

**INSTITUTE OF ADVANCED STUDIES IN EDUCATION,
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StudyNotes

On

**Organisation and Management of School to Address Socio-
Cultural Diversity, Bias in text books, hidden curriculum, Teacher
Attitude, Expectations**

**M.Ed. Semester –III Paper 3- School Education of the Disadvantaged Groups
Unit II- Status of School Education of Socially Disadvantaged Section in India**

By

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OBJECTIVE:

The objective of this study note is to provide an understanding of the problems of socio-cultural diversity, Bias in text books, Hidden curriculum and Teacher attitude and expectations and discuss why and how these issues need to be addressed in the School

Introduction: Diversity in social and cultural environment creates certain problems in school education. Diversity in the culture and society sometimes lead to bias in text books and hidden curriculum. Teacher's attitude and expectations are also influenced by socio-cultural diversity which may also create problem in organisation and management of schools. One has to understand these problems clearly so that the issues are resolved properly. These issues are discussed one by one in the following pages.

Management of Socio- Cultural Diversity in School:

With the rise of globalization, factors such as culture, beliefs and interaction among people have enabled coexistence of differences. Because of the increase in diversity and complicity in manpower, the concept of diversity has started to play an important role in organizational life. Our country is an example multi cultural , multilingual society. Socio- cultural diversity of our country is reflected in our schools also. Different culture and different social group may reflect different ways of learning. Socio cultural diversity may require different approach to the learning process. The important point is cultural diversity in school should not lead to sub-optimum education and learning in schools. It is expected that schools should respect socio cultural diversity and should bring about all such changes in its organisation and curriculum, which will ensure optimum learning for all groups of students in the school.

Management of Socio-Cultural Diversity through Curriculum development:

The UNESCO - IBE has defined socio-cultural diversity and addresses how socio-cultural diversity can be used positively through the curriculum.

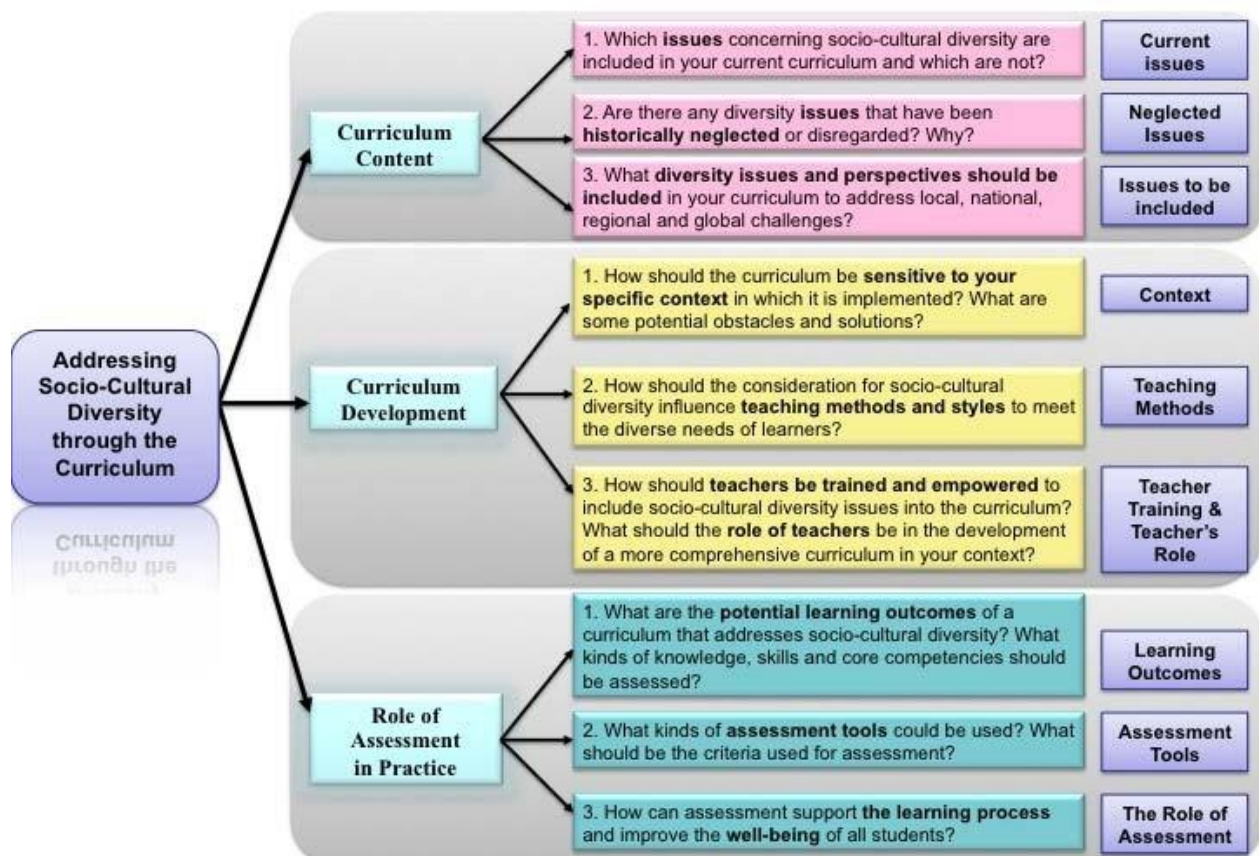
What is socio-cultural diversity? Socio-cultural diversity in this context

includes *race, class, ability, different learning conditions and styles, ethnicity, age, gender, sexual orientation, religion, nationality and other dimensions* that make up the identity of the individual student and impact his or her learning experience. Thus, diversity needs to be taken seriously by educators. It is the only way to make sure that students of all backgrounds are not excluded or marginalized due to their unique needs and learning styles, but are instead supported by the education system and receive an education that helps them reach their fullest potential. Schools provide a social setting in which students can learn ways to deal with socio-cultural differences.

UNESCO, IBE points out that, managing cultural diversity through curriculum involves three steps:

1. Curriculum Content
2. Curriculum development
3. Role of assessment in Practice

These steps have been further analyzed and displayed in the following chart.



The above points highlight how curriculum development change can effectively deal with socio-cultural diversity in school.

Bias in Text Books:

Another important issue involved in social group inequality is bias in text books. Bias in text books refers to biases and discriminatory approach for a particular group or class of people leading to accentuation of existing inequality in the society. Various reports have highlighted bias in text books.

The links given below provide some idea about bias in text book.

<https://www.tribuneindia.com/news/jobs-careers/unesco-report-reveals-covert-gender-bias-in-school-textbooks-106139>

<https://timesofindia.indiatimes.com/city/jaipur/Gender-bias-in-textbooks-Experts/articleshow/53246941.cms>

http://www.ungei.org/resources/files/Eliminating_gender_bias_in_textbooks.pdf
as

The above articles clearly point out that in text books is an important issue and effective measures are needed to remove textbook biases.

Hidden Curriculum:

A **hidden curriculum** is a side effect of schooling, “lessons which are learned but not openly intended”¹ such as the transmission of norms, values, and beliefs conveyed in the classroom and the social environment.

Any learning experience may include unneeded lessons.¹ Hidden curriculum often refers to knowledge gained in primary and secondary school settings, usually with a negative connotation where the school strives for equal intellectual development (as a positive aim). In this sense, a hidden curriculum reinforces existing social inequalities by educating students according to their class and social status. The unequal distribution of cultural capital in a society mirrors a corresponding distribution of knowledge among its students.

Although the hidden curriculum conveys a great deal of knowledge to its students, the inequality promoted through its disparities among classes and social statuses often invokes a negative connotation. For example, Pierre Bourdieu asserts that education-related capital must be accessible to promote academic achievement. The effectiveness of schools becomes limited when these forms of capital are unequally distributed. Since the hidden curriculum is considered to be a form of education-related capital, it promotes this ineffectiveness of schools as a result of its unequal distribution. As a means of social control, the hidden curriculum promotes the acceptance of a social destiny without promoting rational and reflective consideration. According to Elizabeth Vallance, the functions of hidden curriculum include "the inculcation of values, political socialization, training in obedience and docility, the perpetuation of traditional class structure-functions that may be characterized generally as social control. Hidden curriculum can also be associated with the reinforcement of social inequality, as evidenced by the development of different relationships to capital based on the types of work and work-related activities assigned to students varying by social class.

Although the hidden curriculum has negative connotations, it is not inherently negative, and the tacit factors that are involved can potentially exert a positive developmental force on students. Some educational approaches, such as democratic education, actively seek to minimize, make explicit, and/ or reorient the hidden curriculum in such a way that it has a positive developmental impact on students. Similarly, in the fields of environmental education and education for sustainable development, there has been some advocacy for making school environments more natural and sustainable, such that the tacit developmental forces that these physical factors exert on students can become positive factors in their development as environmental citizens.

Hidden curriculum is thus a double edged sword. It can be used in a positive way, while it has a negative connotation as well. As teachers, we should learn the tools and techniques to maximise the positive aspects of hidden curriculum.

Teacher Attitude, Expectations

Another important issue addressing social group inequality is teacher attitude and expectations. Professor John Wilkinson emphasizes the ability teachers' attitudes and expectations have to completely change the classroom environment and outcome. He describes attitude as the single most important teaching variable.

Attitude is defined as a way of thinking or feeling that affects a person's behavior. As teachers, the attitudes we have about our students and curriculum affect our level of effort, decisions, actions, and expectations. When we have positive attitudes about our students, we will set positive expectations. What does it mean to set positive expectations? This means that we believe in the learner and that the learner CAN learn.

It might be hard for us to really believe that ALL students are capable of meeting our expectations and achieving academic success; however, perhaps we should take the advice of Audrey Hepburn: "Nothing is impossible. The word itself says 'I'm possible.'"

Who are we to say we fully know the limits of a student's potential? Who are we to doubt that they will reach it? Our role as a teacher should be to never doubt or to give up, but to inspire new faith and encourage students to press forward in difficult paths. Our attitudes can create possibilities.

Teacher's attitude and expectations from the students play a very important role in addressing the issues mentioned above. Following two articles will be discussed in the class to understand how teachers attitude and expectations can do wonders to the students.

[https://mckayschooleducators.wordpress.com/2013/11/01/the-power-of-attitude-and-
expectation/#:~:text=Attitude%20is%20defined%20as%20a,we%20will%20set%20positive%20expectations.](https://mckayschooleducators.wordpress.com/2013/11/01/the-power-of-attitude-and-
expectation/#:~:text=Attitude%20is%20defined%20as%20a,we%20will%20set%20positive%20expectations.)

https://www.researchgate.net/publication/317738556_Teachers'_Attitude_and_Expectation_on_Inclusive_Education_for_Children_with_Disability_A_Frontier_Study_in_Semarang_Central_Java_Indonesia
