/paper
15. www.sagepub.com/ponterotto
16. http://www.usca.edu/essays
17. http://teachingasleadership.org/sites/default
18. http://www.education.com/reference/article/multicultural-education
19. www.educationinindia.net