

Teaching in Multicultural Classroom- Assessing Current Programs of Teachers' Training in Pakistan

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Abstract

The present paper investigates current pre- service teacher-training curriculum of bachelor of education level (B. Ed) with reference to teachers' training for teaching in multicultural classroom. It was a document analysis of B. Ed curriculum of teacher training. Diversity in cultures has become the prominent feature of 21st century. The affect of this feature can be observed in classroom environment where the teacher has students having multicultural backgrounds. Therefore, there is need to train prospective teachers for teaching in diverse/ multicultural classroom. Findings reported that the current curriculum of pre- service teachers' training of B. Ed as such lacks elements of training in multicultural classroom. A proposed course is designed to fulfill this gap in B. Ed teachers training curriculum. As Pakistani society is a pluralistic society that has multi cultures, consequently findings of present study are useful for teacher educators, teachers, curriculum developers and policy makers.

Key words: multicultural, classroom, prospective teachers, pre-service training, proposed teachers' training course.

Introduction

The diversity has become the prominent feature of 21st century and this feature has gained more importance due to advancement of information communication technologies (ICT) and scientific developments that has made the whole world a global village. The affect of this feature can be observed in classroom environment. At present even in one classroom there may be cultural diversity. In such an environment there is need that to prepare prospective teachers in teaching diverse classroom. In current scenario of the world there is need to foster unity and multicultural understanding among the people within a country. Creating awareness and understanding about multicultural has become an essential part of current education system. Diversity or Multicultural education describes a system of instruction that attempts to foster cultural pluralism and acknowledges the differences between races and cultures.

It addresses the educational needs of a society that contains more than one set of traditions, which is a mixture of many cultures. <http://health.yahoo.net/galecontent/multicultural-education-curriculum-1> retrieved on June 02, 2010. There can be found various differences among students of a classroom like difference in language, culture, race, religion, gender, learning styles, age, individuals' needs, regional and social class background. The best practice for diverse classroom teaching is realizing teachers' training need in recognizing their students as separate individuals and respect their cultural values and accepting them with their own identity. Hauptman and Hirji, (1999) are of the opinion that when different functional groups are affiliated to multiple organizations, communication is complex due to relatively high cognitive and cultural differences, geographic distances, diverging interests, and manifold interdependent relationships.

Gloria (1994) inferred from his study that teachers who engage in culturally responses practices- recognizing and valuing the racial and ethnic background of their students, creating vibrant learning communities characterized by mutual respect and collaboration and having a passion for knowledge- can produce great results.

“Today we prefer the “salad bowl” metaphor to think about cultural pluralism, a situation wherein each ingredient is valued for itself but also binds with others to make something different (Arends p. 61, 2007)”.

Given that “there is no universal construction of a multiculturalism course that is perfect for achieving all goals for all students” (Henry, 2003, p. 26), finding a way to build a multicultural foundation for courses across the disciplines may be a better aim for faculty in higher education institutions. Educators should critically reflect on their understanding of multicultural education and their position among the diversity of the student community (McIntyre, 1997). The next responsibility that educators need to possess is becoming educated about their students. In a study conducted by Allen (2000), one participant stated that “it is important for teachers to be educated about their students and their backgrounds and to promote appreciation and respect for different cultures, races, and religions” (p. 9).

Nagy, (2000) explains diversity that it is not separating cultures by saying “us” and “them” when discussing different ethnicities or different cultural groups. Multiculturally-oriented faculty should display inclusive and openness to helping all students. “College students who perceive their professors to be highly supportive of questioning are more likely to be motivated internally and to use strategies typical of self-directed learners” (Locke & Kiselica, 1999, p. 82).

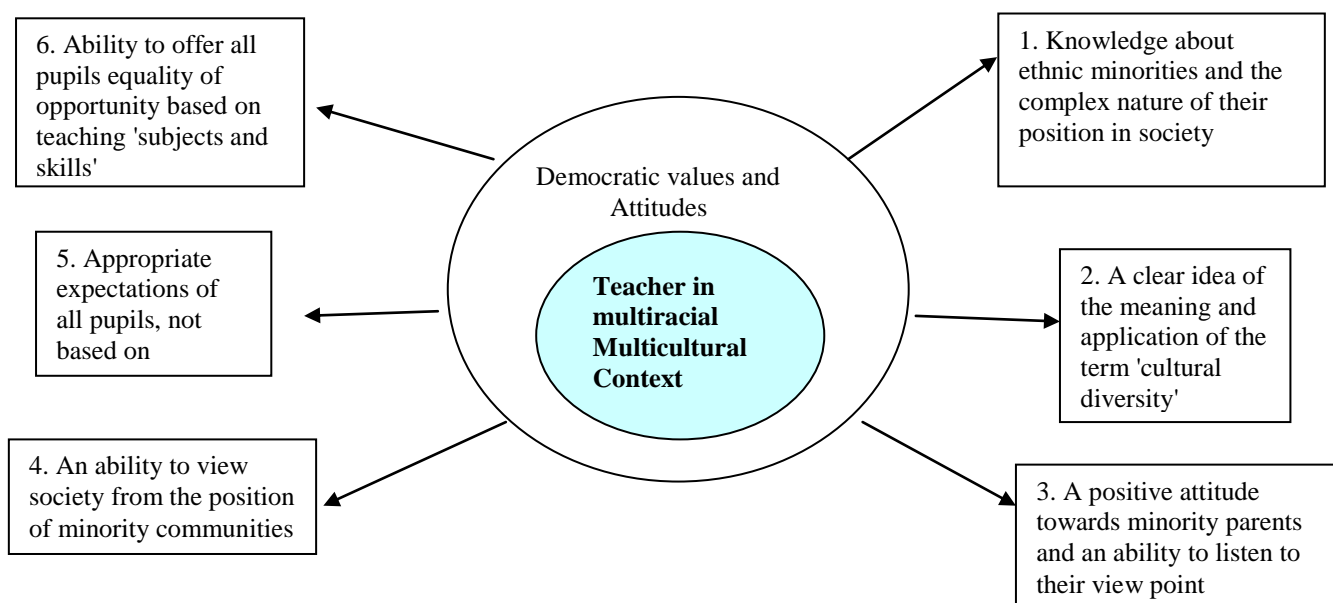
“Creative teaching strategies can help the process become less threatening and more productive than traditional lecture approaches” (Locke & Kiselica, 1999, p. 85). Making use of varying multicultural teaching techniques is helpful for students of all learning styles. According to Henry, (2003, p. 26) that “there is no universal construction of a multiculturalism course that is perfect for achieving all goals for all students”.

Updating curriculum by incorporating race, gender, and multicultural perspectives can be beneficial in defining the classroom as a multicultural learning environment (Benns-Suter, 1993).

In the article, *An Ecological Perspective on Preparing Teachers for Multicultural Classrooms* (Johnson, 2003), it is written that discussions of multicultural education generally center on the importance of broadening students’ understanding and appreciation of diverse cultures.

The teacher must have following information and training for dealing with diverse students in classroom environment:

(Adapted from Banks 1981, in Tomlinson 1984:49)



In this context, the teacher is expected to be knowledgeable about the various ethnic minorities and to have an open-mind and a pleasant demeanor. The Council for National Academic Awards (CNAA) in England outlined the qualities that courses of Education offered in Teacher training programs need to develop in trainee Teachers. These are:

1. To be equipped to prepare all pupils for life in a multicultural society;

2. To be able to teach in the multiethnic classroom; and,
3. To have an awareness of the issues of intercultural relations (Aurora R, in Aurora R and Duncan C: 1986: 174).

It need of the hour that teachers and researchers must promote practices and principles for teaching and treating with diverse groups of students teaching "Studies also show that educationists and teachers often differ in their views and definitions on this subject. "It is rare that any two classroom teachers or education scholars will have the same definition for multicultural education. As with any dialogue on education, individuals tend to mold concepts to fit their particular focus." (Multicultural Education). www.academon.com/Term-Paper-What-is-Multicultural.../93174 retrieved on June 20, 2010. Learning processes are not just to grasp and gather some information and facts and figures about certain knowledge and skills. Therefore it is essential that teachers should be trained with practical aspect of students' learning obstacles just as Gagliardi (1994) elaborates that learning obstacles can be affective, religious, cultural, logical and conceptual.

The curriculum of teacher education must have material relating to various aspects of the deprived groups of the society with the country. Like wise there must be content regarding teaching methods to diverse groups within a particular classroom environment and treating with conflicts of diverse groups of students. As stated by Bennett (1995), "to dwell on cultural differences is to foster negative prejudices and stereotypes, and that is human nature to view those who are different as inferior". Banks (1991a) notes the importance of integrating multicultural education within the teacher education curriculum. In her view an effective teacher education policy for the 21st century must include as a major focus the education of all teachers, including teachers of color, in ways that will help them receive the knowledge, skills, and attitudes needed to work effectively with students from diverse racial, ethnic, and social class groups." (Online reference retrieved on 05-04-2010 from http://www.adl.org/awod/awod_institute.html).

At present there are many universities in advanced countries that have designed their programs for preparing their prospective teachers for teaching in diverse students' classroom. Some universities and colleges neither require nor offer courses in multicultural education for pre-service students. Instead, these schools of education emphasize the necessity of pre-service students having a broad background in liberal arts and an in-depth focus on a particular area of concentration or major field in which the students are preparing to teach. Appropriate courses in methods, field experiences, and student teaching are considered adequate preparation for teaching in diverse classrooms. Online reference retrieved on 05-04-2010 from http://www.adl.org/awod/awod_institute.html).

Need of Addressing Nature of School Diversity in Teacher Training Courses

Multicultural education means to have extensive inspection of all factors relating to environment of school. According to Gorski, (1995) the factors relating to school environment are the followings:

- The experiences of students must be brought to the fore in the classroom, making learning more active, interactive, and engaging.
- Traditional teaching approaches and pedagogical models must be deconstructed to examine how they are contributing to and supporting institutional systems of oppression.
- Known oppressive practices like tracking (even if informal) must be exposed and critically examined.
- All aspects of teaching and learning in schools must be refocused on, and rededicated to, the students themselves instead of standardized test scores and school rankings.
- Emphasis should be put on critical and creative thinking, learning skills, and deep social awareness as well as facts and figures.
- Pedagogy must provide all students with equal potential to reach their potential as learners.

Pedagogy must be flexible enough to allow for the diversity of learning styles present in every classroom retrieved on April 5, 2010 from <http://curry.eduschool.virginia.edu/go/multicultural/langofracism2.html>

All the above –mentioned aspects of schooling need to be incorporated in the curriculum of pre-service programs of teachers for providing them practical training about diverse aspects of students. The major thing is that we must train prospective teachers in the ways of finding how to promote similarities among different aspects cultural diversity and not to promote any single aspects of culture and promotion of culture of the nation must be horizontal within a particular society. In spite of making any particular group to be typical we must provide prospective teachers training in how to promote and maintain unity amongst multi groups of culture. Researches found that a school may unwittingly contribute to student aggression through inappropriate classroom placement, irrelevant instruction, inconsistent management, overcrowded classrooms, rigid behavioral demands, or insensitivity to student diversity (Gable, Manning, and Bullock, 1997; Gable and Van Acker, 2000).

Van Acker, Grant, and Henry (1996) echo this sentiment when they state, "teachers require information on their pattern of interaction with individual students. Only then would differential treatment of specific students become evident" (p. 332). Zeichner (1993) has identified some key elements of effective teacher education for diversity that provide the organizational framework for "Educating Teachers for Diversity." These elements are as follows:

Element 1: Pre-service education students are helped to develop a clearer sense of their own ethnic and cultural identities.

Elements 2 and 3: Pre-service education students are helped to examine their attitudes toward other ethno cultural groups. They are taught about the dynamics of prejudice and racism and how to deal with them in the classroom.

Element 4: Pre-service education students are taught about the dynamics of privilege and economic oppression and about school practices that contribute to the reproduction of societal inequalities.

Element 5: The teacher education curriculum addresses the histories and contributions of various ethno cultural groups.

Element 6: Pre-service education students are given information about the characteristics and learning styles of various groups and individuals. They are taught about the limitations of this information.

Element 7: The teacher education curriculum gives much attention to socio-cultural research knowledge about the relationships among language, culture, and learning.

Element 8: Pre-service education students are taught various procedures by which they can gain information about the communities represented in their classrooms.

Elements 9 and 10: Pre-service education students are taught how to assess the relationships between the methods they use in the classroom and the preferred learning and interaction styles in their students' homes and communities. They are taught how to use various instructional strategies and assessment procedures sensitive to cultural and linguistic variations, and how to adapt classroom instruction and assessment to accommodate the cultural resources that their students bring to school.

Element 11: Pre-service education students are exposed to examples of the successful teaching of ethnic- and language-minority students.

Element 12: Pre-service education programs provide both intellectual challenge and social support (Retrieved on April 5, 2010 from http://www.adl.org/awod/awod_institute.html).

Lipman (1996) observes as cited in Gibson (2004) that often traditional pre-service multicultural training focuses on disseminating cultural knowledge and, at the same time, avoiding a discussion about mainstream cultural attitudes and beliefs. Gibson (2004) is of the view that pre-service teachers are to learn proper classroom management and instruction techniques (Sheets, 1996) and as related to issues of cultural diversity. Multicultural education for pre-service teachers involves effective teaching skills with sensitivity toward cultural diversity. The researches conducted in the area of need of teachers' training for teaching in diverse classrooms provided adequate grounds for the researcher to conduct a research study in Pakistan scenario to investigate the need of training of prospective teachers with reference to teaching in diverse classrooms.

Pakistan is an Islamic country and majority of its residents are Muslims. Basically its society is of pluralistic nature. People living in each province have their unique culture having its own values, mores, taboos, way of living dress, nature of economy, peculiar climate, etc. but at the same time it is bind with cultures of other provinces due the peculiar feature of religion that is Islam. This major aspect of Pakistani culture is definitely observable in classroom setting where there are students belonging to various areas of the country bringing with them their own peculiar diversity. Universities can play an important role in this regard due to the reason that students at the university level are mature and are sensitive and conscious about their culture. Teachers at university level can approach this issue in their teaching methodology. In university and college efforts to prepare students for success in a multicultural world, instructors need to recognize that they can play a lead role by exposing students to multicultural awareness in their classrooms. The specific areas covered in this paper include faculty responsibilities, environmental factors, and classroom techniques that will lead to a more multicultural experience for college students. Teachers have the responsibility for creating an environment in the classroom that fosters multicultural diversity.

Multicultural classroom denotes where there are students of various cultures and the teacher has to teach them in the same classroom. Sometimes multicultural is also named as diversity of cultures in classroom. In such an environment where there are students of multicultural backgrounds, there are needed some specific methods of teaching as well as techniques of dealing and interaction with students having multicultural backgrounds. In current scenario in Pakistan there is dire need to understand culture of different parts of the country and to promote trusts, harmony and unity in cultural diversity.

Generally in teacher education curriculum we do find the elements of individual differences of different nature like mental, social, physical differences, etc. but the most important factor that has not been given proper consideration in current teacher training curriculum is diversity among students belonging to different classes of cultures.

Statement of Problem: The present research paper was an attempt to assess pre-service teachers training curriculum of B. Ed (Bachelor of Education) with specific reference to aspect of prospective teachers' training for teaching in multicultural classrooms.

Research Questions: The present research as carried out to find out answers to following questions:

1. What is multicultural awareness or diversity in cultures?
2. What is the present state of affair of teacher education curriculum with specific reference to teachers training for teaching in multicultural classroom in Pakistan?
3. Is there any need to address the factor of multicultural diversity in teacher training Curriculum with scenario in Pakistan?
4. Why it is essential to train teachers for teaching in multicultural classroom?
5. Is there need to develop a separate course for teachers training curriculum addressing nature, varieties, problems and issues of various cultures of Pakistan and specific teaching methods for teaching in multicultural classrooms?

Delimitation of the Study

As the researcher had very limited resources, therefore, she delimited her study to following factors:

1. Examining curriculum of teacher training only of B. Ed (Bachelor of Education) in Pakistan.
2. Evaluating only subjects/courses that are being taught in B. Ed level of teachers training.
3. Analyzing subjects/courses of B. Ed with only reference to teachers training for teaching in multicultural classrooms.
4. Conducting research only through document analysis and getting information from teacher educators and prospective teacher enrolled in B. Ed teacher training program.
5. Consulting teacher educators and prospective teachers enrolled in B. Ed teacher training program of National University of Modern Languages (NUML).
6. Proposing/ developing teachers training course for B. Ed level only.

Procedure of the study: It was a theoretical and desk review study. The researcher evaluated the current curriculum of B. Ed with reference to aspect of teachers' training for teaching in multicultural classroom. The researcher consulted the available literature in shape of books, articles, research reports, theses, internet research. Finally the researcher approached the prospective teachers enrolled (2010) in B. Ed program of NUML and discuss with them about B. Ed curriculum that how much it does prepare/train them for teaching and dealing in multicultural classrooms. Likewise the researcher also discussed with teachers educators about this problem. After getting all information from teacher educators, prospective teachers and consulting literature available on the topic of current paper, the researcher proposed/developed a course for prospective teachers of B. Ed level focusing on teaching in multicultural classrooms.

Theoretical Framework of the Study

After reviewing literature on the topic of the article, the researcher decided to develop course for teachers training for teaching in multicultural classroom by using the guidelines given by the Council for National Academic Awards (CNAA) in England outlined the qualities that courses of Education offered in Teacher training programs need to develop in trainee Teachers as theoretical framework. These are as mentioned in Aurora R, In Aurora R and Duncan C: 1986: 174):

1. To be equipped to prepare all pupils for life in a multicultural society;
2. To be able to teach in the multiethnic classroom; and,
3. To have an awareness of the issues of intercultural relations (

The researcher also keep in focused Zeichner 's (1993) identified following some key elements of effective teacher education for diversity:

Element 1: Pre-service education students are helped to develop a clearer sense of their own ethnic and cultural identities.

Elements 2 and 3: Pre-service education students are helped to examine their attitudes toward other ethno cultural groups. They are taught about the dynamics of prejudice and racism and how to deal with them in the classroom.

Element 4: Pre-service education students are taught about the dynamics of privilege and economic oppression and about school practices that contribute to the reproduction of societal inequalities.

Element 5: The teacher education curriculum addresses the histories and contributions of various ethno cultural groups.

Element 6: Pre-service education students are given information about the characteristics and learning styles of various groups and individuals. They are taught about the limitations of this information.

Element 7: The teacher education curriculum gives much attention to socio-cultural research knowledge about the relationships among language, culture, and learning.

Element 8: Pre-service education students are taught various procedures by which they can gain information about the communities represented in their classrooms.

Elements 9 and 10: Pre-service education students are taught how to assess the relationships between the methods they use in the classroom and the preferred learning and interaction styles in their students' homes and communities. They are taught how to use various instructional strategies and assessment procedures sensitive to cultural and linguistic variations, and how to adapt classroom instruction and assessment to accommodate the cultural resources that their students bring to school.

Element 11: Pre-service education students are exposed to examples of the successful teaching of ethnic- and language-minority students.

Element 12: Pre-service education programs provide both intellectual challenge and social support (Retrieved on April 5, 2010 from http://www.adl.org/awod/awod_institute.html).

Analysis of Current Curriculum of B. Ed

Following are the major subjects/courses that are being taught in most teachers training institutions for training of B. Ed level teachers in Pakistan:

1. Functional English
2. Introduction to Philosophy of Education
3. Human Development and Learning
4. Curriculum Development & Instruction
5. Research, Measurement and Evaluation
6. Education in Pakistan and its Perspective
7. Guidance and Counseling.
8. School Planning, Organization and Management
9. Pedagogical Techniques with Emphasis on-
-Teaching of English and General Science
10. Teaching Practice of English
11. Teaching Practice of General Science and Computer

From above list it can be observed that there is no single subject or course nor there is found any content that is specifically designed for the purpose of teachers' training for teaching for in multicultural classrooms. From eleven courses 08 courses are theoretical based where as 03 courses are related to teachers training in practical skills of teaching specific subjects. Therefore there is need to propose a teachers training course for teachers training for teaching in multicultural classrooms. The proposed course of the researcher will fulfill the gap that is found in current teachers training courses with reference to teaching students of multicultural backgrounds.

Discussion and Conclusion

The proposed model of teachers training for teaching is multicultural classroom is consistent with the opinions of Hauptman and Hirji, (1999) that when different functional groups are affiliated to multiple organizations, communication is complex due to relatively high cognitive and cultural differences, geographic distances, diverging interests, and manifold interdependent relationships. The same thing has been suggested by Benne-Suter, (1993) who says that updating curriculum by incorporating race, gender, and multicultural perspectives can be beneficial in defining the classroom as a multicultural learning environment. The proposed course fulfills the suggestion of Benne-Suter (1993). Likewise this model is consistent with the findings of Gloria (1994) that teachers who engage in culturally responses practices- recognizing and valuing the racial and ethnic background of their students, creating vibrant learning communities characterized by mutual respect and collaboration and having a passion for knowledge- can produce great results. The need for developing course for teachers training for specific nation culture scenario is supported Henry, (2003, p. 26) that "there is no universal construction of a multiculturalism course that is perfect for achieving all goals for all students".

In this way he found a way to build a multicultural foundation for courses across the disciplines may be a better aim for faculty in higher education institutions. The suggested course for teachers of B. Ed but its content, with some modification, can be use for teachers training at higher education level.

The proposed course is consistent with the Council for National Academic Awards (CNAA) guidelines as well because these guide lines were taken as theoretical framework of the study. These guidelines were outlined the qualities that courses of Education offered in Teacher training programs need to develop in trainee Teachers. These were:

4. To be equipped to prepare all pupils for life in a multicultural society;
5. To be able to teach in the multiethnic classroom; and,
6. To have an awareness of the issues of intercultural relations (Aurora R, In Aurora R and Duncan C: 1986: 174).

The developed course in current paper is consistent with the finding of Allen (2000) that “it is important for teachers to be educated about their students and their backgrounds and to promote appreciation and respect for different cultures, races, and religions” (p. 9). Nagy, (2000) explains diversity that it is not separating cultures by saying “us” and “them” when discussing different ethnicities or different cultural groups. Multiculturally-oriented faculty should display inclusive and openness to helping all students. The current suggested course is answer to this discussion.

From above discussion it is concluded that the proposed course for teachers training for teaching in multicultural classroom is supported and consistent with findings and suggestions of international investigation. Furthermore it is surely concluded that by including the proposed course in teachers training course, the current trend of hate and frustration in various Pakistani cultures for each other, can be minimize, if not terminated because teacher has vital role in forming minds and teacher is the person who has to directly interact with students belonging to various cultures. And if teacher is trained how to deal with students from various cultures, understanding their learning difficulties, their language problems, without discouraging, and degrading their cultures, rather having respect and regard for every culture without any discrimination and prejudices, then definitely students will have respect for each others’ cultures. In this way national unity will be promoted through multicultural and we will have peace and no disputes, and a society whose individuals have respect for each others’ opinions and cultures.

Findings

After analyzing the objectives, contents, teaching methodologies and evaluation procedure of current curriculum of B. Ed (one year), the following findings were inferred:

1. Prospective teachers are informed about cultural varieties and intercultural issues in Pakistan only through theoretical information/knowledge.
2. Prospective teachers are not trained instructional methodology about multicultural prejudices, the nature of these prejudices that students may encounter in classroom environment and methods to deal with these prejudices.
3. Current teachers training curriculum does not address the histories and contributions of Pakistan.
4. Prospective teachers may be trained in how to conduct activities for creating awareness among students about various cultures of Pakistan.
5. Prospective teachers may be trained in practically about the procedure of dealing with students of multicultural backgrounds in classroom.
6. Prospective teachers may be provided complete information and sensitivities of national and regional cultures of various areas of Pakistan.

Recommendations

1. In the curriculum of prospective teachers practical activities regarding introduction of various cultures may be incorporated for the purpose of creating awareness appreciation among prospective teachers about various cultures.
2. Prospective teachers may be provided practical knowledge through various side vistis of cultures, and teachers may be trained in specific instructions for hadling with multicultural prejudices in classroom environment.
3. In curriculum of prospective teachers education, content about contributions of various cultures may be incorporated in order to develop in students appreciation for various cultures of Pakistan.
7. Prospective teachers may be trained in practically about the procedure of dealing with students of multicultural backgrounds in classroom.
8. Prospective teachers may be provided complete information and sensitivities of national and regional cultures of various areas of Pakistan.

9. A new course designed by the researcher may be incorporated in the curriculum of secondary school teachers' training programs.
10. Then follow-up research be conducted to explore the effectiveness of the course designed by the researcher for pre-service teacher education curriculum for developing multicultural understanding in prospective teachers.
11. The following dimensions for Multicultural Course in Pre-service teacher training Training Curriculum in Pakistan needs to address:
 - Focusing on developing affective domain through practical training
 - Preparing teachers' for teaching in multicultural classroom
 - Creating national cohesion through teacher training programs
 - Achieving quality in Teacher training programs
 - Developing emotional intelligence
 - Understanding diversity in learning styles in class-learning, social background, regional differences
 - Giving attention to cultural issues and solving them through practical activities
 - Dimensions of teachers training in new Millennium for achieving quality education
 - Developing multiple intelligences the class
 - Practicing tolerance and patience in classroom environment

Proposed Course for Teaching in Multicultural Classrooms

Objectives of the Course for Training prospective Teachers for Teaching in Multicultural Classrooms:

1. to develop in prospective teachers awareness about various culture of Pakistan;
2. to make them aware about the sensitive areas of various cultures of Pakistan;
3. to develop in prospective teachers appreciations for various cultures;
4. to train them in teaching in classroom where there are students having multicultural backgrounds;
5. to create awareness in prospective teachers about tribal and intercultural issues;
6. to instruct them about various learning styles;
7. to instruct them to prepare their future students for living in multicultural environment;
8. to inform them about geographical condition, cultural values, mores and norms of various culture and subcultures of Pakistan.

Course outline

Unit -1. Definition of Culture, Values, Mores and Norms of Culture

Unit -2. Various Cultures of Pakistan, their Historical Backgrounds, their Specific Values, Relationship of One Culture with Other Cultures.

Unit -3. Characteristics and Learning Styles of Various Cultures in Pakistan

Unit -4. Reshaping Prospective Teachers Attitudes towards Various Cultural Groups

Unit -5. Dealing with Prejudices among Various Cultures in Classroom Environment

Unit -6. Contributions of Various Cultural Groups in Pakistan

Unit -7. Teaching Methods Specifically for Multicultural Classroom Environment

Unit -8. Relationship between Cultures, Learning, Values,

Unit -9. Multicultural Groups in Classroom

Unit -10. Focusing on Cognitive, Affective and Psychomotor Domain of Learning

Unit -11. Creating National Cohesion through Teacher Training Curriculum

Unit -12. Understating Emotional Intelligence in Classroom Environment

Suggested Activities for Promoting Appreciation for Multicultural Groups

1. Representation of various cultural groups like displaying charts, items, pictures, video films, stories books, language books, cultural information, social and moral values relating to specific cultural group.
2. Celebrating cultural days for various cultural groups in the classroom.
3. Reserving portion for display of various cultural groups' contributions without any discrimination.
4. Debating contests among various cultural groups.

5. Arranging field trips/visits to various areas of the country.
6. Celebrating national days through participation of various cultural groups of classroom.
7. Showing equal respect for each and every cultural groups that is present in classroom environment.
8. Creating an atmosphere in which every student of the class has respect and regard for other cultural group's feelings and emotions.
9. Promoting cooperative learning activities in which various groups are involved.
10. Conducting team based/ collaborative project work.
11. Providing information about Islamic values of equality and brotherhood from the Holy Verses of Quran and the Holy life of the Prophet (S.A.W)

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