Multicultural Education And Their Leadership Style In India

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Abstract: This study discusses about the national leaders' perspectives of diversity and multicultural education system and also it helps to work in multicultural background education system. It brings systematics education and their cultural values. The main issues of the study practice and leadership preparation according to their multicultural level.

Key words: Education, Leadership, Multicultural,

1. Introduction

The way of life in India is one of the most established and interesting. In India, there is astounding social decent variety all through the nation. The South, North, and Northeast have their own particular unmistakable societies and relatively every state has cut out its own social specialty. There is not really any culture on the planet that is as changed and one of a kind as India. India is a tremendous nation, having an assortment of geological highlights and climatic conditions. India is home to the absolute most antiquated developments, including four noteworthy world religions, Hinduism, Buddhism, Jainism, and Sikhism. A blend of these components has come about into a select Culture-Indian culture. Indian culture is a composite blend of shifting styles and impacts. In the matter of food, for example, the North and the South are very surprising. Celebrations in India are portrayed by shading, joy, energy, petitions, and customs. In the domain of music, there are assortments of people, well known, pop, and established music. The established convention of music in India incorporates the Carnatic and the Hindustani music.

Facts and Statistics

India is a country in South Asia. It is the Seventh-Largest country by area and second-largest by population and most populous democracy in the world. India is the world's largest democracy, with 1.2 billion people. 100 million people come to India's Kumbha Mela Festival, the world's biggest gathering of humans. 70% of all the world's spices come from India. India has more population than the entire Western Hemisphere of Earth. India's "Go Air" airline only hires female flight attendants because they are lighter, so they save up to US$500,000 per year in fuel. India is the birthplace of chess. The original word for "chess" is the Sanskrit chaturanga, meaning "four members of an army", which were mostly likely elephants, horses, chariots, and foot soldiers. The Indian flag has three horizontal bands of color: saffron for courage and sacrifice, white for truth and peace, and green for faith, fertility, and chivalry. An emblem of a wheel spinning used to be in the center of the white band, but when India gained independence, a Buddhist dharma chakra, or wheel of life, replaced the spinning wheel. Indians made significant contributions to calculus, trigonometry, and algebra. The decimal system was invented in India in 100 B.C. The concept of zero as a number is also attributed to India.

Language in the Country

India a lot of languages. India as a country is diverse and multilingual. There is no language called "Indian". While Hindi is the official language of the central government in India, with English as a provisional official sub-language, individual state legislatures can adopt any regional language as the official language of that state. In effect, there are "Official Languages" at the state and central levels but there is no one "national language." India speaks hundreds of languages and dialects. Some are extinct, while some are still in use with considerable speakers. Total official languages by Indian states are 32 but, the languages recognized by the constitution is 22. The census of India which had taken in 1962 has reported 1,652 languages. It is believed that 880 languages are still in use and nearly 220 languages had disappeared. Hindi is the official language of Indian Union. Many believe that languages printed on Indian Rupee Notes are our national languages, but the truth is India has no national language. The Indian Constitution does not give any language the status of National Language. The most using languages are Hindi, Bengali, Telegu, Marathi, Tamil, Urdu, Gujarati, Kannada, Malayalam, Odia, Punjabi, Assamese, Maithili, Bhili, Santhali, Kashmiri, Nepali, Gondi, Sindhi, Konkani, Dogri, Khandeshi, Kurukh, Tulu, Manipuri, Bodo, khasi,Mundari and Ho.

Society and Culture - Religion and Beliefs

India is a land of diversities. This diversity is also visible in the side of religion. The major religions of India are Hinduism (majority religion), Islam (largest minority religion), Sikhism, Christianity, Buddhism, Jainism, Zoroastrianism, Judaism etc. are also existing. The people of India have a strong belief in religion as they believe that they add meaning and purpose to their lives. The religions here are not only confined to beliefs but also include ethics, rituals, ceremonies, life philosophies and many more. Today, a wide range of religions are practiced in India. Some of the major religions are:

Hindu

The majority of the population in India practice Hinduism which is the most ancient religion in the country. As per Census 2011, about 80% Indian practice Hinduism. Some practitioners of this religion call it Sanatan Dharam, a term popularized by Mahatma Gandhi. Ramayana and the Bhagavad Geeta are the holy books of the Hindus. The Hindus believe and practice the principles of the Vedas and the Upanishads. Their place of worship is known as Temple (Devasthanam or Mandir in Hindi). They worship the icon or murtis which is considered as a reflection of God. But, the Hindus who belong to the Arya Samaj do not practice idol-worship. There is a system of symbolism in Hinduism; the swastika sign symbolizes auspiciousness and the syllable Om represents Param Brahman. With reference to the Hindu mythology, there are many Hindu festivals like Diwali, Holi, Bihu, Ganesh Chaturthi, Durga Puja and many more which are celebrated in the country.

Christian

Christianity is one of the prominent religions in India. At present there are about 25 million Christians in India. It is interesting to note that the Christian population in India is more than the entire population of Australia and New Zealand or total population of many countries in Europe. As per historical beliefs, Christianity came to India about 2000 years ago. It constitutes about 2.3% of the total population of the country, according to census 2001. Christian population can be found all over the country but majority of the people who belong to this religious section lives in the parts of South India, North-East and the Konkon Coast.

Islam

The Muslims forms around 13% of the population of India, as per Census 2001. It is the second largest religion in the country and its followers are known as Muslims. They are divided into sub sections, most famous being Sunnis and Shias. The holy book of the Muslims is the Quran; they believe and follow the teachings of Prophet Muhammad. In Islam, Hajj is an annual pilgrimage in Mecca which has to be carried out at least once by every physically and financially capable Muslim in his lifetime. Some of the major Islamic festivals celebrated in India are Eid-ul-Fitr, Eid-ul-Zuha and Muharram.

Buddhism

At present Buddhism is one of the major world religions. The philosophy of Buddhism is based on the teachings of Lord Buddha, Siddhartha Gautama, a royal prince of Kapilvastu, India. After originating in India, Buddhism spread throughout the Central Asia, Sri Lanka, Tibet, Southeast Asia, as well as the East Asian countries of China, Mongolia, Korea, Japan and Vietnam.

Jainism

Jainism is believed to have originated in India in the 7th-5th century BCE and was founded by Mahavira. This religion believes in the theology of self rather than God. It follows the principles of ahimsa (nonviolence), aparigraha (non-possessiveness) and anekantavad (non-absolutism). A minority of Indian population (about 0.5%) practice Jainism, as per census 2001. As per the history of Jains, there were twenty-four propagators of the religion who were known as tirthankaras, Rishabh was the first while Mahavira was the last. The followers of this religion undertake five vows of ahimsa, satya, asteya, bramcharya and aparigraha. Mahavira Jayanti, Paryushana Parva, Diwali and Maun-agiyara are some of the festivals celebrated by the Jains.

Sikhism

Guru Nanak founded Sikhism in India during the 15th century in the Punjab region. Guru Granth Sahib is the holy book of the Sikhs which is a collection of the writings of the Guru. The Sikhs constitute about 2% of the people of India as per the census 2001. There are no festivals in Sikhism in particular, but some festivities are generally celebrated on birthdays or martyrdom of Sikh Gurus. Gurupurabs, Baisakhi, Nagar Kirtan, Hola Mohalla are some of the festivals and events celebrated by the Sikhs. The religious beliefs of the Sikhs do not favor fasting or going to the pilgrimages. In India, majority of the Sikhs reside in Punjab and their large community lives in the neighboring states.

Family and Gender Roles

The joint family is highly valued, ideally consisting of several generations residing, working, eating, and worshiping together. Such families include men related through the male line, along with their wives, children, and unmarried daughters. A wife usually lives with her husband's relatives, although she retains important bonds with her natal family. Even in rapidly modernizing India, the traditional joint household remains for most Indians the primary social force, in both ideal and practice. The ancient ideal of the joint family retains its power, but today actual living arrangements vary widely. Many Indians live in nuclear families, a couple with their unmarried children, but belong to strong networks of beneficial kinship ties. Often, clusters of relatives live as neighbors, responding readily to their kinship obligations. As they expand, joint families typically divide into smaller units, which gradually grow into new joint families, continuing a perpetual cycle. Today, some family members may move about to take advantage of job opportunities, typically sending money home to the larger family. In the Indian household, lines of hierarchy and authority are clearly drawn, and ideals of conduct help maintain family harmony. All family members are socialized to accept the authority of those above them in the hierarchy. The eldest male acts as family head, and his wife supervises her daughters-in-law, among whom the youngest has the least authority. Family loyalty is a deeply held ideal, and family unity is emphasized, especially in distinction to those outside the kinship circle. Inside the household, ties between spouses and between parents and their own children are de-emphasized to enhance a wider sense of family harmony. For example, open displays of affection between husbands and wives are considered highly improper. Traditionally, males have controlled key family resources, such as land or businesses, especially in high-status groups. Following traditional Hindu law, women did not inherit real estate and were thus beholden to their male

kin who controlled land and buildings. Under Muslim customary law, women can do inherit real estate, but their shares have typically been smaller than those of males. Modern legislation allows all Indian women to inherit real estate. Traditionally, for those families who could afford it, women have controlled some wealth in the form of precious jewelry.

Social Custom and Protocol

Social inequality exists throughout the world, but perhaps nowhere has inequality been so elaborately constructed as in the Indian institution of caste. Caste has existed for many centuries, but in the modern period it has been severely criticized and is undergoing significant change. Castes are ranked, named, membership in which is achieved by birth. There are thousands of castes and subcases in India, involving hundreds of millions of people. These large kinship-based groups are fundamental to South Asian social structure. Caste membership provides a sense of belonging to a recognized group from whom support can be expected in a variety of situations. Many castes are associated with traditional occupations, such as priests, potters, barbers, carpenters, leatherworkers, butchers, and launderers. Members of higher-ranking castes tend to be more prosperous than members of lower-ranking castes, who often endure poverty and social disadvantage. The so-called "Untouchables" were traditionally relegated to polluting tasks. Since 1935, "Untouchables" have been known as "Scheduled Castes," and Mahatma Gandhi called them Harijans, or "Children of God." Today, the politically correct term for these groups, who make up some 16% of the population, is Dalit, or "Oppressed." Other groups, usually called tribes often referred to as "Scheduled Tribes" are also integrated into the caste system to varying degrees. Within castes, explicit standards are maintained. Rules of marriage, diet, dress, occupation, and other behaviors are enforced, often by a caste council (panchayat). Infringements can be punished by fines and temporary or permanent outlasting. Individuals and caste groups can hope to rise slowly on the hierarchy through economic success and adoption of high-caste behaviors.

Business Etiquette and Protocol

Relationships are the basis of all business dealings in India, be prepared to invest time and effort into building a solid foundation from which your commerce will grow. In business meeting Conservative dress is most suitable for both men and women, Dark suits for men - in hotter regions it can be acceptable to dress less formally. For women, conservative dresses or business suits, but avoid showing too much leg if wearing skirts or dresses. Casual wear is not recommended for a first meeting. While addressing people, Address people by their professional title (Dr, professor etc.) or, Mr or Mrs, followed by their surname. Sir or Madam is also appropriate. Remember, status is dependent upon education, caste, age and profession - address people accordingly if possible. Business cards may be given after the initial handshakes and greetings. Give and receive cards with your right hand

Education then and now in India

Dated back to Ancient time, India had the system of "Guru Kula" education. "Guru" literrarly means teacher and "Kula" literarily translated to house. So it means earning the education by living in the house of Guru. In this way of education, the student will find a guru and go there and ask the guru to accept him or her as a student. If the guru agreed, then the student will stay in the home of guru and learn from house hold activities to the knowledge of self-realization. This helped to create a deep bond between teacher and student. Later, when the guru feels that he had given everything that he knew to the student, the guru will give the permission to leave or if the disciple feel he had acquired enough then he can leave by the permission of Guru. All learning was closely related to nature and Life. Universal and compulsory education for all children in the age group of 6-14 was a cherished dream of the new government of the Republic of India. This is evident from the fact that it is incorporated as a directive policy in article 45 of the constitution. But this objective remains far away even more than half a century later. However, in the recent past, the government appears to have taken a serious note of this lapse and has made primary education a Fundamental Right of every Indian citizen. The pressures of economic growth and the acute scarcity of skilled and trained manpower must certainly have played a role to make the government take such a step. The expenditure by the Government of India on school education in recent years comes to around 3% of the GDP, which is recognized to be very low. "In recent times, several major announcements were made for developing the poor state of affairs in education sector in India, the most notable ones being the National Common Minimum Program (NCMP) of the United Progressive Alliance (UPA) government. The announcements are;

(a) To progressively increase expenditure on education to around 6 percent of GDP.
(b) To support this increase in expenditure on education, and to increase the quality of education, there would be an imposition of an education cess over all central government taxes.
(c) To ensure that no one is denied of education due to economic backwardness and poverty.
(d) To make right to education a fundamental right for all children in the age group 6–14 years. (e) To universalize education through its flagship programs such as 'Sarva Siksha Abhiyan' and Mid-Day Meal.

School

India is divided into 28 states and 7 so-called "Union Territories". The states have their own elected governments while the Union Territories are ruled directly by the Government of India, with the President of India appointing an administrator for each Union Territory. As per the constitution of India, school education was originally a state subject —that is, the states had complete authority on deciding policies and implementing them. The role of the Government of India was limited to coordination and deciding on the standards of higher education. That is, school education policies and programs are suggested at the national level by the Government of Indian though the state

governments have a lot of freedom in implementing programs. There are mainly three streams in school education in India. First one CBSE or Central Board of Secondary Education, Secondly; ICSE or Indian Certificate of Secondary Education and thirdly Exclusive schools or Senior Cambridge. Both the CBSE and the ICSE council conduct their own examinations in schools across the country that are affiliated to them at the end of 10 years of schooling (after high school) and again at the end of 12 years (after higher secondary). Admission to the 11th class is normally based on the performance in this all-India examination. Since this puts a lot of pressure on the child to perform well, there have been suggestions to remove the examination at the end of 10 years. Then there are state schools under every states. Each state in the country has its own Department of Education that runs its own school system with its own textbooks and evaluation system. As mentioned earlier, the curriculum, pedagogy and evaluation method are largely decided by the SCERT in the state, following the national guidelines prescribed by the NCERT. Each state has three kinds of schools that follow the state curriculum. The government runs its own schools in land and buildings owned by the government and paying the staff from its own resources. These are generally known as government schools. The fees are quite low in such schools. Then there are privately owned schools with their own land and buildings. Here the fees are high and the teachers are paid by the management. Such schools mostly cater to the urban middle class families. The third kind consists of schools that are provided grant-in-aid by the government, though the school was started by a private agency in their own land and buildings. The grant-in-aid is meant to help reduce the fees and make it possible for poor families to send their children. Apart from all of these, there are a handful of schools around the country, such as the Rishi Valley School in Andhra Pradesh, that try to break away from the normal education system that promotes rote learning and implement innovative systems such as the Montessori Method. Most such schools are expensive, have high teacher-student ratios and provide a learning environment in which each child can learn at his/her own pace. It would be interesting and instructive to do a study on what impact the kind of school has had on the life of their alumni.

Conclusion

Even though all the 28 states in India had their own state syllabus and follows the syllabus of SCERT, the rules and guide lines come from the NCERT. All the states in India have their own ruling power and political parties, it shows that different states are under different leadership. But all the diversity is merging in the national level of leadership with accepting the rules of national government. Simply accepting cannot be termed as Leadership, but accepting by suggestion of different state leaders then making it to the needs and wants of future education. All the schools including CBSE, ICSE and Government schools have their own books to teach, their own curriculum to follow, their own exams as well. For the government schools the school will be run by the state government and will teach most of the times in the native language. When comparing to the CBSE and ICSE schools their teaching will be most based on English. At the end when the student comes out from the school or university what they gained will be same knowledge in different way. This is what we Indians called and "University in Diversity". Even though CBSE, ICSE and Governmental schools are following the sects of rules put forward by the state government, the base for that rules will be from the national government. There are different organization under the control of national government to take care of education for the whole nation and there is state controlled education board which will help to implement the guidelines that are formulated by the national government by the suggestion of state governments. If one can look deeply, then it will not be difficult to identify there is state leadership and there is national leadership, but they are not fighting instead showing how is it possible to have one leadership under another leadership. Even now if one looks in to education system different state follow different education system, but when it comes to final result there will be no difference. For example, the teaching in the south India and North India is of two types. South India is investing more on education and gaining more literacy rates, while north have well developed universities which gives opportunities for the student from south India. In this way, south India and North India is maintaining their educational relationship. All these is not possible without a good leadership. This is fair enough to show the national level leadership and the way they make it possible.

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