

**MULTICULTURAL PERSPECTIVE AND
DIVERSITY IN EDUCATIONAL PROCESS
OF INDIA: A STUDY
OF CHILDREN'S MULTICULTURAL
LITERATURE**

DISSERTATION

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MASTER OF PHILOSOPHY

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Dated: 30-04-2022

DECLARATION BY THE SCHOLAR

This is to certify that the M.Phil. Dissertation being submitted by me on the topic entitled **“Multicultural Perspective and Diversity in Educational Process of India: A Study of Children’s Multicultural Literature”** at the National Institute of Educational Planning and Administration, has been completed under the guidance of Dr. Kumar Suresh. It is declared that the present study has not previously formed the basis for the award of any Degree, Diploma, Associateship or fellowship to this or any other university.

Vandana Singh
(Research Scholar)

Dated: 30-04-2022

CERTIFICATE OF THE SUPERVISOR

This is to certify that the dissertation entitled “**Multicultural Perspective and Diversity in Educational Process of India: A Study of Children’s Multicultural Literature**” is the work undertaken by Ms. Vandana Singh under my supervision and guidance as part of her M.Phil. degree in this University. To the best of my knowledge, this is the original work conducted by her and the dissertation may be sent for evaluation.

Prof. Kumar Suresh

(Supervisor)

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-Vandana Singh

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CHAPTER 1

INTRODUCTION

“Books have the power to encourage students while at the same time enlighten other readers of the truths about lives, they don’t live.”

Jennifer H.

“It is time for parents to teach young people early on that in diversity there is beauty and there is strength.”

Maya Angelou

These two quotes succinctly express two significant issues raised in this study: how books may help children understand another person's life from their perspective, and how crucial it is for children to understand diversity from a young age. Multicultural literature is an effective tool for children to develop a deeper understanding of their own culture as well as the cultures of others. Relationships can be built as a result of this increased understanding, bridging the gap between children from various cultural backgrounds (Hseu & Hetzel, 2000). Both students and teachers benefit from multicultural literature. When a student's culture is respected, they feel recognised and understood. Students from the mainstream culture learn that various points of view and ways of doing things are just as valuable as their own. For teachers, multicultural literature can be quite useful. As educators, we've all had the experience of wishing a child would simply "behave." Learning about various cultures may open our eyes to the idea that what we deem strange or inappropriate in one culture may be regarded as a sign of respect in another. Students may assume they are doing appropriately while, in fact, they are doing the exact opposite of what you requested them to do due to a lack of understanding of the guidelines. As our society becomes more diverse, it is more crucial than ever to learn everything we can in order to properly create an inclusive school environment.

1.1 Background

In India, the multicultural experience is symbolised by a pattern known as "unity in diversity." In each of the states and regions that make up the country, this encompasses the diversity of religious communities, languages, nationalities, and minority population but these diversities are also linked organically. In a sense, multicultural adaptation theories appear to be ingrained in Indian culture. The concept of multiculturalism is critical for India's harmonious and

progressive future. Therefore, valuing diversity and multicultural becomes important. Such values can take deep roots if these are inculcated from the very beginning of children life. The goal of instilling intercultural ideals in students is frequently a part of the educational curriculum. When these principles are included into learning materials, these can bring positive results. However, it is frequently done in such manner that ineffective way, resulting in mostly insufficient results. It is critical that the rich principles of multiculturalism are taught to our future citizens' young minds. Multicultural literature is a tool that may be used in the classroom to assist students recognise themselves and others who are different from themselves but part of the same system.

Multicultural education is advanced as an important response to diversity in educational processes. A closer view to multicultural education indicates that it is a movement for equity, social justice, and democracy as well as a philosophy and strategy to school reform. Multicultural education experts detail out various components and aspects of multicultural education as well as they put emphasis on acknowledging diversity of various cultural groups within its framework. Within the framework of multicultural education there is a great deal of agreement on the major principles, concepts, and goals. Multicultural education aims to restructure schools so that all students have the knowledge, attitudes, and abilities necessary to function in an ethnically and racially diverse country and world. Multicultural education aims to promote educational equity for people of various racial, ethnic, cultural, and socioeconomic groups, as well as to enable their involvement as critical and reflective citizens in a national civic culture that is inclusive. Multicultural education aims to give students with educational opportunities that allow them to keep commitments to their communities' cultures while also acquiring the information, skills, and cultural capital required to function in the national civic culture and community.

The idea and framework of multicultural education may trace back to the movements for recognition of identity and rights in multicultural societies. During the civil rights movement of the 1960s and 1970s, multicultural education became more popular. It arose out of ethnic groups' quest and demand for inclusion in school, college, and university curricula. Although multicultural education emerged out of the 1960s ethnic movements, it has strong historical origins in the late nineteenth and early twentieth century African-American ethnic studies movement. The primary goal of the early ethnic studies movement, which was started by scholars such as George Washington Williams, Carter G. Woodson, W. E. B. DuBois, and Charles H. Wesley, was to challenge the negative images and stereotypes of African Americans

that were prevalent in mainstream scholarship by creating accurate descriptions of their life, history, and contributions. These scholars were dedicated to the advancement of African Americans on a personal, professional, and long-term basis.

They thought that in order for African Americans to achieve collective identity and liberation, they needed to develop positive self-images. They also believed that objective historical study, which may modify mainstream academic knowledge, could effectively combat stereotypes and unfavourable beliefs about African Americans. In 1915, Carter G. Woodson, one of the early ethnic studies movement's main scholars, helped form the Association for the Study of Negro (now Afro-American) Life and History. The organisation was instrumental in the development and diffusion of African-American historical study. In addition to producing multiple scholarly works and editing the organization's publications, Woodson founded Negro History Week (now Black History Month) to draw attention to the lives and histories of African Americans in the United States' schools. In 1922, Woodson released *The Negro in Our History*, a college textbook that was used in many African-American schools and institutions.

Multicultural education is a philosophical notion founded on the ideas of liberty, justice, equality, and human dignity, which have been recognised in many texts. It emphasises the need of preparing students for their responsibilities in an interconnected world. It highlights the importance of schools in today's globalized world. It promotes democratic ideas of social justice to combat all types of discrimination in schools and society. Multicultural education is a process that pervades all elements of school practises, regulations, and organisation in order to ensure that all children attain their full potential academically. It aids in the development of a positive self-concept in students.

Many of our happiest recollections of grade school are of times when we were having fun while learning, such as when we found a new concept, suddenly comprehended something, or realised we could do something well. Children's literature, particularly choices from works written for children, provides us with those opportunities, and it is increasingly becoming an indispensable element of the curriculum in not only grade schools but also university classes where teachers are being prepared to teach. But what makes children's literature so special for this job? While it is created for children and usually reflects their experiences, this body of writing has expanded in recent years to include a wide range of topics.

When you ask the ordinary person what children's literature is, they may respond with phrases like "They are books with vivid illustrations," "They encourage youngsters to read," "They are fairy stories, folk tales, or animal tales," and so on. Few people realise, however, that over

10,000 trade books are released each year in the United States alone, covering a wide range of genres, topics, and formats, and that many of these books are so sophisticated in plots, tales, and design that they are loved by both adults and children. While experts describe children's literature in a variety of ways, it is ultimately literature written with children as the primary target.

A glance at several experts' definitions of children's literature reveals not only how difficult it is to describe this body of literature, but also how difficult it is to pin down exactly what constitutes a children's book, other than the fact that it is written for and about children. "Children's literature is the collection of works that are read to and by children... from birth to roughly age fifteen," Temple, Martinez, Yokota, and Naylor (2002) stated. They also admitted that "defining a children's book is surprisingly difficult".

Rather than directly defining children's literature, Norton, Norton, and McClure (2003) simply discussed the qualities of good children's literature and the evolution of children's literature in recent years: "When students of children's literature look at the beautiful books published to meet children's needs, interests, and reading levels, many are amazed to learn that not long-ago books were not written specifically for children". They went on to say, "When childhood became recognised as a distinct stage in the human life cycle, children's literature became increasingly essential". Charlotte Huck has long been regarded as one of the first children's thinkers.

Over the previous 25 years, recognizing and including diversity has developed an emphasis of policy makers and teachers worldwide. By means of diverse literature, it helps to produce a sense of self-importance in children and encourages their individuality, their families and communities (Bennett et al. 2018). Texts are influential resources of serving children to comprehend themselves and others, as they act both as a 'mirror' of individual self and experiences and 'window' onto the diversity of the world (Cox and Galda 1990). In addition, literature has the capacity to widen, children's understanding of the world, by providing indirect understandings they otherwise would not have had (Lowery and Sabis-Burns 2007). For all kids it is essential to understand themselves and their peers in the stories shared, told or conversed at school.

Children's literature is enormously important as it offers the youngsters through the chance of responding to literature and evolving individual views. Furthermore, it inspires deeper opinions and emotional intelligence and imagination; it nurtures progress and development of personality and societal skills. Giving children access to all kinds of literature is vital for their

achievement, as reading is not only valuable for learning and accomplishment in school nonetheless for numerous additional reasons as well. Children's literature tends to have applications beyond education. They can serve to understand the cultural aspects and address the challenges that are faced by the children with special needs.

Stories are a major source of language experience for children. They are motivating and rich in experiences. Surely, stories can be central part of education especially in primary classes.

Krishna Kumar has also emphasized on value of stories in primary classes in his book "what is worth teaching". He mentioned that it not only makes children good listener, predictor, problem solver but it can also help in retaining the students in the schools (1992). Frank Smith (1982) synthesis the research in psychology and linguistics in his book 'understanding reading' he focused on nonvisual information and its importance in reading.

But in a given situation of educational system in India with sole emphasis academic and strong examination and evaluation system, the role of children's literature is not acknowledged much. Literature has been an ignored area in educational research. Many studies have not been conducted on children's literature as an important source for language development.

Multicultural education's dimensions

Dimensions of multicultural education by James A. Banks is frequently used by schools in USA to envision and develop multicultural education courses, programmes, and projects. (1) content integration; (2) knowledge construction; (3); equity pedagogy (4); prejudice reduction and (5) an empowering school culture and social structure are the five dimensions. Although each dimension is conceptually different, they overlap and are interconnected in practise.

Content Integration

The degree to which teachers employ examples and content from a variety of cultures and groups to illustrate key concepts, principles, generalisations, and theories in their subject area or field is referred to as content integration. When this dimension is successfully applied, the injection of ethnic and cultural content into a subject area is logical and not artificial. Some academic areas have more chances for integrating ethnic and cultural content than others.

Teachers can employ ethnic and cultural content to illustrate topics, themes, and principles in social studies, language arts, and music on a regular basis and in large quantities. There are additional opportunities to incorporate multicultural topics into math and science. They are, however, less plentiful than in social studies and language arts. Content integration is

sometimes misunderstood by educators as encompassing all aspects of multicultural education, and is thus dismissed as unimportant to subjects like math and science.

Knowledge Construction

The knowledge production process refers to activities that assist students comprehend, analyse, and determine how researchers' and textbook writers' implicit cultural assumptions, frames of reference, viewpoints, and biases influence how knowledge is formed. Multicultural education entails not only incorporating ethnic content into the school curriculum, but also altering the structure and organisation of information in the classroom.

It also entails shifting teachers' and students' perspectives on and interactions with knowledge, assisting them in becoming knowledge producers rather than only consumers of knowledge generated by others. The knowledge building process explains why researchers' cultural identities and social situations must be considered when evaluating the validity of knowledge claims to teachers and students. According to multicultural theories, researchers' values, personal histories, attitudes, and beliefs are inextricably linked to the knowledge they produce. As a result, they reject positivist assertions of detached and disinterested knowledge production. They also dismiss the notion of producing information that is unaffected by the knowledge producer's cultural assumptions and social standing. Paradigms, ideas, and concepts that omit or misrepresent the lived experiences, histories, and contributions of oppressed groups are addressed in multicultural teaching and learning.

Multicultural pedagogy aims to transform the frames of reference, viewpoints, and concepts that make up classroom knowledge by reconceptualizing and expanding the Western canon, making it more representational and inclusive of the nation's diversity.

Prejudice Reduction

The goal of multicultural education's prejudice reduction component is to assist pupils acquire good and democratic race views. It also enables pupils to comprehend how the context of schooling, as well as the attitudes and beliefs of dominant social groups, influence ethnic identification. Gordon Allport's (1954) theory has had a considerable impact on intergroup relations research and theory. He proposed that interracial contact can reduce prejudice if the contact situations have the following characteristics: (1) they are cooperative rather than competitive; (2) the individuals are treated equally; and (3) the contact is sanctioned by authorities such as parents, principals, and teachers.

Equity Pedagogy

When teachers change their teaching in ways that will help students from various racial, ethnic, socioeconomic, and linguistic groups achieve academic success, they are practising equity pedagogy. When working with diverse ethnic groups this entails adopting a variety of teaching techniques and approaches that are consistent with the range of learning patterns among diverse cultural and ethnic groups, such as being tough but highly customised. It also includes using cooperative learning strategies into math and science curriculum to help students of colour improve their academic performance. The cultural deprivation paradigm, which was developed in the early 1960s, is rejected by equity pedagogy. Low-income students' socialisation experiences at home and in the community, according to this paradigm, prohibited them from acquiring the knowledge, skills, and attitudes required for academic achievement.

Cultural deprivation theorists concentrated on modifying student behaviour so that it aligned more closely with mainstream school culture since low-income students' cultural practises were considered as insufficient and inferior. Students from many cultures and groups arrive to school with a variety of strengths, according to equity pedagogy.

Multicultural theorists explain how pupils from marginalised ethnic and racial groups' cultural identity, communicative techniques, and societal expectations frequently clash with teachers' values, beliefs, and cultural assumptions. Students who have accepted the school's cultural codes and communication techniques benefit from the middle-class mainstream culture of the schools, which causes a cultural mismatch and gap. When an equity pedagogy is used, teachers conduct culturally sensitive teaching. They include significant components of their students' family and community culture into their instructional materials and activities.

Ethnically diverse students' "cultural knowledge, prior experiences, frames of reference, and performance styles" are also used by culturally responsive teachers to make learning encounters more meaningful and effective for them (Gay, p. 29).

A culture of empowerment in the classroom

This component entails reorganising the school's culture and organisation so that pupils from various racial, ethnic, socioeconomic, and linguistic groups are treated equally. The culture and social structure of the school are examined and changed by members of the school personnel. Important variables that are examined and reformed include grouping and labelling practises, sports participation, achievement gaps between groups, different rates of enrolment in gifted and special education programmes among groups, and the interaction of staff and students

across ethnic and racial lines. The formation of genuinely diverse interactions among various groups inside schools is required for an empowering school system.

Mutual and reciprocal tolerance for cultural differences is represented in school-wide goals, customs, and cultural practises. Providing teachers with chances for collective planning and instruction, as well as democratic institutions that provide teachers, parents, and school employees shared responsibility for school governance, an empowering school structure enhances the practise of multicultural education.

The following are some of the concepts that are being considered in this research study:

Literature

There are various views about literature and the content to be included into it. Literature is an art form, which comprises of people in different time and situation. The term literature is too broad category to be understood, the word literature is notoriously unstable but in general practices the text that is selected by children to read and in which they are engaged in experiencing it, is considered important as children's literature. According to Britannica literature is a body of written works. Literature can be classified in many ways according to language, national origin, historical period, genre and subject matter. According to 11th edition of Merriam Webster dictionary literature are writings having excellence of form and expression and expressing ideas of universal interest. Deriving from the Latin word *Littera*, 'a letter of the alphabet' literature is first and foremost humankind's entire body of writing, after that it is a writing belonging to a group of people and language, after that individual piece of writing. As an art, literature may be described as the organization of words to give pleasure.

Literature is a form of human expression. But not everything that a human has expressed in words or written is literature. The writings that are generally informative- technical or scholarly, or journalistic, most of them would be not regarded as literature, as critics said. Certain forms of writing are universally considered as a form of literature as an art. Individual attempts in this would succeed if they have some artistic form, otherwise they don't. The nature of artistic way is not so easy to recognize. According to dictionary.com literature are the writings in which there is expression and form and there is a connection in between with ideas of permanent and universal interest as in poetry, novels, history biography and essays.

According to dictionary from Cambridge literature can be defined as written artistic works that are with high and lasting artistic value. According to Charlotte Huck (2010), literature is an

imaginative shaping of life and thought into the forms and structures of language. Literature can both develop and extend children's interests.

Children

According to Britannica children are a group of young people, that are potential or literate to listen a story read aloud till the age of 14 or 15. NCF (2005) views the child as actively engaged in the process of constructing knowledge through interaction with the world. The process of reading development begins as soon as the child encounters the print. Psycholinguists, cognitive psychologist, sociologists see reading as a constructive and contextualized process (Sinha, 2009). Theories of child development recognize and accept the uniqueness of childhood. Children are no more regarded as miniature adults, but individuals with their own need, interest, and capacities.

Children's literature

According to encyclopedia.com, up to the end of the 18th century it refers to literature whose style and treatment of content is also suitable for a young readership (age group 4–14 approx.); in the modern period it denotes works written specifically for children and compositions by children whose subject matter and theme do not necessarily fall into the adolescent category, for example, some of the Holocaust literature by children. According to study.com, children's literature includes books, poems, and plays meant for children. Even though the genre is defined by its audience, children and adults alike enjoy the stories intended for children. According to Britannica, children's literature is a body of works that comprises works and illustrations made majorly to entertain and instruct young people. This genre consists of many types of works such as, acknowledged classics of world literature, picture books, and easy-to-read stories written exclusively for children, fairy tales, fables, lullabies, folk songs, and other primarily oral tradition things. Schneider, Jenifer (2016) in the article, 'what is children's literature?', defines as *Children's Literature*, the term conjures images of baby books, predictable plots, and basic illustrations. Or, perhaps, you might equate children's literature with the artless, pointless stories in classroom basal readers, the ones with contrived vocabulary built around particular reading levels, or the purified stories, stripped of real life in order to pass the scrutiny of state textbook selection committees and school boards. Children's literature is often defined as a collection of books written for children, read by children, and/or written about children. As stated by children's literature, library of congress, children's literature is often defined as the material written or produced for the information or entertainment of children or young adults. Children's literature is produced for information and entertainment

for children and young adults. Children's literature can also be classified on three bases as: literature for children, literature written by children, literature read by children no matter who it was written for. Monsoon (1994) stated that genres of realistic fiction, fantasy, poetry, biography, historical fiction and non-fiction can be included in children's literature. Thus, reading literature means to look into the words, line, paragraphs, and to go beyond to experience a story, a life.

Historical perspective of children's literature

Children's literature has its own history. From older literature, including songs and stories that were told orally, to newer books and other modern modes of telling stories like computers, it has evolved so much. These oral stories often had happy or humorous. As the times passed, folk tales also became part of written literature. For example, older Disney princess story started as an oral story written to a book and told to many girls across the world. Due to different cultures/ countries and advancing years many stories have been retold by many authors around the world. This is just an example how written stories have been transitioned.

Literature written specifically for children started to publish in seventeenth century. Most of the children's literature at that time were didactic rather than artistic as they focused more on teaching children sounds and words and moral and spiritual life. In the mid-1700s inspired by John Locke's ideas that children enjoy reading, British publisher John Newberry started publishing children's books. This doesn't imply that most of the children's literature is immoral or amoral. Another dramatic development in children's literature in twentieth century was picture book. It was the time in nineteenth century when artists like Randolph Caldecott, Kate Greenaway, and Walter Crane were at work who made pictures and words to come together to create ideas. In 1930s and 1940s many other artists came out like Wanda Gag, Marguerite de Angela, James Daugherty, Robert Lawson, Dorothy Lathrop, Ludwig Bemelmans, Maud and Maska Petersham, and Ingri and Edgar Parin d'Aulaire who made illustrations for children's books. Many of these brought children's literature to the present prominence.

Shifting visions of the child

Many historians argue that the concept of child's innocence emerged in 18th century. Before it, children were considered little adults as who will benefit from discipline. Before 18th century, child was considered to be born in sin, especially in Christianity, says Anne Higonnet, an art historian and author of 'Pictures of Innocence: The history and crisis of childhood,' which documents art-historical and contemporary images of children. Joshua Reynolds and Thomas

Gainsborough also talked about child coincidentally same as Jean Jacques Rousseau that children are inherently innocent, and that society corrupts them. This ideal of child kept on shifting with the invention of photography in 19th century. Jacob Riis and Lewis Hine presented photographs of child in poverty and child labour which counterstroke the romantic ideas and replaced with the realist ideas. Meanwhile, 18th and 19th century photographs continued to portray child as this only.

There are a variety of children's books at the primary grade levels portraying characters who have different cultures. However, some pictures and stories about these individuals may misrepresent reality. Children's books that do not correctly portray individuals with varied cultures may impact the way the reader, as well as the general population, views multi cultures. If children's books do not portray characters with different cultures in an accurate light, readers might react differently and/or approach people with different cultures inappropriately. Readers may also be unsure as to how to respectfully treat those with different cultures because of the images they saw or read in a book. It is important for educators and parents to discuss the importance of learning about individuals with multi cultures by providing them with books that portray characters with different cultures accurately and favourably. Exposure to such books will help children understand their peers. Additionally, books that can accurately portray characters who have different cultures will influence readers because they are able to understand those with different cultures.

1.2 Statement of the Problem

In today's world, one of the most significant roadblocks to accomplishing educational objectives is diversity. The study discusses the basic issues of a diverse literature in a classroom and concludes that multiculturalism is the best way to address them. These utopian ideals can't be reached using traditional ways if each and every pupil is as valuable as the others and there should be no prejudice at all costs. Multiculturalism is the natural understanding of diverse students coexisting on the basis of linguistic, caste, class, religion, and other factors. This study reveals all of the barriers that exist in Indian multicultural Children's literature, hence facilitating the educational process in order to produce capable and efficient citizens.

Multicultural education is a concept, a reform movement in education, and a process (Banks, 1997). Multicultural education, as a concept, aims to provide equitable educational opportunities for all students, regardless of race, ethnicity, or social class. Multicultural education aims to provide equitable educational opportunities for all students by altering the overall school environment to reflect the many cultures and groups that exist within a

community and in classrooms across the country. Because the aims of multicultural education are ideals that teachers and administrators should try to fulfil, it is a process.

This research study would provide you with some children's literature of different genres that portray multiculturalism and that are available in India, and that too conveniently, easily, and freely they can be downloaded. Also, an in-depth analysis would be done to see different issues in children's literature with multiculturalism as an aspect and bring them into light.

1.3 Significance of the study

It's more necessary than ever for teachers to incorporate culturally responsive instruction in the classroom, whether they're teaching elementary school, middle school, or high school students, in our increasingly diverse and global society. And diversity isn't just about colour and ethnicity; it can also include students of various religions, socioeconomic backgrounds, sexual orientation, gender identity, and language backgrounds.

All students benefit from fostering inclusiveness and knowledge around multicultural education, as well as educating in a culturally responsive manner. Not only does increasing intercultural awareness and inclusion aid students with diverse backgrounds and needs in succeeding, but it also promotes acceptance and helps pupils prepare to flourish in an increasingly diverse environment. Our Certificate Program in Social, Emotional, and Behavioural Wellness is an excellent way for teachers to learn how to establish positive classroom settings and can also serve as a foundation for knowing how to encourage diversity in the classroom. Diversity in the classroom and outside of it will continue to rise, so it's critical that we train students to adapt to a changing environment and appreciate those who are different from them. All students benefit from fostering inclusiveness and knowledge around intercultural education, as well as educating in a culturally responsive manner. Not only does increasing multicultural awareness and inclusion benefit students from various backgrounds and needs, but it also helps them succeed.

In words like multicultural education, multicultural curriculum, and multicultural society, the term multicultural is commonly employed as an adjective. The terms multicultural and multiculturalism are often used to describe ethnic variety. Multiculturalism refers to a society in which people of various cultures live side by side. It refers to a civilization, state, nation, country, region, or even a geographical area such as a town or school that is made up of individuals from various cultures. Multiculturalism is defined by the Oxford Advanced

Learners Dictionary as the practice of valuing all cultures in a society, which includes people of all races, faiths, and languages.

Children are exposed to and encounter different cultural origins, races, ethnicities, and other ways of life in an ever-changing multicultural society. Students can see themselves and their culture represented in the writings and images when multicultural literature is used and implemented. This style of instructional practice not only benefits them as individuals, but it can also help them achieve academic success. Students can feel a sense of belonging or validation about who they are as people when they read multicultural literature.

Children's stories have traditionally been told in India, by family members as well as by gurus. The Panchatantra, the Jataka Tales, and a slew of other popular folk tales and nursery rhymes have long been popular and are now available in book form. Rabindranath Tagore, R.K. Narayan, Ashokamitran, Ruskin Bond, Mulk Raj Anand, and other writers have left an indelible imprint on the nation's young minds in various ways. Unfortunately, due to limited literacy, books for young Indian readers could not find much of a market in the past.

Children who do not find themselves represented in literature are more likely to struggle with reading and to be disengaged from the activity or instruction. They may also develop to believe that they are less of a person because they do not see themselves mirrored in literature, and that other cultures, races, genders, or backgrounds are more important or appreciated than theirs. A student's way of thinking can result in poor readers, indifferent students, and, in the worst-case scenario, increased dropout rates. The use of multicultural literature in the classroom and in the real world can have a significant impact on an educator's and a student's experience.

As per seen in the review of literature there were many studies done on inclusion, which talked about including all children in our education system. And further in the studies related to exploring multiculturalism in children's literature talked about how there was a positive impact if we include such a literature in our classrooms. There were very few studies done on it. And in India, the number is too less. Therefore, the researcher felt that there is a need to bring out this type of children's literature into light and talk about it. The literature could be seen through different lenses.

1.4 Purpose of the study

The present study proposes to explore children's literature that portray different cultures in their various genres, specifically in India. Stories and poems that are located in Indian context would help children here to connect more. Also, this research study focusses on looking into

those books and analysing them using criteria. This would help teachers and educators to make sure certain prerequisites before making a selection in children's literature that has a representation of multiculturalism.

India's national culture is a combination of numerous subcultures found throughout the country, as well as millennia-old customs. It is impossible to avoid the impact of India's culture on politics, technology, education, and development in India. Diversity is a strength in and of itself, but when it coexists with justice, equality, and equal opportunity, it becomes a challenge. India has always been aware of the need of recognising, preserving, and fostering cultural diversity. Multicultural education is based on the principle of equal opportunity for all in terms of access, quality, equity, and other factors, with no discrimination.

Children's stories are a time-honoured practice that reflects values, mythologies, and cultures that are passed down through the centuries. Children's literature fosters a love of reading while also improving a child's cognitive and social skills. Most importantly, it maintains the youngster connected to her own and others' cultural heritage. It promotes emotional intelligence and creativity in children, as well as personality growth and development.

Elementary schools in India are today more culturally diverse than they have ever been. By integrating multicultural literature in the collection of the school library, teacher librarians can ensure that their pupils are exposed to writings that reflect the culturally diverse classrooms and homes found in our country and around the world. With recent world developments, it is more crucial than ever for students to avoid being ethnocentric. Breaking down cultural boundaries can be aided through exposure to a diversity of multicultural literature.

Multicultural literature is an effective tool for children to develop a deeper understanding of their own culture as well as the cultures of others. Relationships can be built as a result of this increased understanding, bridging the gap between students from various cultural backgrounds (Hseu & Hetzel, 2000). Because children in the twenty-first century are global citizens, cultural sensitivity is essential. Norton (2009) observed through considerable research that students are better able to understand contemporary world challenges when they can connect global events to the themes, conflicts, and characterisations found in multicultural literature. As a result of learning to engage with and critically assess the materials they read, students gain higher cognitive skills. As a result, this research aims to locate diverse children's literature in India, analyse it through many perspectives, and understand the importance of multiculturalism in our schools.

1.5 Research objectives

- To find out the aspect of diversity in Indian children's literature
- To find out and recommend the measures for inclusion of diverse children's literature in the curriculum of elementary grades

1.6 Research Questions

The purpose of this investigation was to explore the presentation and representation of children with different cultures in children's primary books. This study examined the portrayal of characters with different cultures in a randomly selected list of real fictional children's books for primary grades. More specifically, this investigation focused on three questions:

- Do the children's literature available in the country able to include the diversity and multiculturalism present in our country?
- How diversity is being reflected in Indian's Children's Literature?
- What steps are required in our educational planning for including diverse literature in our curriculum of elementary grades?

1.7 Definition of Terms

The following definitions are provided to understand this study.

1. **Multicultural Perspective:** Understanding the cultural and ethnic elements that influence social behaviour is the focus of the Multicultural Perspective.
2. **Diversity:** Understanding that each person is unique and appreciating their differences is what diversity entails. These differences can exist along racial, gender, ethnic, gender, and sexual orientation lines. Diversity is more than just accepting differences; it is a set of conscious behaviours.
3. **Children's Literature:** Children's literature covers children's books, poems, and plays.
4. **Main Character-** a main character is the focus of the story (Gillespie, Powell, Clements, & Swearingen, 1994), and who is clearly critical to story content (Hunter & Chick, 2005).
5. **Not main Character-** a character who appeared in the story and contributed to the storyline.

1.8 Limitations

One limitation of this investigation was the books selected for several reasons. Choosing fiction books, rather than non-fictional books, selecting only books on multiculturalism, rather than on all aspects, or using a different data collection method, might yield different results. The level of books might also yield different results because books designed for younger readers or older readers may treat many cultures in a very different way.

- The number of samples in this research study is small and cannot be generalised.
- Also, there could be a sample of children's literature that was out of reach of the researcher such as libraries far and wide.
- Time is the major constraint.

1.9 Delimitations

- The researcher has attempted to study diversity in children's literature but to delimit the study the researcher has mainly seen this study through the lens of multiculturalism.
- The researcher has preferred to take English stories in this research study.

1.10 Chapter Scheme

This research study is divided into six chapters and the brief of this chapter is given under:

CHAPTER 1: INTRODUCTION

This chapter introduces the research problem of this study. This chapter provides background information for the proposed research as well as an overview of significant themes linked to multicultural education and children's literature. It gives an introduction to the theme and focus of research. The study's purpose, justification, importance, and delimitations would all be included. It attempts to outline operational definitions of key terms that will aid in the comprehension of the research. The research questions and research objectives utilised to answer the research problem are all listed in this chapter.

CHAPTER 2: THEORETICAL FRAMEWORK

It lays out the theoretical framework within which the research will take place. The objective is to develop a clearer idea of the study using the theoretical framework. This section of the study attempts to provide a frame of reference for understanding the study's core themes. The researcher starts by looking at related theories and then expands on them.

CHAPTER 3: REVIEW OF RELATED LITERATURE

The review of literature is the subject of this chapter. Thematic review of literature has been done. It summarises various researchers' views on the study's theme while strengthening the emerging understanding. The literature review also leads to the identification of research gaps in the existing research and studies on the topic. It provides insight into how to support the understanding that is being built. The researcher has analysed several studies in the area of multicultural children's literature in many contexts, worldwide, regionally, and locally, in order to determine the status of multiculturalism in children's literature in this chapter.

CHAPTER 4: DESIGN OF THE STUDY AND METHODOLOGY

This chapter explains the study's methodology and research design. This chapter addresses the research methodology as well as data gathering and analysis procedures, as well as the study's processes. The nature of the study, tools, sample, gathered data, techniques, and the framework for analysis for this research study are all covered in this chapter on research design. In chapter four, the researcher examined the research design and methodology, as well as the nature of the study, research design, phases of the research, sample of the research, data collection procedure, justification for choosing each story, and analytic framework.

CHAPTER 5: DATA ANALYSIS

This chapter focuses on analysing the various stories from multicultural children's literature that have been chosen. It is the most essential component of the research because it provides an overview of multicultural children's literature. Each story has been subjected to a content analysis.

CHAPTER 6: FINDINGS AND CONCLUSION

The concluding findings and discussion from the analysis of the various multicultural stories from children's literature are presented in this chapter. It discusses the various factors that influence the multiculturalism theme, as well as the various perspectives that the stories reflect. As a result, the findings from Chapter 5 will be summarised in this chapter.

CHAPTER -2

THEORETICAL FRAMEWORK

It is vital to sketch the theoretical background as it provides framework for understanding the core ideas involved in the study. This section of the study is an attempt to provide frame of reference for comprehending the key concepts involved in the study. The researcher begins by examining the related theories and further builds on that concept.

2.1 Understanding children’s literature and its development:

Children’s literature mostly includes stories, books, magazines and poems that are enjoyed by children, and at times, also written by young children. Modern children’s literature can be categorized in two different ways: genre and the intended age of the reader. The intended age of the reader is the age group the story deals with and the genre is given below:

2.1.1 Genre

It defines the styles into which the art, music, or literature can be categorized. Here, in the undertaken context, Children’s literature can be categorized into the following genres:

Poetry & Verse	Condensed language, imagery. distilled, rhythmic expression of imaginative thoughts and perceptions.
Folklore	Literary heritage of humankind. Traditional stories, myths, legends, nursery rhymes, and songs from the past. Oral tradition; no known author.
Fantasy	Imaginative worlds, make-believe. Stories set in places that do not exist, about people and creatures that could not exist, or events that could not happen.
Science Fiction	Based on extending physical laws and scientific principles to their logical outcomes. Stories about what might occur in the future.
Realistic Fiction	"What if" stories, illusion of reality. Events could happen in real world, characters seem real; contemporary setting.
Historical Fiction	Set in the past, could have happened. Story reconstructs events of past age, things that could have or did occur.
Biography	Plot and theme based on person's life. An account of a person's life, or part of a life history; letters, memoirs, diaries, journals, autobiographies.
Nonfiction	Facts about the real world. Informational books that explain a subject or concept.

2.1.2 Origin of Children's Literature:

Children's literature can be traced to stories and songs, parts of the wider oral tradition the adults shared with children before publishing existed. It is difficult to trace the development of early children's literature before printing was invented. Even after printing and publishing became a common practice, many classic children's tales were originally created for, and intended to be read by adults, and later adapted to qualify for notions of children's literature. Since the 15th century, a large quantity of literature, often with a moral religious message has been aimed specifically at children. The late nineteenth and early twentieth centuries were referred to as the golden age of children's literature as this era included the publication of the many books acknowledged today as classics.

There is no single, widely used definition of children's literature, it can be broadly defined as anything that readers more specifically defined as fiction, non-fiction, poetry or drama are intended for and used by, or created by children and young people. However, it can be defined as all books written for children, excluding works such as comic books, joke books, cartoon books, and non-fiction works that are intended to be read from front to back such as dictionaries and encyclopaedias and other reference materials. The International Companion Encyclopaedia of Children's Literature makes it clear that the boundaries of genre are not fixed but blurred. Sometimes no agreement can be reached about whether a given work is best categorized literature for adults or children. Some works defy easy categorization; such as J.K. Rowling's Harry Potter series was written and marketed for young adults, but it is also popular among adults. The series' extreme popularity led to the creation of a separate bestseller list for children's books. Despite the widespread association of children's literature with picture books, spoken narratives existed before printing and publishing, and the roots of many children's tales go back to ancient storytellers.

It is evident that the modern concept of childhood only emerged in recent times. It can be explained through the fact that in the past, children were not considered as greatly different from adults, and very often, considered only as a form of younger adults, and hence were not given significantly different treatment. It can be noted that apart from instructional and didactic texts for children written by clerics, there was a lack of any genuine literature aimed specifically at children before the eighteenth century. Other scholars have qualified a different viewpoint by noting that there was a literature designed to convey the values, attitudes and information necessary for children within their cultures, as can be evidently seen in the famous storybooks of 'Panchatantra' and many others in Indian context. In early modern Europe, during the

seventeenth century, the concept of childhood began to emerge in Europe. The English philosopher John Locke developed his theory of *Tabula Rasa* in his 1619 essay concerning human understanding. In Locke's philosophy, *Tabula Rasa* was the theory that the mind is at birth a blank slate without rules for processing data and the data is added and rules for processing are formed solely by one of the sensory experiences. A corollary of this doctrine was that the mind of the child was born blank and it was the duty of the parents to imbue the child with correct notions. He himself emphasized the importance of providing children with easy pleasant books to develop the minds rather than using force to compel them. He also suggested that picture books be created for children.

2.1.3 Approaches to Children's literature:

There are two major approaches to the development of children's literature:

1. Didacticism
2. Imaginative

Didacticism advocates that children's literature can be fun and entertaining to children, but its purpose should not be limited to being a means for recreation alone, it is meant to be teaching the child something. It is educational, but it could also be trying to impart moral beliefs and ethical behaviour, could be imparting some piece of culture and history, even imbibe the understanding of emotions. To a great extent, the concepts like good and evil are developed better in children through the literature they come across. Hence the children's literature plays a significant role here as well.

The imaginative approach speaks that the use of children's literature in teaching any subject can be new, creative and imaginative way to approach a topic. There is often a surprise element in literature, which can lead to many teachable moments, and unexpectedly higher-level thinking opportunities.

2.2. Children with diverse culture backgrounds and its related debates:

Race, religion, ethnicity, culture, sexual orientation, are all themes and identities that are addressed by multicultural concerns. Culture, or the practices, ideas, and products of various institutions or individuals at any one moment, can have a significant impact on how people interact and perceive one another—both positively and adversely. Because of their differences from the dominant culture, people from various cultural groups may be adversely stereotyped or discriminated against. People of Native American, African-American, Italian, Irish, Jewish, and other cultural groups have all been influenced by intercultural concerns in the past. Other

ethnic and religious minorities are still marginalized or persecuted in different parts of the world. School, work, and social events can bring people from different cultures together, which may or may not cause conflict. Tolerance, compassion, and a willingness to learn about others' differences can all contribute to healthy social situations, regardless of one's origin or heritage. Negative stereotyping and discrimination must be avoided in ever-changing civilizations.

Any style of education or teaching that combines the histories, texts, values, beliefs, and viewpoints of persons from many cultural origins is referred to as multicultural education. Teachers, for example, may adjust or incorporate lessons in the classroom to represent the cultural diversity of the pupils in that class. In many contexts, "culture" is defined broadly, including colour, ethnicity, nationality, language, religion, class, gender, sexual orientation, and "exceptionality," a phrase used to describe pupils with special needs or impairments. Multicultural education, in general, is based on the notion of educational equity for all students, regardless of culture, and aims to eliminate barriers to educational opportunity and achievement for students from all cultural backgrounds. Educators may change or eliminate educational policies, programmes, resources, lessons, and instructional procedures that are discriminatory or insufficiently inclusive of diverse cultural viewpoints in practice. Multicultural education also considers that the ways in which people interact are diverse.

Multicultural education also assumes that cultural identity and heritage have a significant impact on how students learn and think, and that teaching culturally diverse kids effectively necessitates educational techniques that honour and recognize their cultural backgrounds. Multicultural education attempts to increase the learning and success of all students, especially pupils from historically underrepresented ethnic groups or those who have poorer educational accomplishment and attainment.

Multicultural education may include the use of texts, materials, references, and historical examples that are understandable to students from various cultural backgrounds or that reflect their own cultural experiences—for example, teaching students about historical figures who were female, from different culture (a less common practice in past decades).

2.2.1. Understanding diversity:

Simply put, diversity refers to the state of being varied. When we look at modern culture, we can see how diverse it is. This refers to the differences in people that we notice. Some of these differences include race, gender, religion, sexual orientation, socioeconomic status, and ethnicity. Diversity is evident in schools, workplaces, and other settings. In the majority of

circumstances, laws exist to defend the rights of persons from various backgrounds. People tend to acknowledge the differences that exist among diverse individuals and cultures in a society that emphasizes diversity. They may, for example, recognize a person as a lady, a member of a specific social class, or even a follower of a particular religion. Because diversity is supported by the legal framework, this awareness can aid in the avoidance of discrimination. Experts point out, however, that simply acknowledging variety is insufficient; this is where multiculturalism enters the picture.

When it comes to multiculturalism, it is a more complicated idea than diversity. Multiple cultural traditions are not only accepted, but also promoted in such an environment. It goes beyond simply acknowledging differences and emphasizes the importance of understanding and respecting everyone.

Inclusion is an important aspect of multiculturalism. People become aware of the disparities that exist between people depending on their gender, colour, religion, sexual orientation, ethnicity, and socioeconomic status, as well as the benefits and drawbacks that each group has. People become aware of the unequal allocation of power among groups of individuals as a result of this.

Definitions of multiculturalism and diversity:

Individual distinctions such as colour, gender, religion, sexual orientation, socioeconomic background, and ethnicity are all examples of diversity.

Multiculturalism is defined as a society in which diverse cultural traditions are not only accepted but also promoted.

What is multicultural literature, and how does it differ from other types of literature?

Multicultural literature is defined in a variety of ways. Multicultural literature, broadly defined, includes works about people who are deemed outside of society's mainstream and have been marginalized in some way. People from various cultural, linguistic, economical, and religious origins would be included under this definition.

It also covers problems such as gender, sexual orientation (Yokoto, 2001). People of colour from various ethnic, linguistic, and religious groupings are the focus of a more restrictive definition of multicultural literature (Yokoto, 2001). The latter definition of multicultural literature will be adopted for the purposes of this essay. While employing multicultural literature in the classroom is a fantastic way to introduce kids to the diversity that exists around

them, quality multicultural literature must be chosen. When choosing high-quality multicultural children's books, there are various factors to consider.

Banks' (1991a) strategy for incorporating multicultural information into the curriculum contains additional requirements. The Contributions Approach, the Additive Approach, the Transformational Approach, and the Social Action Approach are the four stages of integration identified by his approach. Educators use the Contributions Approach, which is the lowest level of the paradigm, to focus on a culture's highlights, heroes, and holidays. In January, for example, a teacher might read a biography of Martin Luther King, Jr. or Singer's *The Power of Light* (1980), Eight stories to commemorate the achievements and traditions of African American and Jewish American cultures during Hanukkah in December. The classic ethnocentric curriculum retains its core framework in this approach. This largely aesthetic technique allows teachers to incorporate the content in a rapid and non-threatening manner. It frequently perpetuates prejudices about minority groups while employing mainstream-acceptable heroes who are safe and non-threatening.

Content, concepts, and any motifs that reflect other cultures are added to the curriculum at the next level, the Additive Approach, without completely integrating and connecting the cultural concept throughout the curriculum. A book like Politi's (1976) *Three Stalks of Corn*, for example, could be a Hispanic addition to a lesson on food or folktales at the basic level. Students are neither cognitively or affectively equipped to understand what is being taught if they are only exposed to such a book once without spending important time addressing the substantive and/or controversial multicultural theme. The transformational approach is the third level, in which the curriculum is restructured to allow students to consider concepts, topics, events, and themes from the perspectives of many cultural groups. Children could read and compare *The Matchlock Gun* (Edmond 1941) to Hickman's (1979) *The Valley of the Shadow* using this method.

The first book depicts stereotyped images of unjustified brutality and attacks on Anglo settlers, while the second book depicts the genuine story of a slaughter of gentle Indians by Europeans. The transformative approach's purpose is to assist students in developing critical awareness, comprehension, and respect for intercultural concepts, events, and people. The social action approach is the highest level in the Bank's hierarchy. Students recognize societal issues and concerns, make decisions, and take steps to address the issues they've identified. Because they have the knowledge and perspective to do so, students begin to feel empowered to participate in social change.

Students might organize a "Freedom Day" after reading Taylor's *Roll of Thunder, Hear My Cry* (Taylor, 1976) to commemorate how far the country has gone while also emphasizing how much more has to be done in terms of true freedom and equality for all residents. Classrooms can become places of open conversation when multicultural literature is integrated into the curriculum and teachers serve as role models and guides. Students may read, think about, and become engaged with the content when they are exposed with multicultural literature and dialogues. Multicultural literature is a means of achieving the goal of cultural development, which is a component of bilingual education programmes. First and first, teachers must assist. Students investigate and identify with their own cultural histories (Banks, 1991b).

Some students are aware of their ethnic or cultural heritage, while others may identify so strongly with mainstream culture that they neglect to learn or discover more about their own culture, leading them to feel as if they do not belong to either the mainstream or their own cultural group (Dietrich & Ralph; 1995).

2.3. Theoretical perspectives

Reader response critique, particularly Rosenblatt's (1983, 1994) transactional theory, Iser's (1978) notion of creative engagement, and Sipe's (2008) performative response, are important pillars of the current study. Reading, according to Rosenblatt (1983), is a transactional act involving an active interaction between the reader and the text. The meaning does not reside ready-made in the text or in the reader, but rather occurs or emerges during the reader-text interaction (Rosenblatt, 1994). Iser's (1978) concept of "creative involvement" clearly demonstrates the reader's active activity in the reading process (p. 283).

He claims that the reader's imaginative participation encourages engagement, allowing them to appreciate their own creativity. Sipe (2008) further claims that children enter the narrative world of the story during the reading process and playfully change it using both visual/verbal information and their own imaginations (Sipe, 2008; Sipe & McGuire, 2006). Using these viewpoints, creative participation is defined as children's active participation in understanding texts and responding to books by using prediction and imagination to identify any "missing links" in those readings.

Although the reader response perspective is an important theoretical lens for understanding children's engagement in story books through prediction and imagination, it falls short of explaining how their literary responses can be further developed through social interactions in bilingual and biliteracy contexts. The study can use sociocultural viewpoints in conjunction

with the concept of "translanguaging" to gain a better understanding of bilingual children's behaviour in various social circumstances (Garcia, 2009).

A rising number of academics are advocating for the use of translanguaging approaches in language and literacy teaching and learning (Creese & Blackledge, 2010; Esquinca, Araujo, & De la Piedra, 2014; Garcia, 2009). Translanguaging emphasizes the flexible and meaningful criteria that bilinguals use to select specific aspects from their linguistic repertoire in order to communicate effectively in a variety of social situations (Velasco & Garcia, 2014). This study used this theoretical framework to look at translanguaging as a useful tool for promoting young bilinguals' literary reactions and social connections.

Literacy is also seen as a living, breathing practice that takes place in a variety of social circumstances, rather than a static set of skills. The current study also adopted Bakhtin's (1981, 1986) theory that language is intrinsically dialogic in order to explain the functions of social contacts in literacy activities. Because language resides "on the borderline between oneself and the other," according to Bakhtin (1981), meaning is formed between a speaker and others (p. 278). While each individual utterance is unique, the complete utterance is built as both the author and the addressee actively participate in the speech communication chain.

Although Bakhtin's primary concern is not young children, his concept of dialogism provides an important foundation for this study to understand how bilingual children's critical debates about multicultural children's books are facilitated by social interactions.

2.4. Policies

Cultural diversity is one of our country's greatest strengths, according to the National Curriculum Framework (2005). It goes on to argue that "in our society, there is a need to dramatically shift the centre-periphery paradigm on intercultural relationships." Cultures on the periphery, as well as cultures in the core, require equal attention. In terms of education, it implies that "ways of living different than one's own must be presented creatively and effectively as deserving of equal respect as one's own."

The CABE committee report (2005) on the Integration of Cultural Education in the School Curriculum expresses worry for our country's students who do not have an adequate grasp of their own cultural backgrounds' assets. They are also unaware of their friends' and acquaintances' ethnic backgrounds. In order to improve the quality of cultural awareness, the report recommended that all schooling be based on the community's culture.

The Indian Education Commission's (1964-66) report also proposed a new "Common School System" for integrating cultural values into school education, one that would bridge cultural barriers by bringing all students together, regardless of caste, creed, location, or gender, to have access to comparable quality education. The National Policy on Education (1986) focuses on the need to bridge the gap between formal education and the country's rich cultural heritage. At all costs, deculturalization, dehumanization, and alienation must be avoided.

It has emphasized the importance of taking steps to create an understanding of the unique cultural and social systems of people living in different parts of the country among pupils. It also emphasized the development of link languages and the launch of programmes to significantly boost book translations from one language to another and the publication of multilingual dictionaries. The policy focuses on reorienting curricula and educational processes to include cultural material in as many forms as feasible. In our culturally diverse society, education should promote universal and everlasting principles that promote our people's unity and integration.

In India, education aims to bring people together despite their differences. In the Indian context, it is safe to state that the shift from Elite Education to Education for All (Sarva Shiksha) and Education for Equality signals a shift to multicultural education. Serious attempts are being made to make education more inclusive by promoting gender parity, promoting education for women, multicultural children, and SC/ST children from all cultures under one roof, and teaching tolerance, harmony, and acceptance of all cultures.

In a similar effort to achieve universalization of elementary education, the Indian government is implementing policies, programmes, and strategies to ensure that every kid has access to a high-quality education, as outlined in the enacted Right to Education Act–2009. This demonstrates that in India, the entire idea of school education is influenced by the preservation of core values and national interests.

Multicultural education is defined as "holistic school reform that confronts all forms of discrimination, pervades instruction and interpersonal relationships in the classroom, and advances democratic values of social justice" (Nieto, 1992). The Ministry of Human Resources Development, formerly the Ministry of Education and Culture, provided the push for this approach by promoting cultural pluralism in the country's school curriculum. Regional languages are pushed for teaching in primary and secondary schools, in addition to English and Hindi as the medium of instruction.

While separate schools are available for children who choose to be taught in their native tongue, there is no history of forced racial segregation in this country's educational system. The history of indigenous people is emphasized in the school curriculum so that pupils can learn to understand the country's great ethnic and cultural diversity. Curriculum materials and textbooks are examined in India to guarantee that they are free of racist elements.

2.5. Teacher Education Policies

The academic excellence, professionalism, and dedication of teachers and teacher educators working in perfect harmony with educational planners would be the foundation for a transformation in the educational landscape (The Curriculum Framework for Teacher Education, 2004). It also underlines the importance of culturally relevant curriculum transactions. Cultural anthropology, social psychology, and sociolinguistics input must be integrated with educational theories and methods.

It goes on to say that “India's unity in diversity, contributions of various ethnic, religious, regional, linguistic, and minorities to the creation of a rich composite structure culture, art, literature, philosophy, architecture, mathematics, and science must all find a significant place in teacher preparation.” It emphasized the importance of empowering instructors to provide culture-specific pedagogy for students. NCTE (2009) proposed that courses be introduced that engage students and teachers in contemporary Indian issues using interdisciplinary frameworks, in order to situate education and the learner in a socio-cultural, economic, and political context with a diversity drive. It also underlined the importance of practice design.

Literary Criticism

Historical criticism is one method of literary criticism. The author's history, political events, and societal forces impacting the story, as well as philosophy and special conditions from the time the story was written, must all be considered in historical criticism (Russell, 2009).

Also, it includes whether it is following the practice of narration, or using the ‘first-person account’ view for the character with diverse culture.

The literary quality focusses at the factors such as the theme, the plot, setting, etc., as well as the main focus about which diverse culture in particular it is indicative of.

The illustrations used have certain style, colour, line, texture, and appeal, through which they enhance the readers’ interest. They are also used to portray the characteristics and equipment, along with certain aspects of diverse culture.

The picture books, which are based mainly on using illustrations to tell a story, face a bigger challenge when it comes to portray the diverse nature of term ‘Multiculturalism’. The illustrations may facilitate the readers to develop the concept of diverse cultures, but only based on the physical attributes of the characters as depicted through the illustrations. Hence, the picture books face a great deal of difficulty in portraying the diverse cultures. This makes finding the books written with the character with diverse cultures point-of-view becomes even more difficult.

Children’s literature creates foundational pathways for a child’s language development and acquisition, as well as encourages an actively engaged imagination. Children’s literature encourages empathy, fights racism, and promotes understanding diversity, equity, and inclusion. Developing empathy allows children to put themselves in another’s place and to better understand their experience. In today’s busy world, it’s important that children learn how to be deeply present to others’ thoughts and feelings. Empathy is key to social and emotional development. Reading is one of the best ways to step into someone else’s shoes, or to access another’s point of view. It allows children and young adults to imagine other worlds and other ways of thinking that might be completely foreign or vastly divergent from their everyday lives. Children’s literature can allow for discussions regarding diversity, equity and inclusion.

CHAPTER-3

REVIEW OF LITERATURE

3.1. Introduction to the chapter

This chapter deals with the review of related literature but before coming to the operational aspect of literature review of the present study it would not out of context to quote few interesting perspectives of the theme as these set the background and provide rationale for the same. William Wierasma provides interest insight as he makes the point, "Review of related literature provides the background and context for the research problem. It should establish the need for the research problem and indicate that the writer is knowledgeable about area." - William Wierasma. Best, (1963) "Practically all human knowledge can be found in books and libraries unlike other animals that must start a new with each generation, man builds upon the accumulated and recorded knowledge of the past." In the words of Good 'The keys to the vast store house of published literature may open doors to source of significant problems and explanatory hypothesis and provide helpful orientation for the definition of problem, background of problem procedure and comparative data interpretation of result.'

Review of literature is an important aspect of any research. It helps to give valuable clues to the researcher.

Over the past decades, there have been many studies and research in the area of multicultural education. In this chapter, the researcher has reviewed major studies, conducted in the area of inclusion and inclusivity in children's literature in different context, globally, regionally, and locally with the purpose of finding the status of inclusiveness in children's literature.

3.2. Thematic Review of Literature

3.2.1. Multicultural Perspective

The multicultural perspective connotes a kind of orientation that promotes harmonious intergroup relations and social equality by valuing diversity, the recognition and integration of diverse ethnic and cultural groups as sources of identity and culture.

The multicultural approach discusses how a particular society deals with cultural diversity. Through the notion that members of widely various cultures can coexist peacefully, this perspective offers the vision that society is enriched by fostering, appreciating, and maintaining

cultural diversity. From the standpoint of political philosophy, this viewpoint describes how societies choose to create and implement regulations governing the equal treatment of other cultures. This viewpoint might be evaluated within a nation or within a nation's neighbourhoods.

3.2.2. Concept of Multicultural Education

Education in a Multicultural Context

Multicultural education is concerned with transforming the educational process in order to foster democratic ideals in a multicultural society. Students are taught to value cultural diversity and distinctions as strengths rather than flaws. Various scholars have attempted to define multicultural education, and the majority of formulations seem to lead to one issue: the celebration of cultural diversity in educational institutions.

Multicultural education has been defined by some as a method of teaching and learning based on democratic values that affirm cultural pluralism within culturally different cultures in an interdependent globe (Duhon, Mundy, Leder, LeBert and Ameny-Dixon, 2002). Wilson (2012) describes multicultural education as "education and instruction tailored to the cultures of a diverse range of races within a single educational system." Wilson (2012) goes on to say that this method to teaching and learning is centred on developing cultural pluralism, consensus building, and respect among race civilizations. As a result, multicultural education recognises and incorporates beneficial racial peculiarities into learning environments.

Multicultural education, for Banks and Banks (1993), is a field of study and an emerging discipline whose main goal is to provide equal educational opportunities for children from various racial, ethnic, socioeconomic, and cultural groups. According to Banks et al (1993), one of its major goals is to assist all students in acquiring the knowledge, attitudes, and skills necessary to function effectively in a pluralistic democratic society and to interact, negotiate, and communicate with people from various groups in order to form a civic and moral community that works for the common good. Multicultural education, according to proponents, allows students to take on the role of social change agents. They are provided opportunity to learn about social injustices and the oppression and marginalisation of minority groups that emerge as a result, so that they can devise tactics to change the existing quo and establish a multicultural society. Re-constructionism refers to the process of social engineering in which old repressive social practises are apparently dismantled and a new social order is reconstructed in order to produce a more equal society (Banks et al, 1993; Mapuranga and Bukaliya, 2012).

Multicultural education has been shown in studies to be effective in increasing student tolerance and lowering stigma, prejudice, and discrimination (Mda, 1999). Different schooling was practised for immigrant and varied learners in Australia and America, but the ultimate goal was for these learners to assimilate into the majority culture at some time (Mda in Lemmer, 1999). Students from minority groups claim they need "learn to think like whites" in order to succeed in school, according to Ogbu and Yates in Mda (1999). This scenario does not bode well for multiculturalism, which is portrayed as a melting pot that should dissolve all of the different cultures and produce a single culture for everyone (Mapuranga and Bukaliya, 2012). In this example, a cultural pluralistic society would allow minority groups to contribute to dominant culture while still keeping their own distinct identity. Multiculturalism's benefits and ultimate goals, according to Mda in Lemmer (1999), include:

- improving equal educational opportunities,
- developing the ability to identify with and relate to other groups,
- reducing racial discrimination,
- instilling core values, and
- promoting effective home-school relationships.

A number of studies (Duhon, Mundy, Leder, LeBert, and Ameny-Dixon, 2002; Gollnick and Chinn, 2002; Lev, 2002) have demonstrated the benefits of multiculturalism.

3.2.3. Policies

It is discussed in an article by Prof. Kumar Suresh on 'Autonomy and Federal Accommodation of Identity Claims: Significance of the Indian Model' that the constitutional recognition of minority rights, particularly in the areas of language, education, and culture, is the key indicator of cultural autonomy. Articles 25-30 of the Constitution, in particular, concern rights that favour minority groups in protecting their identity and securing the space of their cultural autonomy. Their rights are protected under the category of Fundamental Rights.

According to Basu, the Indian Constitution has enshrined a number of Fundamental Rights in Part III of the Constitution to protect individual liberty as well as to ensure social, economic, and political justice for all members of the community (2013). Article 21A and the Right to Education Act of 2009 ensure the right to free and compulsory education to children from a variety of cultural and social backgrounds. "The State shall provide free and compulsory education to all children aged six to fourteen years," according to Article 21A.

"The State shall not deny to any person equality before the law or equal protection of the laws within the territory of India," says Article 14 of the Constitution. Article 46 gives special attention to the advancement of education and economic interests of the scheduled castes, scheduled tribes, and other socially vulnerable groups.

In India, a person has the right to not only entertain religious beliefs, but also to practise the observances that such beliefs demand, as well as to propagate his or her beliefs to others (Article 25).

It is noteworthy that our Constitution not only acknowledges the country's diversity, but also ensures that people of various cultural backgrounds are protected from prejudice and discrimination. As a result, it provides a solid foundation for elevating and recognising cultural variety in all aspects of public life. Cultural variety must be recognised and understood in all facet of a culturally diverse nation's development system, including education.

While reviewing the literature, it was discovered that the country's culture and diversity play a vital role in its educational system. The next part discusses some of India's educational policies for recognising and appreciating cultural diversity at all levels of schooling.

In India, education aims to bring people together despite their differences. In the Indian context, it is safe to state that the shift from Elite Education to Education for All (Sarva Shiksha) and Education for Equality signals a shift to multicultural education. Serious attempts are being made to make education more inclusive by promoting gender parity, promoting education for women, disabled children, and SC/ST children from all cultures under one roof, and teaching tolerance, harmony, and acceptance of all cultures.

In a similar effort to achieve universalization of elementary education, the Indian government is implementing policies, programmes, and strategies to ensure that every kid has access to a high-quality education, as outlined in the enacted Right to Education Act–2009. This demonstrates that in India, the entire idea of school education is influenced by the preservation of core values and national interests.

The 'chalk and talk' approach does not allow students to collaborate in groups, explore, and learn together, according to a CABE committee study (2005) on the Integration of Cultural Education in the School Curriculum. Gender and other types of biases will never be imprinted in the minds of children if they are encouraged to participate in group activities, group projects, and so on in the elementary grades. On the other hand, opportunities to imbibe the ability to accept other people's points of view, leadership characteristics, and so on will become a regular

part of school life. It goes on to say that the mother tongue should be the medium of instruction for pre-primary and elementary school students.

The CABE committee report (2005) on the Integration of Cultural Education in the School Curriculum expresses worry for our country's students who do not have an adequate grasp of their own cultural backgrounds' assets. They are also unaware of their friends' and acquaintances' ethnic backgrounds. In order to improve the quality of cultural awareness, the report recommended that all schooling be based on the community's culture.

Cultural diversity is one of our country's greatest strengths, according to the National Curriculum Framework (2005). It goes on to argue that “in our society, there is a need to dramatically shift the centre-periphery paradigm on intercultural relationships.” Cultures on the periphery, as well as cultures in the core, require equal attention. In terms of education, it implies that “ways of living different than one's own must be presented creatively and effectively as deserving of equal respect as one's own.”

The Indian Education Commission's (1964-66) report also proposed a new "Common School System" for integrating cultural values into school education, one that would bridge cultural barriers by bringing all students together, regardless of caste, creed, location, or gender, to have access to comparable quality education. The National Policy on Education (1986) focuses on the need to bridge the gap between formal education and the country's rich cultural heritage. At all costs, deculturalization, dehumanisation, and alienation must be avoided.

It has emphasised the importance of taking steps to create an understanding of the unique cultural and social systems of people living in different parts of the country among pupils. It also emphasised the development of link languages and the launch of programmes to significantly boost book translations from one language to another and the publication of multilingual dictionaries. The policy focuses on reorienting curricula and educational processes to include cultural material in as many forms as feasible. In our culturally diverse society, education should promote universal and everlasting principles that promote our people's unity and integration.

A brief glance on these aspects indicate that certain values of multicultural education have been articulated in different policy documents. Just to reiterate that multicultural education is after all concerned about inclusion as it is defined as "holistic school reform that confronts all forms of discrimination, pervades instruction and interpersonal relationships in the classroom, and advances democratic values of social justice" (Nieto, 1992). The Ministry of Education and

earlier Ministry of Human Resources Development, formerly the Ministry of Education and Culture, provided the push for this approach by promoting cultural pluralism in the country's school curriculum. Regional languages are pushed for teaching in primary and secondary schools, in addition to English and Hindi as the medium of instruction.

While separate schools are available for children who choose to be taught in their native tongue, there is no history of forced segregation in the educational system. The history of indigenous people is emphasised in the school curriculum so that pupils can learn to understand the country's ethnic and cultural diversity. Curriculum materials and textbooks are examined in India to guarantee that they are free of racist elements.

According to NEP 2020, there should be respect for diversity and respect for the local context in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject.

Under Equitable and Inclusive Education: Learning for All, Students will be sensitized through this new school culture, brought in by teachers, trained social workers and counsellors as well as through corresponding changes to bring in an inclusive school curriculum. It would also include more detailed knowledge of various cultures, religions, languages, gender identities, etc. to sensitize and develop respect for diversity.

3.2.4. Teacher Education Policies

The academic excellence, professionalism, and dedication of teachers and teacher educators working in perfect harmony with educational planners would be the foundation for a transformation in the educational landscape (The Curriculum Framework for Teacher Education,2004). It also underlines the importance of culturally relevant curriculum transactions. Cultural anthropology, social psychology, and sociolinguistics input must be integrated with educational theories and methods.

It goes on to say that “India's unity in diversity, contributions of various ethnic, religious, regional, linguistic, and minorities to the creation of a rich composite structure culture, art, literature, philosophy, architecture, mathematics, and science must all find a significant place in teacher preparation.” It emphasised the importance of empowering instructors to provide culture-specific pedagogy for students. NCTE (2009) proposed that courses be introduced that engage students and teachers in contemporary Indian issues using interdisciplinary frameworks, in order to situate education and the learner in a socio-cultural, economic, and political context with a diversity drive. It also underlined the importance of practise design.

Teachers are the primary participants in creating a peaceful and harmonious environment in a school's multicultural classrooms. Of course, the climate's survival is based on four powerful pillars: satisfaction, peace, happiness, and enthusiasm. When these pillars are solid, relationships between teachers, principals, and community members will last longer. The benefits to children and society will be higher if each member of the school and community is satisfied, joyful, enthusiastic, and at peace. As a result, teachers have an important role in designing the classroom atmosphere in order to promote harmony, peace, happiness, and satisfaction among students.

Today, parents and guardians have begun to spend money on books as their earning capacities, possibilities, and understanding of education have improved, and they appreciate the idea of youngsters reading merely for pleasure. As more children have learned to read and write as a result of the government's universal and compulsory education policy, they have sought out books, only to discover that the majority of the accessible literature is written by non-Indian authors.

There is a trend towards developing genre of children's literature in India, which is written in a variety of languages that are familiar to children and caters to all age groups. Indian kids want entertainment that is similar to what they see in their own country, with Indian themes, characters, and locales. Publishers such as the National Book Trust (NBT), the Children's Book Trust (CBT), and others have promoted such works for years and will continue to do so in the future. CBT has been promoting well-written, well-illustrated, and well-designed books for children since 1957-58, when it was founded by K Shankar Pillai. Similarly, the government established the National Book Trust (NBT) to promote and publish good literature in English, Hindi, and other regional Indian languages at reasonable prices.

The NBT founded the National Centre for Children's Literature (NCCL) in 1993 to oversee, manage, and plan the production of children's literature in Indian languages. The government has also encouraged schools to establish libraries and provides suggestions for books that might be added on a regular basis. The goal is to make reading a pleasurable experience that can lead to learning.

Children's publishing in India has exploded in the last two decades, encompassing a wide range of genres such as adventure stories, folktales, history, science fiction and technology, mythology, and even our favourite Dadi Nani ki Kahani, resulting in the formation of an ecosystem of children's publishing in the country. Authors are now diving into hard issues such as death of loved ones, adoption, hurt, and rage, in addition to the pleasant and innocent aspects

of a child's life. Writers are tapping into the issues encountered by youngsters in an ever-changing environment and assisting them in understanding it by adding newer emotions.

The National Policy on Education (NEP) for 2020 talks extensively about local language/mother tongue education, exposure to and promotion of Indian languages. It has correctly emphasised the importance of learning a local language or a home language, particularly in the early years, to ensure that children can understand what they read. However, when it comes to the promotion of Indian languages, the policy does not address the importance of literature in facilitating comprehensive language learning. The importance of high-quality picture books, contextualised and multilingual children's literature, and dynamic libraries in aiding language learning is underappreciated.

Aside from a passing reference to reading for pleasure, the emphasis on promoting Indian languages is on developing vocabulary that keeps up with current advances and teaching Indian (including classical) languages. Because languages thrive when they are used, enjoyment cannot be an afterthought in language and literacy instruction. The policy refers to European countries that have language preservation mechanisms in place, among other things. It overlooks the fact that European countries have a thriving children's publishing industry, government assistance, and widespread use of public and school libraries.

The 1992 Programme of Action (POA) underlined the importance of combining education and culture in order to support the development of a child's personality, particularly in terms of uncovering the child's inherent potentialities. It was suggested that schools begin to represent varied images of natural and cultural heritage in their curricula.

Cultural diversity is one of our country's greatest strengths, according to the National Curriculum Framework (2005). It goes on to argue that “in our society, there is a need to dramatically shift the centre-periphery paradigm on intercultural relationships.” Cultures on the periphery, as well as cultures in the core, require equal attention. In terms of education, it implies that “ways of living different than one's own must be presented creatively and effectively as deserving of equal respect as one's own.” The CIBE committee report (2005) on the integration of cultural education into the school curriculum expresses worry for our country's children who do not have adequate underpinnings.

Debates surrounding multiculturalism take place throughout our society and a wide range of opinions and definitions exist. Of the proponents, some see multiculturalism simply as a desire to promote tolerance. Others think of the idea as a social reform movement and insist that

broad-based institutional and structural change is needed to make our schools more equitable (Banks, 1996a). Freire and Macedo (1987) call for emancipatory multicultural education and literacy pedagogy that aims to transform society. Several experts in the field (Sleeter and Grant, 1987; Banks, 1996a; Bennett, 2001) have attempted to categorize and describe the differing notions of multiculturalism that are at play in educational settings.

Multicultural children's literature entails reaching students by connecting with their cultural, ethnic, linguistic, social, and other affiliations. Multicultural education is a state of mind and a form of activism and should address issues ranging from race and gender to sexuality and identity.

The literature review of the concerned literature such as books, articles, research papers, etc., when done thematically, is organized around a topic or issue, rather than the progression of time. For the review of literature pertaining to the research question, certain themes have been chosen. These are as follows:

- **Gender**

Children are shaped into who they are as adults starting when they are very young. Children adopt certain roles and behaviours as part of their socialization process (Tsao, 2008). They begin to create their own identities and one element that influences this identity is the literature that children read or what is read to them (Allen, Allen, & Sigler, 1993). Children's literature has been generally defined as anything that children read (Nodelman, 2008), but this is too narrow. In today's world, it also needs to include works intended for children, young people, and second language learners. Children's literature is said to provide characters and events that learners can identify with and through which they can evaluate their own actions, beliefs, and emotions (Mendoza & Reese, 2001).

Gender bias is present in the content, language, and illustrations of many children's books (Brower, 2016; Heinsz, 2013; Kittelberger, 2002; Trepanier-Street & Romatowski, 1999). Gender-roles portrayed in children's picture books influence their audiences, but the magnitude and generalization of this influence and its impact on behaviour are not completely understood (Tsao, 2008). Gender bias may be seen to the extent in which a gender is represented as the main character in children's books and how that gender is depicted (Singh, 1998; Brower, 2016). Weitzman, Eifler, Hokada, and Ross (1972) were among the first researchers to note a greater emphasis on male characters in children's literature, although more current studies (i.e.,

Turner-Bowker, 1996) have discovered similar findings. Hence it is an important theme, as it would help explore how the gender roles have been portrayed in children's literature.

- **Representation of Culture**

The number of children's books which reflect the minority experience or are written/illustrated by minority authors is quite small. Sims (1992) estimates that in the 1990's 20% of the books published annually will reflect the African American experience. Other minority cultures are even less well represented. Under-representation of minority cultures in picture books results in two negative consequences. First, minority children are less likely to see their own image reflected in books. Such an absence could suggest to a child that s/he is not important enough to appear in books. Second, majority children may receive a distorted view of what the world is really like.

In addition to the scarcity of books about minority cultures, the portrayal of another culture through illustrations is sometimes inaccurate, watered-down or even stereotypical. Aside from stereotypes, misrepresentations continue to occur. Also, the values of a culture are usually evident in its folklore. Folktales are important repositories of cultural values but if children are only exposed to folklore, they may not recognize the contemporary features of another culture. Whether folktale or fiction, multicultural literature has immeasurable value for children of all cultures. The reflection of the culture's images should be evaluated for accuracy and presence of stereotypes.

Regardless of the culture of the literature under study, certain criteria should be used in evaluating multicultural children's literature. Among the criteria listed by Norton are several which apply to visual images:

1. Are members of a minority culture shown as individual characters rather than representatives of a racial or ethnic group?
2. Does the artist avoid glamourising minority characters?
3. Are members of a minority portrayed as physically diverse individuals or does everyone look alike?
4. Is a culture accurately and respectfully portrayed?
5. Is the setting accurate? Are members of a minority shown in one type of setting?

- **Language description**

Focusing more specifically on children's literature in literacy learning, Margaret Meek claims that 'texts teach what readers learn', thus drawing attention to the often-overlooked fact that children's literacy development depends on their understanding of the significance of variation in semantic patterning in texts. Learning to be literate does not mean learning just about relations between print and spoken language, but about differences between written language in registers to which children have access in the first years of life.

Vygotsky himself accorded his work on voluntary attention primary status in his account of the development of higher mental functions. In *Thought and Language* (1986: 166), for example, he commented: "The central issue of development during school age is the transition from primitive remembering and involuntary attention to the higher mental processes of voluntary attention and logical memory."

It might be argued; for children, the acquisition of a meta-language differs from the acquisition of language precisely because it uses the semantics of the language as its foundation.

This way of thinking suggests a different starting point for developing children's knowledge of grammar and, quite crucially, a different way of thinking about what grammatical knowledge might be for. Instead of conceiving of grammar in primary school as 'basic' descriptive work on parts of speech in isolated sentences, an alternative is to explore how texts mean the orientation, and to develop thinking about effects of language patterns through a meaning-oriented, functional grammar. Children's literature is a rich site for exploring these issues, not least because of the way in which literary texts mean through the patterning of language and, even more significantly, a necessary further patterning of those patterns to articulate abstract themes.

- **Identity**

It has often been asserted that the interaction between children and stories has powerful implications for personal and social development. For example, it has been suggested that we are 'at least in part, what we have read' (Spink, 1989, p.72). Similarly, 'the stories we tell our children, the narratives we give them to make sense of cultural experience, constitute a kind of mapping, maps of meaning that enable our children to make sense of the world. They contribute to children's sense of identity, an identity that is simultaneously personal and social' (Watkins, 1992, p.183). In one sense, of course, this is obvious. Children can only develop through their experience of the social and physical world and insofar as stories form part of that world, they must surely play some part in the process of acculturation. And indeed, there is some

impressive evidence of a variety of types and styles that young readers' encounters with stories, both oral and written, may well be significant in the formation and maintenance of personal and social identity.

Children growing up, in any society anywhere, learn about who they are and what their relationship is to the society of which they are a part, how they should think and act within a community; in other words, they develop an identity within a social context. Part of the process of learning who they are is also learning who they are not; that in some respects they are different from children in other historical, geographical, and social environments. However, in some relatively unusual circumstances, where the nature of society itself, how it is constituted, how individuals relate to it, even its legitimacy, are not taken for granted but bitterly contested, children may learn not only that they are different from children in other communities but that there is an 'us' and there is a 'them'. In such cases, members of other communities are not just seen as different but, to a greater or lesser degree, as threatening.

Hence it is to be examined how exactly reading or hearing stories contributes to the formation of children's political, religious, economic, cultural, or sexual affiliations and identities.

In a study 'Multicultural learning through Children's Literature' by Timothy V. Rasinski and Nancy D. Padak, the authors propose a theoretical framework for using children's literature to foster multiculturalism in the classroom and motivate students to take action.

For many years, the United States has been recognised as a home (and, in many cases, a refuge) for people from various cultures. However, the country's traditional orientation toward cultural diversity has been characterised by the implicit assumption that the dominant culture is the best culture. The dominant Anglo-Saxon, Protestant culture was encouraged to be adopted by newcomers. Schools were places where young people went through the acculturation process. Recently, a more enlightened view of the country's multicultural heritage has gained traction.

Instead, this new view recognises that a dominant culture exists in some situations, but it also asks for a deep awareness and nurturing of the original cultures of those who were not born into it. This vision has had an impact on educational institutions. In addition to exposing pupils to the dominant culture's environment, schools have been tasked with teaching tolerance and appreciation for other cultures and people who belong to those cultures.

Multicultural education curricula, the inclusion of characters and stories from other cultures in textbooks, and even school integration policies are all attempts to make schools places where

children of many backgrounds and cultures can learn tolerance, patience, appreciation, and friendship.

Literature has long been regarded as a means of promoting cultural understanding and appreciation. However, in most cases, the usage of literature ends with the presentation. That is, teachers and students read stories about or from many cultures, but cultural values and beliefs are rarely discussed beyond brief post-reading dialogues. Four curricular models for incorporating ethnic/multicultural information into mainstream curriculum are described by Banks (1989). The models are placed in a hierarchical order based on how sophisticated they are at integrating multicultural concerns into the curriculum.

The "contributions method," which focuses on a culture's highlights heroes and holidays, is the most basic level. Single classes may, for example, target discrete cultural components.

Children may come across depictions of important people's lives and contributions, as well as unique cultural practises, in literature. The contributions technique lends itself to biographies of key figures in a cultural group or narratives placed in the setting of significant holidays in a culture. In one classroom, for example, the teacher might read a biography of Martin Luther King, Jr. to the students in January to highlight African American cultures' accomplishments and traditions.

The "additive method" is at the second level of Banks' hierarchy. At this level, the essential framework of the curriculum remains the same as it was in the "contributions approach." The fixed curriculum, on the other hand, is supplemented with content, concepts, and topics that reflect various cultures. *Journey to Topaz* (Uchida, 1971), the narrative of a Japanese American family's forced evacuation and incarceration during WWII, might be included to the literature curriculum, or *Journey to Topaz* (Taylor, 1976) could be included in the study of twentieth-century American history. Similarly, Politi's *Three Stalks of Corn* (1976) could be a Hispanic addition to a course on food or folktales and legends at the elementary level. Literature or information about foreign cultures is added to the curriculum at this level, but it is not woven throughout it.

Despite the fact that these are the lowest levels of Banks' hierarchy, the relevance of such multicultural explorations should not be overlooked. Rudman (1976) observes that when children are left alone, they gravitate toward familiar stories. That is, they select stories and literature that are representative of their respective civilizations. As a result, it is vital for teachers to introduce students to stories from many cultures. Stocking the classroom with

literature about a diversity of peoples, cultures, lifestyles, and points of view is one of the first steps in this process (Rudman, 1976). The additive and contributory models appear to be popular in the classroom for dealing with multicultural subject.

On the plus side, these lessons are relatively simple to create and implement. They also contribute significantly to the multi-ethnic/multicultural curriculum. On the negative side, these tactics might easily be misconstrued as tokenistic. The way various cultures are treated on the surface can encourage preconceptions and misconceptions, such as the idea that ethnic cultures are not important members of the dominant society. Greater effort is certainly required to overcome these issues. These possible roadblocks are addressed at the two upper levels of Banks' hierarchy.

Students are encouraged to explore problems, themes, concerns, and concepts from the perspective of various cultural groups in the "transformation method." Students could look at the American Revolution from the perspectives of Anglo revolutionaries, Anglo loyalists, African Americans, Indians, the French, and the British, for example. Students could also examine government policies and actions toward Native Americans from the perspectives of Native Americans as well as white settlers and businesses who tried to profit from their exploitation. Students can see the connectivity of other ethnic groups with the dominant culture through activities like these.

Furthermore, according to Banks, this type of perspective-taking aids in the empowerment of cultural groups who have been mistreated or exploited.

The "decision-making and social action approach" is the highest level in Banks' hierarchy. Students at this level identify social issues and concerns, make decisions, and take steps to address the issues they've identified. Students may choose to research issues of prejudice within the school or the treatment of specific groups by the local newspaper, for example. Students must identify, critically assess, and seek to address issues relating to cultural/ethnic disparities. Students are encouraged to apply their cognitive abilities and solve issues at these two higher levels. These two models encapsulate much of what we want students to become when it comes to the nature and aims of education: thinking and caring people who can be persuaded to act on principles and beliefs that have been acquired through serious study.

In another study, 'Confronting Beliefs: The Value of Multicultural Children's Literature', the researchers talk about multicultural children's literature which has a long history of differing viewpoints on what defines it as such, and many people are unsure what the label means.

Individuals have expressed their views on not only what constitutes multiculturalism, but also what constitutes high-quality multicultural children's literature. Some authors and readers have gone even further, questioning what this literature has to offer our society and how it affects readers. In some ways, this research strives to achieve what many people believe is the goal of multicultural children's literature. The goal is to challenge previously held beliefs about the subject so that we can progress as learners and leaders in our society.

Multicultural is a buzzword in our culture that is used frequently in a variety of professions and occupations. This label has been identified as a feature by the editor Hazel Rochman. Furthermore, our cultural dialogues are broadening, and our society is developing a more comprehensive grasp of multiculturalism. If multiculturalism is something that we all have, rather than just a minority/majority distinction, we must ask what is not multicultural.

Although this may appear to be a simple question to answer, there is a lot to consider when determining whether or not a piece of multicultural literature is of high quality. As readers, we may recall how we reacted to books as children. Others from lower socioeconomic situations may not have had access to childhood literature. As a result, some parents may consider what kinds of books they want their children to read. As adults, we may evaluate the book's quality based on what we believe is appropriate for children. Tunnell and Jacobs recognise that "literature aimed at young readers has always reflected society's attitudes toward children" and that "literature aimed at young readers has always reflected society's attitudes toward children".

There are several elements to examine, and this does not even begin to address a book's literary content or the creative brilliance of its drawings. One of the most difficult challenges we may face as readers of literature is maintaining objectivity in our evaluation of quality. For example, some books hold a special place in our hearts as unique readers. These novels, on the other hand, may not be full of literary content, and the artwork may be missing as well. On the other hand, a book may be well written and have excellent illustrations, yet readers may struggle to connect with it. Even more challenging for a reader is determining whether or not the literature is of high quality just because it is multicultural. We will largely focus on the multicultural quality of the writing and images because the debate of excellent literature is in and of itself a field of study.

Multicultural children's literature serves as a catalyst for societal change and revolution, as well as a reflection of our current state of affairs. If we begin to recognise multicultural children's literature as such, we as educators and a society will be able to collaborate more effectively in improving the quality of the literature and, as a result, the multicultural quality of our lives.

In a study, ‘Exploring multicultural books through predictions and social interactions: A case study with kindergarteners in the United States’, the researchers talk about, although prior research has highlighted the relevance of social connections, multicultural education, prediction/imagination, and bilingual/biliteracy learning, the intersection of all four domains has yet to be investigated. While reading multicultural literature, the qualitative case study looked at how young multilingual readers generate meaning and develop literary responses through prediction, imagination, and social engagement. The study focused on kindergarten-aged Korean-English bilingual children at a Korean Language School in a Midwestern city in the United States as part of a broader longitudinal study. Audio/video recordings, open-ended interviews, and children's artefacts were used to collect data throughout a five-month period. The findings showed that creative participation and social interactions in two languages assist young bilingual readers in deepening their engagement with the text and encouraging diverse views.

The study looked at how young children read multicultural picture books and the diversity and fairness issues that arise when socio-cultural perspectives, prediction/imagination, and early multilingual education collide. Reading for young children is not a solo act, but rather a dialogic process, as evidenced by these children's creative participation in the reading of multicultural literature through social interaction (Bakhtin, 1986). The books drew youngsters into the stories' worlds and sparked their imaginations, encouraging them to assume active roles in the narrative by using their imaginations. They took part in the read-aloud in a creative and collaborative way by expressing their various predictions. As a result, these read-aloud were an effective tool for assisting these young bilinguals in engaging with the concepts of diversity, social justice, and equity found in multicultural texts.

McDonald, Jennie. (2020) presents an article on ‘Diversity in children’s literature: check your blind spot’ and quotes “*Once children see themselves represented in books, their existence is validated, and they feel that they are part of the world.*” Eric Velasquez (award winning author and/or illustrator of many children’s books including *Grandma’s Records* and *Grandma’s Gift*).

All children need to see themselves in the stories or literature discussed or shared with them in school. Narry Larrick, 50 years ago in her article stated that "Although his light skin makes him one of the world’s minorities, the white child learns from his books that he is the kingfish."

So, they have discussed how all children should be included in literature. The developers associated with them always tried to select those books that could help in catering the needs of a diverse classroom. They used a CCC Diversity Review Book Project to check the results if it

helps. They did actual reviews of 354 books. They studied the Cooperative Children's Book Center's (CCBC) annual review of children's literature, and read 10 quick ways to analyze Children's Books for Sexism and Racism from the Council on Interracial Books for Children. They majorly focused on these categories:

- Gender and race of the author and illustrator
- Gender and race of the main character or a major secondary character (for books about humans)
- The complexity of those characters
- The visual representation of those characters
- The book's setting
- Family structure

While 37% of US population and 50% of K-12 population are from racial minority, still only 10% of children's books published in 1994-2014 and reviewed by the CCBC had stories about them. The key findings were:

- They are about male and female in equal measure.
- They include significant stories of people with colour.
- They are full of three-dimensional main characters.
- They are written and illustrated by too few people of colour.

“For all of our differences, we are one people and we can either choose to live separately and in exile from each other or we can choose to live in belonging. When other cultures are familiar, then the possibility exists for our children to live in a post-racist society. I sincerely believe that literature can be a powerful tool for human understanding.” -Benjamin Saenz (award winning poet, novelist, and author of children's books including *A Gift from Papá Diego* and *Aristotle and Dante Discover the Secrets of the Universe*).

Grasso, M. (2016) in his article, 'The importance of multicultural literature' told that how Australian primary schools have become more inclusive. By including multicultural literature, the teacher librarians ensure that the students receive a culturally diverse understanding of the globe. With the recent events around the globe, it has become very important that the students not become ethnocentric. Exposure to such multicultural literature can help to break those barriers. Suzanne Evans (2010) has conducted research on critical literacy using multicultural

books, and she concluded that the exposure to such a literature helps children to inculcate awareness about social practices, values, and belief systems of other cultures.

Multicultural literature promotes empathy and unity as it fosters self-esteem and prevents feeling isolated. It promotes cross cultural friendship, helps students look critically at the world, and encourages identity formation.

Helen A. and Pugh C. and Haig Y. (2019) in their research “Portray cultures other than ours”: How children’s literature is being used to support the diversity goals of the Australian Early Years Learning Framework, the researchers have talked about how catering to diversity from birth to 5-year-old is major concern for policy makers and educators worldwide. This research talks about how children’s literature can help in promoting inclusivity and according to the policies, Principles, Practice and Outcomes in the Australian Early Years Learning Framework. This research is about selecting and using children’s literature which caters to diversity and the influences to these processes involved with it.

Seventeen educators from five long day care centres situated in Perth or nearby metropolitan areas have been taken in this study. Data has been drawn from interviews and book audits. The findings had revealed that the educators had very little knowledge about the role of children’s literature in understanding diversity and very rarely used it for the outcomes mentioned in EYLF. The findings concluded the beliefs that educators had, professional learning and the application of EYLF in practice.

Where the educators tried to introduce this concept also, they have defined it as ‘other’ or ‘different’. Reported book sharing and book- related activities did not show their major consideration or focus on diversity. Books were generally used to create language or literacy understandings or give them social or emotional values. And along with these findings, it was not surprising to find that the book corner or the libraries of children’s books did not have much literature on inclusivity and cater to diverse backgrounds. After all this finding, it is very clear that the educators would find it very difficult to apply culturally responsive pedagogy here by the use of inclusive texts (Souto-Manning 2009), a challenge also found by others (Brinson 2012; White 2009).

With these findings, it has become very necessary ongoing professional learning and practice to make the educators understand the use of inclusive literature to promote cultural competency. Such curriculum would help in creating an inclusive classroom for development of all children. Failure to this would lead to a negative influence of using exclusive literature

and running the risk of letting children and their voices unheard. (Boutte et al. 2008; Brinson 2012).

Subramanian, T. (2019) presents an article 'A Point of View: The Power of Inclusion in Children's Literature and Beyond' which is situated in Brooklyn. The researcher visits a library there and finds in the children's books section that there were books with diversity. She talked about how diverse children's books prompt a child to ask about who is around him/ her in the world. If we give a child an environment with books with diverse representation, it helps them naturally to arouse curiosity about his/ her own world and to practice or inculcate inclusive behaviours at a very young age, but also to be proud of their identities that they hold, the families and communities they are from which makes them who they are today. She also asks the question who writes this literature. This is most of the times written by the people who are themselves holding those identities, or have had those similar experiences. In the diversity and inclusion space, only talking about physical representation is not enough, but also children's social and emotional growth along with learning about inclusion is also important.

For future generations, the world wishes for peace and harmony. There is a great deal of instability and turmoil in the world, owing primarily to intolerance for different cultures and beliefs. However, this will not get any country very far because restricted perceptions and attitudes stymie global growth and wealth. India is no different. Expanded views are required in today's world for a nation's bright future. A teacher's responsibility is to create and maintain an atmosphere that allows a child to adapt to a multicultural classroom. The teacher's job isn't just about delivering material within the four walls of a classroom; he or she also has a greater social responsibility to reach out to parents and families, as well as cultural, ethnic, and religious groups. A school teacher plays a critical role in eradicating cultural misunderstandings and ignorance. At the same time, this does not imply that they should be forced to learn a new curriculum focused on peace and value education; rather, they should be guided through methods for integrating academic subject teaching with a built-in methodology for instilling values and ethics in the pursuit of peace and harmony. This can be aided by a well-thought-out teacher preparation and education programme that provides guidance in a variety of ways for integrating the teaching of various subjects with the instillation of values and ethics in students in order to foster tolerance of all cultures and religions. This can be aided by a well-thought-out teacher preparation and education programme that provides guidance in a variety of ways for integrating the teaching of various subjects with the instillation of values and ethics in students in order to foster tolerance of all cultures and religions.

In today's world, one of the most significant roadblocks to accomplishing educational objectives is diversity. The study discusses the basic issues of a diverse classroom and concludes that multiculturalism is the best way to address them. These utopian ideals can't be reached using traditional ways if each and every pupil is as valuable as the others and there should be no prejudice at all costs. Multiculturalism is the natural understanding of diverse students coexisting on the basis of linguistic, caste, class, religion, and other factors. This study reveals all of the barriers that exist in Indian classrooms from a multicultural perspective, hence facilitating the educational process in order to produce capable and efficient citizens. This study reveals all of the barriers that exist in Indian classrooms from a multicultural perspective, hence facilitating the educational process in order to produce capable and efficient citizens.

Multiculturalism is critical since the world is always evolving. To be useful citizens of the world, we must learn to accept and get along with people of diverse cultures, races, and religions. It is our responsibility as educators to prepare our children for the real world, which is a multicultural one. Even if it is not taught at home, we now have the opportunity to teach our students love and acceptance. By the time your students reach adulthood, the world will most likely be a far more multicultural place than it is now, and we need to prepare them for that.

The achievement of all students' educational goals, as well as the creation of a supportive and courteous teaching environment, are indicators of a multicultural classroom's success. Here are some ideas for how to do it:

- Learning Styles Awareness
- Diverse Communication Resources
- Activities to Raise Awareness
- Anti-Bias Education

CHAPTER – 4

DESIGN OF THE STUDY

4.1. Introduction

Any research is based on research methods which is appropriate for the development of knowledge in a research study. The interpretative paradigm was identified for the framework of this study. In addition, this chapter discusses the research methodologies, and data collection and analysis methods, while explaining the processes in the study. The research design for this study is descriptive. This chapter on design of research basically comprises the nature of the study, tools, sample, collected data, methodology and the framework for analysis for this research study.

4.2. Nature of the study

The present study has been designed as qualitative exploratory research. The researcher is doing exploratory research because it helps to understand ‘why’ and other factors that are related to it. It meant to gather descriptive information and provide a better understanding of children’s literature. This study is, however, not necessarily meant to be used to validate or provide final conclusions about children’s literature that deals with stories and poems which includes children with different cultures. A variety of questions came to the researcher’s mind while analysing the different stories. As this area is very vast, and not many studies were found of this kind, hence the researcher planned exploratory research as its beginning step.

The researcher has used an interpretive approach where the essence of the research lies in the understanding the process involved in the phenomenon to be studied. This approach rejects the positivist idea that the same research methods can be successfully used to study human behaviour. As the present study aims at providing a holistic and contextual understanding of children’s literature in the area of different cultures, it does not involve any reductionist or isolationist approaches. The present research study has tried to find and explore the hidden reasons behind a not so clearly defined social problem, where learners, readers, authors, teachers have hardly tried to bring into notice a children’s literature that deals with stories and poems related to multi-cultures, whereas quantitative evidence could have been biased, inaccurate, or difficult to obtain in this field. It would also help us to identify issues for follow up research.

The questions that guided this research are as follow:

- Are the children’s literature available in our country able to include the diversity and multiculturalism present in our country?
- How diversity is getting reflected in Indian’s Children’s Literature?
- What steps are required in our educational planning for including diverse literature in our curriculum of primary grades?

4.3. Methodology

The methodology can be divided into three phases.

1. In the first phase of this research the researcher identified the children’s literature. From a pool of literature available in library, schools, NCERT, GOs and NGOs, and on different websites on internet, i.e., the researcher selected story books that were aligned with the objectives of this study. Some of them were also available in print form on internet and had stories or poems related to multiculturalism.
2. In second phase the researcher has designed a framework for analysis of this present study.
3. In third phase the researcher used ‘content analysis’ for qualitative analysis of the story books.

4.4. Phase I - Sample and Sampling:

In this phase, there are various story books selected from NCERT class I- VIII, NBTs and CBTs and StoryWeaver (Pratham) that publishes children’s literature. Some of them have their Hindi versions too. The researcher has included some stories that have included some ideas of inclusion and children with multiculturalism.

The researcher has taken a sample of story books which majorly deal with the theme of multiculturalism aspect in the stories. Pratham Books by StoryWeaver are designed to provide children with reading resources. It is a digital source of thousands of richly- illustrated, open-licensed children’s stories in mother tongues. It is first-of-its kind platform that has easy to use tools to create, adapt, and translate new stories to children.

In StoryWeaver, educators, parents, children can also download stories free of cost. It includes books from grades 1 to 8. They have divided them in four levels:

- For new readers – Grade 1 and 2

- For early readers – Grades 3 and 4
- For middle readers – Grade 5 and 6
- For advanced readers – Grades 7 and 8

Purposive sampling, has been used, also known as judgmental, selective, or subjective sampling, is a form of non-probability sampling in which researchers rely on their own judgment when selecting members of the population to participate in their study. This sampling method requires researchers to have prior knowledge about the purpose of their studies so that they can properly choose and approach eligible participants. Researchers use purposive sampling when they want to access a particular subset of people, as all participants of a study are selected because they fit a particular profile.

The researcher used purposive sampling as the sample of children’s literature was based on the objectives of the study. This sample was chosen as it was readily available on internet and in the schools by NCERT, NBTs and CBTs. It was also popular amongst children. This sampling relied on researcher’s judgement when choosing members of population to participate in this study. This could help in saving time and money.

Story Weaver has stories under various themes. The researcher searched on the topic ‘multicultural’. There were many stories translated in many languages like Telugu, English, Urdu, Tamil, Marathi, Kannada, Hindi, French, Spanish, Kabuverdianu, Occitan, etc. They had different levels too like Level 1, 2, 3, 4. There were stories including various translations. But as the researcher was proficient in English and Hindi language therefore, she has chosen only these two languages.

4.4.1. Rationale of choosing the stories:

The researcher chose these stories as it fulfilled the objectives and purpose of the study. All the stories that were about children with different cultures were included in this sample. This helped to identify different types of cultures and the ways in which the children with different cultures were included. The stories have a diverse background. They have different contexts. Some are ‘first person account’ and some are narrations. The stories are consisting of both – poetic form and story form. They consist both the rural and urban backgrounds. Therefore, the researcher chose these stories.

4.4.2. Synopsis of selected stories

1. Story name – ‘Eidgah’

Author- Premchand

Illustrators: NCERT Class – V ‘Rimjhim’ Hindi Literature Book

Introduction

Hamid, a four-year-old orphan who lives with his grandmother Amina, is the protagonist of Eidgah.

Rationale of choosing this story – The researcher chose this story as this is a story where the author ‘Premchand’ himself telling the story of a boy ‘Hamid’. This story is set on the festival of ‘Eid’ celebrated by the Muslim religion. As this story focuses on this festival and the celebrations around it, the researcher thought to include this as it served the purpose of the study.

Summary

The story begins on Eid morning, as Hamid and other village friends set out for the Eidgah. In comparison to his buddies, Hamid is noticeably destitute, dressed shabbily and hungry-looking, and has only three paise as Idi for the festival. The other boys ridicule Hamid when he rejects this as a waste of money for temporary pleasure by spending their pocket money on rides, candies, and gorgeous clay toys. While his pals are having fun, he resists the urge and goes to a hardware store to purchase a pair of tongs, recalling how his grandma burns her fingers while making rotis. Hamid's buddies mock him about his purchase as they return to the village, praising the benefits of their toys over his tongs.

Hamid responds with a series of smart counter-arguments, and before long, his buddies are more enamoured with the tongs than their own toys, even asking to exchange them for his, which Hamid declines. When Hamid gives the tongs to his grandma, the story finishes on a sweet note. She chastises him for buying something rather than eating or drinking at the fair at first, until Hamid reminds her of how she burns her fingers on a daily basis. She breaks down in tears and thanks him for his kindness.

2. Story Title: The Scholar’s Mother Tongue

NCERT Marigold Book Four Textbook in English for class IV

Level – 4

Introduction

This is a very short story of Akbar and Birbal which lets it learners know about the concept of mother tongue.

Rationale of choosing this story

The researcher selected this story as this story brings out the concept of mother tongue, how our country has a diversity of mother tongues as we move from North to South India. Thus, enabling its learners to know the linguistic diversity of our country.

Summary of the story:

This story is adapted from Akbar and Birbal stories. It is about a Pandit who once visited the court of Akbar. He knew many languages. Therefore, it was unable to find out what his original mother tongue was. He has given challenge to everyone in the court to identify his mother tongue. As no one was able to find it, Birbal took up the challenge. He went at night to the Pandit's room and frightened him. And the next day told everyone that his mother tongue was Telugu. Everyone was surprised. He then told everyone that in times of difficulty, a person speaks only in his mother tongue and further talked about how he went to his room at night.

3. Story Title: The Best Christmas Present in the World

NCERT Honeydew Book 8 Textbook in English for class VIII

Level – 8

Introduction

This story revolves around the day of Christmas. The letter that Jim wrote is all about how the two armies came together to celebrate the spirit of Christmas despite being enemies in war. Moreover, in that letter, he assures Connie to be there with her next Christmas.

Rationale of choosing this story

The researcher selected this story as this story brings out the religious diversity and representation of a different religious culture and its values. The lesson reflects upon the desire of soldiers and their families to reunite among themselves and spend time with their families. While the soldiers are at the border during the times of war, they still believe in the spirit of the Christmas and even played sports to celebrate the eve. This story also reflects on how a religious festival can unite the people despite the ongoing war.

Summary

The story begins with the author making a decision about buying an old roll-top desk which is in a bad condition. He had longed for one since long and he was also confident that he could restore it. Thus, he takes the desk home and as he starts working on it on the Eve of Christmas, he finds a secret drawer that carried a letter addressed to some woman named Connie from her

husband Jim. It said that it was his last letter and was dated December 26, 1914. It was written at the time of the war between Germany and Britain. It enlisted the series of events that followed on the day of Christmas that year 1914 or “a wonderful thing that happened”, in the words of Jim. He wrote about how the two armies came together to celebrate the spirit of Christmas despite belonging to enemy nations. They forgot about their differences for a while and realised that they had much in common. They shared schnapps, sausages, and rum. The two officers, Jim and Hans Wolf developed a good bond over a chit-chat. They both were of the view that countries should negotiate peacefully and resolve conflicts by playing football or cricket. The soldiers played football that day and when all their supply of food and drinks was finished, they knew it was time to return back to their own trenches. That night, they exchanged Christmas carols. As Jim tells Connie about the day in his letter, he assures Connie of their reunion next Christmas. The author, who read this letter thought he should reach out to Connie. He finds the address mentioned on the envelope and discovers that the house had been burnt and Connie, a hundred- and one-years old lady, now lived in a Nursing home. He visits the Nursing home and hands over the letter to Connie, who is immensely overjoyed on reading the letter. She misunderstands the author to be her husband Jim and calls him “The Best Christmas present in the World.”

4. **Story name-** A Visit to Kumbh

Author- Anita Bhatnagar Jain

Illustrations- Partha Sengupta

National Book Trust, India

Introduction

It is a story of young children, Chandni and Suraj who visited Kumbh Mela for the first time with their grandparents. It was their grandmother’s longstanding wish to visit Kumbh at Prayagraj or Allahabad.

Rationale of choosing this story – The researcher chose this story as this is a story which focused on Kumbh Mela, festival celebrated by Hindus all over the country. As this story focussed on rich culture and heritage of our country, the researcher thought to include this as it served the purpose of the study.

Summary

The story starts near Ganga River. One of the main characters is Suraj, he has his grandfather and grandmother. They had reached Sangam where the three rivers Ganga, Yamuna and the underground Saraswathi meet. It was grandmother's longstanding wish to visit Kumbh at Prayagraj or Allahabad. Chandni is the second main character of this story. She is sister of Suraj. Their Grandfather told them a lot about Kumbh Mela. Suraj also shared what he has already read about Kumbh Mela. There was a lot of crowds there. There were numerous colourful stalls with local eatables. Nana took them to Banarasi Kachori Bhandar. They had their food there and talked to the local people there. They discussed about the Kumbh held in Madhya Pradesh too. Nani told them everything about Kumbh Mela. Nana further added. The stall owner also shared the most popular story related to devatas and demons and how they did Samudra Manthan. They told the children about the origin of Kumbh. The children then met their Mausi, Megha, who was working in the office of Mela Adhikari. Then they saw Naga Babas. They were not wearing any clothes. Then they came across a Akhara of Urdhanavahurs. The elders shared more information with the children. Mausi further told them about Swachhta Prahris or Cleanliness Guards. They then visited Bade Hanuman Temple and Allahabad fort. Next day, it was Makar Sankranti. Then at last Nana explained the children that these type of meetings and discussions help to promote culture and national integration of our country. Further Mausi also explained the meaning of Kumbh or Kalash.

5. **Book Name:** Folk Tales of Uttarakhand

Author- Deepa Aggarwal

Illustrations- Subir Roy

Story Name: The Kaafal is Ripe

Children Book Trust, India

Introduction

This is a story about red Kaafal berries and an old folk tale related to Kaafal. This story tells about the fruit of Uttarakhand. The culture of Uttarakhand is known through this story.

Rationale of choosing this story – The researcher chose this story as this is a story which tells us about the culture of Uttarakhand of eating Kaafal and the folk tale related to it which is remembered till date. As this story focussed on culture of Uttarakhand, the researcher thought to choose this story as it served the purpose of the study.

Summary

This is a fascinating tale set in the month of Chaita (March). The sun beams directly above the trees of Uttarakhand during this season, ripening many berries, the most famous of which is Kaafal. It all starts when Saru, joined by Haruli, sets out in search of Kaafal. When they come across a tree filled with berries, their journey becomes fruitful. They swiftly gathered them and returned to the house to finish the domestic chores. Saru goes about her tasks while Haruli plays happily with her doll while guarding the delectable berries from birds.

Saru is surprised to see the level of the basket packed with berries drop by a fourth in the afternoon, after her daily toil. She grows enraged and begins to reprimand Haru, expecting she might have eaten the berries. Haruli, fearful of her mother's temperament, honestly states that she hasn't eaten any and flees. Saru pursues her with great strides and quickly catches up. Saru was about to grasp Haruli when Haruli shrieked and shrank to the size of a bird before flying away, leaving Saru speechless.

Saru is perplexed and continues his search for Haruli. Finally, after a long and exhausting search, Saru begins to question whether it was all in her head, and she returns home, hoping to find Haruli still playing with her doll. When she returns, her gaze is drawn to the basket of berries, which she discovers to be overflowing.

She notices that the sun's intense heat wilted and shrivelled the berries, lowering the amount of space occupied by the Kaafals. They were now as fresh, plump, and juicy as they had been previously. This makes her regret her harsh treatment of her daughter, who had always been innocent. Her urge to atone for her actions toward Haruli was so powerful that she transformed into a bird and flew off in pursuit of her daughter.

6. Story Title: Phool Dei - A Spring Festival of Uttarakhand

Pratham Books StoryWeaver

Introduction

It is a story about a small young girl from the state of Uttarakhand.

Rationale of choosing this story

The researcher selected this story as this story brings out the cultural aspect of a particular geographical location, the state of Uttarakhand. It emphasizes the importance of festivals in the representation of the culture. The festivals need not always be religious in nature, as in this story, the festival of Phool Dei is based on celebrating the nature itself. This story presents to young learners the culture and a very unique festival of Uttarakhand, that most people are

usually unaware of. While most festivals are concerned with religious aspect of a certain region or community, this story depicts the cultural aspect being represented through the Phool Dei festival.

Summary

This story begins with a little girl Hema asking her Dadi about why she is wearing a flower in her hair. Dadi explains to her that she should also do it as they are all celebrating the festival of Phool Dei. Hema enquires more about Phool Dei out of curiosity and Dadi responds by telling her more about the Festival of Flowers which is celebrated in Uttarakhand in the month of Chaitra or Mid-March to worship the nature. The festival marks the spring in the hill state and hence people celebrate spring with flowers. Hema then asks Dadi about what they get to eat on Phool Dei festival to which Dadi replies that they make a special dish of rice flour, curd and jiggery known as 'Sei'. Hema then tells Dadi that she wants to eat Sei and Dadi tells her to come along to collect flowers. Hema asks Dadi about how they celebrate Phool Dei. Dadi tells her that little girls collect flowers of Buransh (rhododendron), Pyoli (yellow flax), Apricot and Plum from the forest and decorate their homes, and also pray for the well-being of our homes by putting some rice and flowers at the door step and sing the folk songs. Hema gets very happy and excited to celebrate the festival and gets ready. She gives Dadi a flower with a happy smile on her face.

4.5. Phase II- Framework for analysis

In this phase, the collected data was analysed qualitatively using content analysis. It is a technique for making inferences by objectively and systematically identifying specified characters or messages. Berelson said that it is a technique for compressing many words, of text into fewer content categories based on explicit rules of coding. According to Palmquist (1990)

- a) Conceptual analysis can be thought of establishing the existence and frequency of concepts in a text.
- b) Relational analysis builds on conceptual analysis by examining the relationships among concepts in a text.

As discussed in the in the section 2.6 of theoretical framework, the major factors that affect the development of children's literature include-

- Point of view,

- Literary quality, and
- Illustrations.

The point of view accounts for the view in which the book or story is written- whether it is taking the character with some culture in the main role, or just using that character for plot development. Also, it includes whether it is following the practice of narration, or using the ‘first-person account’ view for the character with different culture.

The literary quality focusses at the factors such as the theme, the plot, setting, etc., as well as the main focus about which culture in particular it is indicative of.

The illustrations used have certain style, colour, line, texture, and appeal, through which they enhance the readers’ interest. They are also used to portray the characteristics and equipment, along with certain aspects of culture in some form of disfigurement.

The picture books, which are based mainly on using illustrations to tell a story, face a bigger challenge when it comes to portray the diverse nature of term ‘Multiculturalism’. The illustrations may facilitate the readers to develop the concept of different cultures, but only based on the physical attributes of the characters as depicted through the illustrations.

Major themes for analysis are as follows:

- Plot
 - Meaning of the stories - Theme of the story (Crux of the story)
- Setting
 - For their content and messages
 - Metaphors being used (words or phrases which are used to stand for something else)
 - Linguistic features
 - Choice of words with connotations that lead the character to be viewed in a particular way
- Emphasis on information & entertainment
 - Didacticism
 - Imaginative
- Character

- Protagonists (Central character)
- Idea behind creating or describing the character as of different culture
- To develop sympathetic imagination
- Character with a different culture sufficiently well developed or portrayed to develop some understanding
- Tone & genre

As discussed in section 2.2 of this research study, genre plays an important part in children's literature. Children's literature can have different types of genres.

- Representation of different cultures

As discussed in section 2.4.2 representation of different cultures in children's literature is an important aspect that can be studied while analysing children's literature. It gives an overview whether if stereotypes are attached with different cultures or not.

- Attitudes of people towards a culture
- the character with a different culture presented as an independent subject rather than the object of sympathy
- Building on strengths
- Social construction of different cultures
 - Societal norms about regarding the onus of decision of who and what is to be valued
 - The Boundaries of "Mainstream"
 - Consideration of normal – beliefs, social structures, practices and actions behind it
 - the societal and institutional pressures which result in the marginalization and exclusion of people with different cultures
- To address sensitive issues
 - Any sort of discrimination or prejudice for the people with different cultures
 - Reasons behind discrimination
- Any other way to write the same story
 - alternative ways that the story could be rendered
 - Suggesting different endings or outcomes

- Universal human attitudes and emotions
 - sense of shared humanity and compassion
 - Promotes empathy and unity
 - Issues of Fairness and Equity
- Identity formation
 - portray a distinct culture as a part of a person’s identity
 - Idealization of Differences
- To engage in critical literacy
 - the language, plot and characterization sufficiently accessible to allow students to move from decoding and participating in the text, to critical reading
 - story rich in the concepts and issues that lead to questioning and inquiry
- Age of the reader
- Expected reader response by author

4.6. Phase – III- Content – analysis

Content analysis has been around since people began to write and has been used in a number of different ways.

Content- analysis is a tool that is used to draw inferences from the text. It is a systematic set of procedures for rigorous analysis, examination, verification of the contents of the written data (Flick, 2009). According to Hitchcock and Hughes (1995), “content analysis attempts to provide a quantitative solution to elucidating meaning by rigorous enumeration of the frequency by which textual items (words, phrases, and concepts) appear in a text. Put another way, frequency equals significance.” Content Analysis involves making meaning of the data. For this, the task is broken down and sorted into manageable units. In other words, codes and categories are constructed. The use of codes and categories helps in breaking down and sorting of the data and also, it helps in identification of relationships between these units (Hitchcock and Hughes, 1995). According to Nachmias and Nachmias (as cited by Prasad, 2008, p. 2) “content analysis may be seen as a method where the content of the message forms the basis for drawing inferences and conclusions about the content.” In addition, Krippendorff (2013) suggests content analysis as a research method to make inferences from text to contexts.

Content analysis is a research procedure that uses a set of actions to make valid interpretations from text. These implications are about the source(s) of message, the message itself, or the audience of the message. The rules of this inferential procedure differ with the theoretic and practical interests of the investigator. One important use of content- analysis is that it directly applies on text. (Weber, Robert) The analysis is concerned with the explanation of the status of some phenomenon at a particular time or its development over a period of time. It serves a useful purpose in adding knowledge to fields of inquiry and in explaining certain social events. In content analysis the following may be used as sources of information: printed forms, autobiographies, diaries, compositions, themes or other academic work, books, syllabi, pictures, films, and cartoons. Content analysis is also used to see whether if there is any bias, propaganda is there in textbook presentations. It also may be used to analyze the use of symbols, representing persons, political parties, or institutions, countries, or point of view. It is also used to identify the literary style, concepts, and beliefs of a writer. Content analysis should serve a useful purpose in yielding information helpful in evaluating or explaining social or educational practices. (Best, John W.) Content analysis is basically used to analyze qualitative data i.e., non- numerical data. In content analysis we basically select text that can be either visual, oral or written. In this, we categorize or ‘code’ words, themes, and concepts within the texts and then analyze the results. Researchers use content analysis to find the purpose, messages and effect of communication content. Content analysis is different from other kinds of social science research as it doesn’t involve the collection of data from people. It is the study of information that is recorded in text media or physical items. This analysis can be both quantitative and qualitative. It can be used to make qualitative inferences by analysing the meaning and semantic relationship of words and concepts.

In content analysis, there are some simple steps to be followed:

- Based on the research problem, the content that has to be analysed is chosen.
- Further, the categories and units are defined under which it has to be analysed.
- A set of rules for coding can be constructed.
- According to the rules, the code can be analysed.
- Analyse the results and draw conclusions.

The researcher chose this method of analysis as there is no direct involvement of participants, so presence of the researcher doesn’t influence the result. Also, it follows a systematic procedure so that it can be easily replicated by the researchers, thereby yielding results with

high reliability. It is highly flexible as it can be conducted at any time, any location, and at low cost.

In this study as there is no direct involvement of any participants, the purpose of the study was to explore children's literature from the lens of inclusivity. So, there was a sample of books selected from children's literature. Therefore, presence of the researcher could not influence its result. This study can any time be taken forward and different lenses could be used to analyze the children's literature. The themes varying to what the researcher chose, could also be added.

There are two types of content analysis: conceptual analysis and relational analysis. Conceptual analysis determines the existence and frequency of concepts in a text. Relational analysis develops the conceptual analysis further by examining the relationships among the concepts in a text. Each type of analysis may lead to different results, conclusions, interpretations and meanings. In this research study, the researcher has chosen, conceptual and relational analysis both. As this study required a complete analysis of various concepts and words used in the stories, therefore the researcher chose this method.

Conceptual analysis: In this type of analysis, a concept is chosen and the analysis involves quantifying and counting its presence. The main goal is to examine the occurrence of selected terms in data. The terms may be explicit or implicit. Explicit terms are easy to identify, while coding of implicit terms is more complicated. We need to decide the level of implication and base judgements on subjectivity. By reducing the text to categories, the researcher can focus on and code for specific words or patterns that inform the research question.

The emphasis of relational analysis is to look for semantic, or meaningful, associations. Discrete concepts, in and of themselves, are viewed as having no intrinsic meaning. Rather, meaning is a product of the associations among concepts in a text. Carley (1992) asserts that concepts are "ideational kernels;" these kernels can be thought of as symbols which acquire meaning through their connections to other symbols.

Content analysis bids numerous benefits to researchers who consider using it. In particular, content analysis:

- brings insight into complex models of human thought and language use
- Allows a closeness to text which can alternate between specific categories and relationships.

Content Analysis takes into following elements when analysing issues:

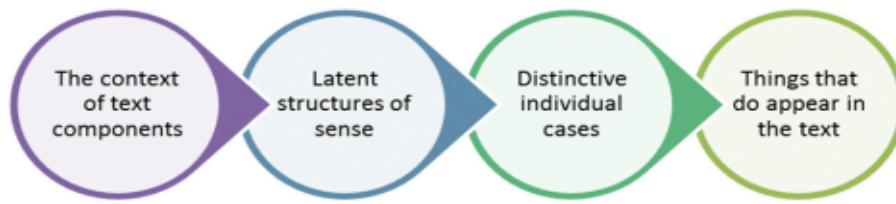


Fig.1. Major elements of content analysis (Source: Kohlbacher, 2005)

The researcher has used this method of analysis as this research tool would help to determine the presence of certain words, themes, or concepts, in the qualitative data i.e., the children's literature selected. Using content analysis, the researcher can analyze the presence, meanings, and relationships of such certain words, themes or concepts in children's literature that has stories and poems of children with different cultures.

CHAPTER- 5

DATA ANALYSIS AND INTERPRETATION

5.1. Introduction

In chapter four, researcher had discussed the research design and methodology, nature of the study, design of the research, phases of the research, sample of the research, procedure for data collection, rationale for choosing each story and framework of analysis. Data analysis and interpretation is the process of giving meaning to the collected information and shaping the conclusions, significance and implications of the findings. The data analysis for the present research has been done qualitatively with the help of content analysis. The aim of the present study was to ‘explore and find out inclusivity in children’s literature.’ The investigator collected data from 8 such forms of children’s literature. The collected data was organized appropriately, studied analytically and interpreted precisely. Data was interpreted in descriptive form.

5.2. Analysis and interpretation

Analysis of story- 1

Story name - Eidgah

- Point of view

The story is told by author himself. It is a well described story. The central character protagonist of the story is small child named Hamid, of Islam religion.

- Literary quality
- Tone & genre

This story can be said under the genre of Realistic fiction as this is an illusion of reality. These events could happen in real world and the characters seem real and also as they are in contemporary setting.

- Plot
 - Meaning of the stories - Theme of the story (Crux of the story)

The story has a larger meaning than its name suggests. This story tells us a story which can be commonly found around us in our real lives. It tells us how at a very young age child named Hamid leaves all his desires for buying toys from the Eid fair but thinks for buying a forceps from an iron shop for his grandmother as her hands burn while cooking chapati for him. It also lets us know about the Eid festival celebrated by Muslims. It helps us to know about their culture. The author uses little difficult words as it deals with children of class 5.

In this story, Premchand demonstrates how children embody love, care, and kindness toward their elders, and how they notice even the smallest details.

- Setting
 - For their content and messages

Little Hamid is likewise attracted by the exclusive beauty of the toys, but his wisdom prevents him from wasting his little money on such perishable objects. His companions purchase a variety of toys, including Bhishti, a lawyer, a cop, and a milkmaid. But the wise Hamid resisted the temptation and walked away from the toy store. He notices a pincer, a chimta, in a hardware shop while wandering around the market. Hamid remembers his Dadi burning her fingers while making chapatis for him without chimta.

Hamid, who is kind and generous, spends his entire Idi on buying the chimta for Dadi, with no regrets that he did not enjoy the ride, did not buy a toy for himself, and was left with not only a single paisa to satisfy his hunger while all the other children ate all kinds of sweets and eatables right in front of him. The story is a one-of-a-kind saga about a tiny child who has more wisdom and maturity than any adult. When the need of his grandma stands before him to be weighed, he sacrificed everything of his enjoyment.

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Despite the fact that other boys mock and tease him for his useless purchase, Hamid persuades and silences all of his peers with his witty and intelligent arguments about how his chimta is superior to their perishable toys, that it can defeat their lawyer, Bhishti, or policeman in no time and will last forever, whereas their clay toys will be thrown away in the garbage in a matter of

hours. The children's talks are really engaging in this point of the novel, and it's also amusing how all of the youngsters begin to acknowledge Hamid's chimta's superiority and are tempted to exchange their buy for it. Munshi Premchand possessed a good understanding of child psychology, as evidenced by this example.

All the boys who used to try to embarrass and ridicule Hamid now want to be friends with him and are content if they even get a chance to touch his unbeatable and invincible chimta once. The poorest and most meek child in the bunch emerges triumphant and victorious from the fair like a hero.

When Hamid presents the chimta to his Dadi, the story comes to a heart-warming conclusion. Dadi is initially astonished, upset, and annoyed by the boy's folly in purchasing this chimta instead of eating something, buying a toy, or going on a ride.

Hamid is initially alarmed by his Dadi's reaction, but when he tells her that he got this chimta for her because she burns her fingers making chapatis every day, Amina is taken aback by the child's sensitivity and is full of guilt and repentance for her own outburst. She bursts into tears and thanks him profusely for his generosity. Here, a 4-5-year-old kid plays the role of a guarding and soothing adult, while the good old Dadi sobs uncontrollably like a tiny child. This is the story's wonderful conclusion.

- Emphasis on information & entertainment

The story presents the central character 'Hamid' in a detailed manner and gives quite some information about his looks, attire and his way of living. The description of the fair, the children, their surroundings and their conversations are detailed and entertaining. The children talk about their family members and how the Jinns buy everything at the fair after midnight. Also, when the protagonist Hamid tries to convince the other children that his iron chimta is better than their clay toys, the whole portrayal of the conversation is made from the perspective of a child who uses his wits to prove his point, making it an effectively entertaining part of the story. What the other children initially thought of as a useless purchase, is proven superior to their clay toys by Hamid.

The story presents the high morals of Hamid using a vivid choice of words. While any other kid would have wanted toys or sweets for themselves, Hamid seeks none of that and rather put the little sum of money that was given to him by his grandmother to some real use and but something that would actually help his grandmother and also save her fingers from burning.

The chimta seems to have bested the clay toys and sweets in same way as the empathy bested individual greed or 'want'.

- Idea behind creating or describing the character as of different culture

The story portrays a certain kind of culture. The story set in a village, gives ample description of village life. The people are not too rich to own luxuries, and majority of them work every day to earn livelihood. The religious identity of the central character as well as his family, friends and the surrounding people is also vital to understanding the plot of the story. There has been mention of Islam as a religion that sees all men as equal. The protagonist Hamid, as well his friends all belong to the same religious belief. Hamid is described to be poorly dressed, having no shoes on his feet; the cap on his head soiled and tattered; its gold thread turned black. The social background of the story also depicts how the village life is different from the life in towns.

The festival of Eid also serves the dual purpose of setting a background for the story plot, as well as providing a cultural background. The children in the story are excited to celebrate the festival, and want to go to the fair to enjoy and buy items that suit their joys. The fair itself is an important part of cultural identity of the village life. The people in villages use such celebrations to rejoice and entertain themselves.

The vermicelli is prepared especially on the occasion of Eid, and in the story too, Hamid's grandmother is worried about how she will be able to prepare vermicelli if she goes with Hamid to the fair. It uses a cultural aspect of a festival to depict the condition of Hamid and his grandmother.

- Genre

Eidgah is a short story that falls in the genre of 'literary fiction'. The story aims to make sense of the world around us by exploring the human condition. Literary fiction is serious fiction with claims to literary merit, and focuses more on style, psychological depth, and character.

Premchand has portrayed the emotion of this young guy very superiorly in the story. Hamid, the protagonist of the story, had lost his parents. His aged grandmother Amina fulfilled their daily needs by doing some needle work for others. His grandmother has told him that very soon his father and mother, who are actually dead, will return home with lots of money, sweets and gifts for him from the house of Allah. He is full of hope and happily awaiting that day.

This story tells about

- Love - Love between the Hamid and his grandmother.
- Motherhood - The way Amina rears her grandson with love and affection.
- Care - Amina works in others homes so that at least she can take care of the needs of Hamid.
- Sacrifice - The young boy Hamid understands it very well, he didn't buy anything for him and buy a pair of tongs for his grandmother.
- Satisfaction - He did not buy clay toys, did not eat sweets and candies, and did not ride even though he was happy.
- Happiness - Despite both were living in extreme poverty, they were happy.
- Kindness - Hamid did not think about his needs instead he wished that his grandmother did not burn her hand while cooking rotis.

The story strongly emphasizes on the virtues that are often overlooked in the world around us. The aspects of empathy, putting others' needs above own joys, mature thinking at young age, and many others form the very basis of the values that the story intends to inculcate among the readers.

- Representation of different cultures

The story presents a beautiful depiction of the cultural aspects of the life in village and weaves together the different cultures harmoniously as the villagers all live together in peace. There are usually several stereotypes attached with certain communities and their culture. In the story, there are many characters that belong to Islam religion and are depicted to be enjoying the celebrations of the festival of Eid. However, we often see the people having faith in Islam being viewed as 'unkind and lacking empathy'. There may be several reasons for this stereotype, but the most important reason is lack of proper representation of their religion as well as their culture. Eidgah beautifully puts forward the perspective of how the people can live together in harmony and peace if they have the ability to empathize with each other. The protagonist Hamid is just a small kid, but he understands the pain her grandmother had to bear while making rotis by hands as her hands would burn due to the heat. He puts the pain of her grandmother above his own joys.

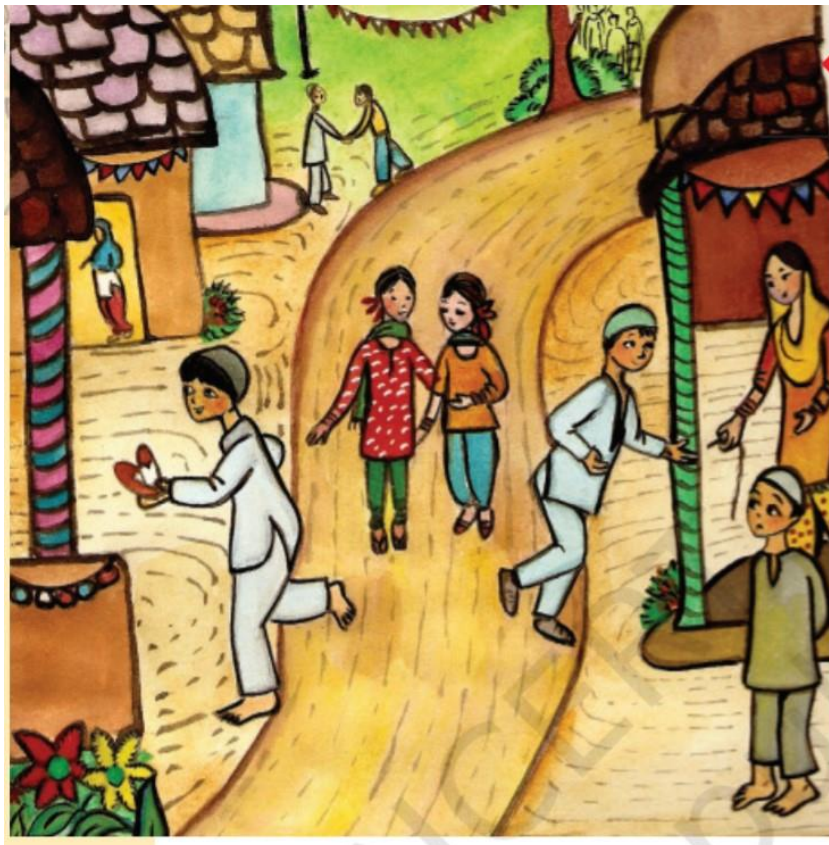
The children are inherently curious and this quality has been portrayed beautifully in the story as well. They ask questions and seek answers to them to satiate their curiosity. Language is also an important cultural tool, used as both a means of communication as well as of expression.

The children talk amongst themselves as well as to other people while they buy toys or sweets at the fair. Also, when they were mocking Hamid for purchasing chimta rather than sweets and toys, he doesn't give up and instead uses his own logic to prove his choice superior to their toys.

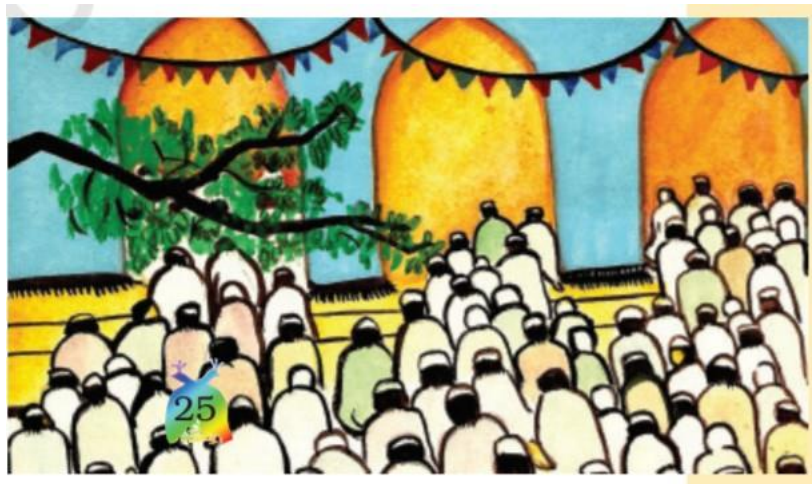
The socio-economic status also plays an important part of culture in the story. While Hamid and his grandmother are poor, they don't leave the hope. Hamid finds joys in the little things, and hopes of a good life in future with his mother and father, not knowing that they have already died of sickness. Despite the poverty and hardships, they suffer, Hamid still behaves with a maturity way ahead of his age and cares for his grandmother's pain. He is willing to sacrifice his own joy because according to him, chimta would serve an actual purpose while toys and sweets will be only momentary happiness.

The well-off people may become prejudiced against poor or otherwise disadvantaged others as a way of distancing themselves psychologically. Such prejudice serves as a barrier that helps to prevent powerful people from entering into close relationships with members of stigmatized groups or needy others. By sustaining segregation between rich and poor, prejudice against "the poor" prevents the exchange of resources between them. Segregation also prevents the development of inter-group empathy, and thus sustains group-based prejudice. Prejudice against the poor also increases the likelihood that exchanges that do occur will maintain inequalities, because prejudice can reduce the value of both poor people themselves and what they have to offer. However essential it is, work that is performed by poor people is often so undervalued that it is paid very little or not at all. As a result, the range of opportunities that are available to poor people is extremely limited and produces little in the way of economic returns and advancement. Thus, the double-bind of prejudice against the poor leads to both restricted options and ultimately to restricted power. This story also presents accurately how the people from the lower socio-economic background face hardships of survival. They lack resources and opportunities, but they are still high on hopes for a better tomorrow. The protagonist Hamid doesn't become a character of sympathy, but rather commands respect for having the maturity and ability to empathize with people which is usually not expected from children.

- Illustrations



This is an appealing illustration showing the scene of a festival day where children across the diversity have been portrayed beautifully living together.



This shows people praying namaz, thus making its readers aware of other cultures present in our country.



This shows the scene of Eid mela where all people gather together to celebrate Eid. And its readers can understand about the festival of Eid and learn about the diversity of culture.



This illustration shows the central character 'Hamid' and his friends. His all friends have bought toys from the Eid Mela but only Hamid has thought of his old grandmother and instead of buying fancy toys. This shows the childhood process, that it depends on us whether we are affected by peer pressure or not.

It also shows the attires worn in Muslim culture, thus making the children aware of it.

	Yes	Neutral, or not applicable	No
<p>To develop empathetic imagination</p> <ul style="list-style-type: none"> • Is the character with a different culture sufficiently well developed and portrayed that student can develop some understanding of what it is like to be someone else? ✓ • Does the character display universal human attitudes and emotions so that readers find sameness and develop a sense of shared humanity and compassion? ✓ • Does the character with a different culture display difference in a way that shows that there are many ways of being human? ✓ • Is the character with a different culture presented as an independent subject rather than the object of sympathy? ✓ • Does the story point to the societal and institutional pressures which result in the marginalization and exclusion of people with different culture? ✓ 		✓	
<p>To address sensitive issues</p> <ul style="list-style-type: none"> • Does the story allow readers to bridge the experience of a (fictional) individual with wider issues of prejudice and discrimination? ✓ • Does the story portray a different culture as a part of a person’s identity, but not the defining part? ✓ 			
<p>To engage in critical literacy</p> <ul style="list-style-type: none"> • Is the language, plot and characterization sufficiently accessible to allow students to move from decoding and participating in the text, to critical reading (Luke & Freebody, 1997)? ✓ • Are the story rich in the concepts and issues that lead to questioning and inquiry (Cam, 1995)? ✓ 			

Table 1.

Analysis of story- 2

Story Title – **The Scholar’s Mother Tongue**

Adapted from Akbar and Birbal Stories

Level: 4

- Point of view

This story is based on linguistics understanding. This focuses on the part that any person can have their own mother tongue and it can be different from oneself. It has taken a Pandit from different culture as a main role. He has been showed as an important character for the story development so yes, he has been used for the plot development. It is using the practice of narration.

- Literary quality
- Plot
- Meaning of the stories - Theme of the story (Crux of the story)

The theme of the story is we all live in different places even if we are in the same country. And therefore, we can have different mother tongues, as it is a language that child hears from his childhood.

So, this story is from court of Akbar. Once a learned Pandit visited the court. He had mastery over many languages. His fluency in many languages was such no one could identify his own mother tongue. He has given a challenge to his courtiers to identify it. No one was able to, so Birbal took up the challenge. At night, when the Pandit was asleep, Birbal went to his room, used a feather to tickle him and whispered something into his ear. The pandit half-awake cried out suddenly in his own mother tongue. Birbal told the court next day that the Pandit's mother tongue was 'Telegu'. Then Akbar asked him how he came to know. Birbal told him, in times of difficulty a person always speaks the truth.

It helps us to understand the linguistic culture found in our country.

- Setting
 - For their content and messages

This story helps us to understand that as India is a big diverse country, it has many mother tongues. One can learn as many languages as he or she wants but mother tongue remains one only that a child has learnt or heard at home since childhood.

- Linguistic features

The author has used simple language as it has been made for the students of class four.

- Emphasis on information & entertainment

The author has given emphasis on both the aspects, giving it a funny end to entertain its readers.

- Illustrations.



This is the illustration where Birbal visits Pandit's room at night and it shows that how he tickled his ear at night and whispered into his ears to know his native mother tongue.

	Yes	Neutral, or not applicable	No
To develop empathetic imagination			
• Is the character with a different culture sufficiently well developed and portrayed that student can develop some understanding of what it is like to be someone else?	✓		
• Does the character display universal human attitudes and emotions so that readers find sameness and develop a sense of shared humanity and compassion?	✓		
	✓		

<ul style="list-style-type: none"> • Does the character with a different culture display difference in a way that shows that there are many ways of being human? • Is the character with a different culture presented as an independent subject rather than the object of sympathy? • Does the story point to the societal and institutional pressures which result in the marginalization and exclusion of people with different culture? 	✓	✓	
<p>To address sensitive issues</p> <ul style="list-style-type: none"> • Does the story allow readers to bridge the experience of a (fictional) individual with wider issues of prejudice and discrimination? • Does the story portray a different culture as a part of a person's identity, but not the defining part? 	✓ ✓		
<p>To engage in critical literacy</p> <ul style="list-style-type: none"> • Is the language, plot and characterization sufficiently accessible to allow students to move from decoding and participating in the text, to critical reading? • Are the story rich in the concepts and issues that lead to questioning and inquiry? 	✓ ✓		

Analysis of story- 3

Story Title – The Best Christmas Present in the World

NCERT Honeydew Book 8 Textbook in English for class VIII

Level – 8

- Point of view

This story is based on the essence of unity and religious festival bringing people together. This focuses on the part that even during the times of war, the soldiers on the opposite sides of the border celebrated the festival of Christmas together. It is using the practice of narration. The important characters include Mrs. Macpherson, Jim Macpherson and Hans Wolf.

- Literary quality
- Plot
- Meaning of the stories - Theme of the story (Crux of the story)

The theme of the story is that festivals can unite people in ways that can even belittle wars and differences between nations. The story depicts how the British and German soldiers who were at war with each other, celebrated the festival Christmas together and also played football. They talked about the harms that come along with the wars, the destruction and the lives lost in such situations, and agreed that sports could be a better and non-violent way of resolving issues.

Also, the letter that the author found from the roll-top desk was addressed to Mrs. Macpherson. He read the letter and discovered that the letter was written by her husband during the war. The letter described how he celebrated Christmas at the border and that he wishes to come back home and celebrate Christmas with her next year.

- Setting
 - For their content and messages

This story helps us to understand that festivals play a huge role in uniting people and instill a feeling of happiness and joy among people. The festival of Christmas was celebrated by the British and German soldiers and despite both the countries being at war, the soldiers agreed that sports and festivals can resolve issues without loss of life and destruction.

The story also has a didactic approach, where the situation of war and the price the people have to pay during wars is highlighted. People lose their dear ones during wars and this itself is a huge tragedy. Mrs. Macpherson kept waiting for her husband Jim Macpherson while he was dead long ago during the First World War, reflecting how the violence during the war takes a toll on the lives of common people.

- Linguistic features

The author has used simple and comprehensible language and hence it has been selected for the students of class eight. The story uses the narration method and tried to put forward the perspectives of different characters in the story. The major emphasis remains on conveying the strong message that differences and issues can be resolved through ways other than violence and wars, and about how the festivals bring people together despite their individual differences. This is indeed a significant portrayal of how cultures can impact the lives of the people.

- Emphasis on information & entertainment

The author has given emphasis on making the story informative and entertaining. The use of narration makes the story a detailed presentation of the characters and their roles in the story. The war, its impacts, and celebration of the festival of Christmas has been the focus of the story.

- Illustrations



This illustration shows the narrator bringing home roll-top desk by paying the man in the shop. He took it to his workroom which was at the back of his garage and began working on it on the Eve of Christmas. He removed the roll-top completely and pulled out the drawers. The last drawer was stuck fast. He tried all he could to ease it out gently. In the end he used brute force. The drawer flew open to reveal a shallow space underneath, a secret drawer. He reached in and took out a small black tin box.



This illustration depicts the armies of Britain and Germany playing football together in the no-man's land. The soldiers who were at war with each other, agreed to celebrate Christmas together and talked about how issues among nations can be resolved through dialogue and discussion rather than wars and violence.



This illustration depicts the narrator visiting the Burlington House Nursing Home to meet Mrs. Macpherson, who is sitting in the wheelchair. After handing the tin box over to her, he explained the series of events that led him to the letter but she didn't listen to a word he said as she was filled with so much happiness. Nor did she say a word. She just sat there holding the letter in her hands with gentleness, kindness and affection.

	Yes	Neutral, or not applicable	No
<p>To develop empathetic imagination</p> <ul style="list-style-type: none"> • Is the character with a different culture sufficiently well developed and portrayed that student can develop some understanding of what it is like to be someone else? ✓ • Does the character display universal human attitudes and emotions so that readers find sameness and develop a sense of shared humanity and compassion? ✓ • Does the character with a different culture display difference in a way that shows that there are many ways of being human? ✓ • Is the character with a different culture presented as an independent subject rather than the object of sympathy? ✓ • Does the story point to the societal and institutional pressures which result in the marginalization and exclusion of people with different culture? ✓ 			
<p>To address sensitive issues</p> <ul style="list-style-type: none"> • Does the story allow readers to bridge the experience of a (fictional) individual with wider issues of prejudice and discrimination? ✓ • Does the story portray a different culture as a part of a person's identity, but not the defining part? ✓ 			
<p>To engage in critical literacy</p> <ul style="list-style-type: none"> • Is the language, plot and characterization sufficiently accessible to allow students to move from decoding and participating in the text, to critical reading (Luke & Freebody, 1997)? ✓ • Are the story rich in the concepts and issues that lead to questioning and inquiry (Cam, 1995)? ✓ 			

Analysis of story-

Story name - A visit to Kumbh

Author: Anita Bhatnagar Jain

Illustrators: Partha Sengupta

Age Group – 8-10 years

This story is in narration mode. It is a long descriptive story. The author talks about the rich culture and heritage of the state Prayagraj or Allahabad and Kumbh Mela held there.

- Point of view,

It has taken the culture of Hindu religion in the main role. It is following the practice of narration.

- Literary quality

The theme of this story revolves around Kumbh Mela. Two kids, sooraj and Chandni visit Kumbh with their grandparents. They were small, and had a little knowledge of that place. But their grandparents were quite aware of all the things that take place in Kumbh. They gave an overview to the kids. The kids saw a lot of new things in the mela, and tried a lot of new things to eat. They were enjoying the mela very happily. Nani told them the story of Kumbh Mela and how it is held every three years at four places. A purana Kumbh is held every 12 years. Nana also never missed an opportunity to impart new information to children. They visited many stalls. And one of the stall owners also discussed with them the popular story of battle between devatas and demons called Samudra Manthan. There was a row of tents there. Around 20,000 beds were set up there. It looked like a whole tent city. The children also met their Mausi, Megha. The kids enjoyed with their Mausi a lot. Thus, this story shows a lot of scenes related to Kumbh Mela, thus making the children aware of the rich culture and heritage of our country.

- Plot

The plot of the story revolves around Kumbh Mela. There are two kids who visit Kumbh Mela with their grandparents and the story revolves around them. It is indicative of Hindu culture and the festival of Kumbh Mela related to them.

➤ Meaning of the stories - Theme of the story (Crux of the story)

The crux of the story is that two kids travel to Kumbh Mela with their grandparents and come across many new things related to Hindu culture and learn from their elders who tell them stories related to it.

- Emphasis on information & entertainment

➤ Didacticism

There is great focus on information in this story. The story starts with great information related to the holy city of Allahabad or Prayagraj. His grandparents knew a lot about it, thus shared a lot of information on Kumbh like in the following line, *“Well it is believed that it has been held for 2000 years. It is mentioned in Rig Veda,”*

“Yes, Kumbh mela is held every three years at four places, Allahabad, now called Prayagraj, in Uttar Pradesh; Haridwar in Uttarakhand; Ujjain in Madhya Pradesh, and Nasik in Maharashtra. A Poorna Kumbh is held every 12 years”

“Ganga, Yamuna & Sarasvati at Sangam, Allahabad; Ganga at Haridwar; Shipra, an underground river at Ujjain, and Godavari at Nasik,”

Also, the story introduced other elders like the stall owner who also contributed to give information like in the following lines he told an ancient story:

“The most popular story is that in the battle between the devatas and demons, the devatas lost. So, Indra, the God of Rain, went to Brahma Ji, who took him for help to Lord Vishnu. Lord Vishnu suggested ‘Samudra Manthan’ or churning of the sea. Mandrachal mountain was used as a churner and Vasuki, a snake god, was used as the rope. After churning the ‘Amrit’ (the eternal elixir for life), Kumbh came out. In the war for Amrit Kumbh’s possession, drops fell at four places, where the Kumbh is now celebrated.”

There were announcements also done in the Mela, which contributed for children’s information regarding the culture being shown in this story:

“The Kumbh mela location is determined by the planetary positions of Sun, Moon and Jupiter in different Zodiac signs. These astrological positions create a cosmic occurrence in which by bathing in the river in the Mela, the person becomes free from the cycle of rebirth and becomes immortal.”

The children also met their Megha Mausi who also added in their knowledge:

“Children do you know, 120 million pilgrims are expected to visit during the eight-week period of Kumbh Mela in 2019? Do you know how many zeroes? It has seven zeroes.”

“More than 1,00,000 toilets have been installed and thousands of young children have volunteered as Swachhta Prahris or Cleanliness Guards.”

“It is believed that the entire universe is in the shape of Kumbh or Kalash. At Most 84,00,000 species of animals, gods, goddesses, rivers etc. all are inside it. The trinity of Vishnu, Mahesh and Brahma are believed to be at the mouth, neck and base of Kalash respectively, while Goddesses are in the middle.”

Later, in the story, they go to Allahabad Fort, and then guard also gave them so knowledge,

“It was built by Emperor Akbar in 1583. It has a Saraswathi well in the Jodha palace from where river Sarasvati is supposed to originate.”

Prior to leaving the place, nana also added on:

“See, people from all over the country come here, hold discussions. Communication only can keep the society united. Listening to others' views is very important. This meeting point of different languages and cultures promotes national integration. We can make progress only if we stand united. ”

Nani also added:

“Kumbh is Sarva Siddhibhav or where everything can be accomplished. Children dream big, work hard, never give up, be patient and you can achieve the impossible.”

- Character
- Protagonists (Central character)

The Central character of this story are Suraj and Chandni, they belong to Hindu household, thus they are exploring the rich Indian Hindu culture with their grandparents.

- Tone & genre

This story lies in the genre of Realistic Fiction as the characters seem real and also as it lies in contemporary and it can also be said in the genre of Nonfiction as it is sharing that information, which is true in our country. So, it lies between both of these genres.

- Representation of different cultures

It shows Hindu culture where Kumbh Mela is being celebrated and the rituals related to it. This story does not hold any stereotypes related to them.

- Building on strengths

This story builds on strengths after displaying a culture, so that people are able to understand the multicultural people around them and able to respect and accept the culture of people around them.

Also, in this line,

See, people from all over the country come here, hold discussions. Communication only can keep the society united. Listening to others' views is very important. This meeting point of different languages and cultures promotes national integration. We can make progress only if we stand united. “Nana also clears the message of the story, that mankind can only progress if we stay united, and different languages and cultures should meet and discuss then only it would help in national integration.

- Consideration of normal – beliefs, social structures, practices and actions behind it

There are a lot of instances in the story where kids also find many things that are new to them related to Hindu culture.

Everyone stood on the side to give way to a procession of Naga Babas. Young and old alike, they all were not wearing any clothes. Huge tilaks on foreheads, garlands of marigolds in their necks and around the waist, bodies rubbed with ash, they nudged each other playfully. Some of them waved trishul, swords or flags.

Children saw them for the first time; hence they were able to know about them.

- Any other way to write the same story
- alternative ways that the story could be rendered

This story is well explained and it does not need any other way of ending.

- Universal human attitudes and emotions
 - sense of shared humanity and compassion
- Promotes empathy and unity

These lines from the story help us to understand about shared humanity and compassion and they promote empathy and unity.

“See, people from all over the country come here, hold discussions. Communication only can keep the society united. Listening to others' views is very important. This meeting point of

different languages and cultures promotes national integration. We can make progress only if we stand united. "

"Kumbh is Sarva Siddhibhav or where everything can be accomplished. Children dream big, work hard, never give up, be patient and you can achieve the impossible."

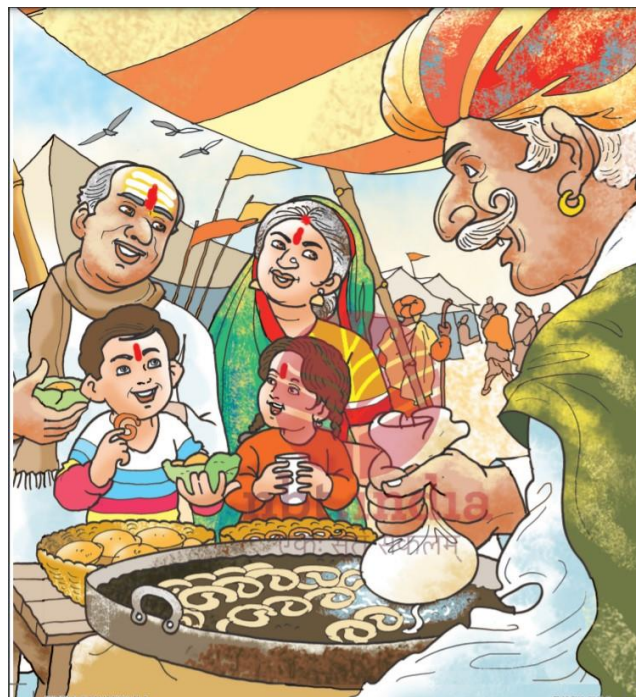
- Age of the reader

For children of the age group 8 to 10 years

- Illustrations



This picture shows the scene of Ganga and the rituals related to it being done, thus making children aware of the Hindu culture system.



This illustration shows the protagonist and all the characters together, also it shows how people in Hindu culture dress up before any ritual etc. The kids are enjoying the delicacies famous in the city of Allahabad or Prayagraj. It shows the culture of that city too.

	Yes	Neutral, or not applicable	No
<p>To develop empathetic imagination</p> <ul style="list-style-type: none"> • Is the character with a different culture sufficiently well developed and portrayed that student can develop some understanding of what it is like to be someone else? • Does the character display universal human attitudes and emotions so that readers find sameness and develop a sense of shared humanity and compassion? • Does the character with a different culture display difference in a way that shows that there are many ways of being human? • Is the character with a different culture presented as an independent subject rather than the object of sympathy? • Does the story point to the societal and institutional pressures which result in the marginalisation and exclusion of people with different cultures? 	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p>	<p>✓</p>
<p>To address sensitive issues</p> <ul style="list-style-type: none"> • Does the story allow readers to bridge the experience of a (fictional) individual with wider issues of prejudice and discrimination? • Does the story portray a different culture as a part of a person’s identity, but not the defining part? 	<p>✓</p> <p>✓</p>		

<p>To engage in critical literacy</p> <ul style="list-style-type: none"> • Is the language, plot and characterization sufficiently accessible to allow students to move from decoding and participating in the text, to critical reading? • Are the story rich in the concepts and issues that lead to questioning and inquiry? 	<p>✓</p> <p>✓</p>		
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Analysis of story- Folk Tales of Uttarakhand

Author: Deepa Agarwal

Illustrators: Subir Roy

Story name - The Kaafal is Ripe

- Point of view

This story has people from Uttarakhand in the main role i.e., a mother whose name was Saru and her daughter called Haruli. It is following the practice of narration.

- Literary quality
- Plot
- Meaning of the stories - Theme of the story (Crux of the story)

A poor mother used to live in a village in Uttarakhand with her tiny daughter, and the two of them were each other's sole source of support. A little piece of land was their only source of income, and it could barely cover their living expenses. It once happened that a lady took a bucket full of Kaafal to her house in the morning since she needed to go get some food for her animals and planned to sell her fruits later that evening. She summoned her daughter and told her not to eat the fruit till she returned from the jungle.

She also promised the small girl that when she returned from the woods, she would give Kaafal to her to eat. After hearing her mother's words, the innocent girl began to keep an eye on the fruits; the juicy and ripe fruit kept luring her, but she managed to resist her desire for the fruit, and when the mother returned home, the bucket of Kaafal was two-thirds empty and her daughter sleeping next to it; upon seeing this, the tired mother lit a fire and turned red with rage.

Likewise, the story went.

When the lady's gaze caught the bucket after a while, she discovered that the fruit had doomed down owing to the sun's over lighting and heat, and that the fruit had flowered back to its fresh face due to the evening air. The mother recently felt a great deal of shame about what had transpired, and she died in much sadness and anguish.

It is said that in the month of Chait, the first month of the traditional Hindu calendar, a bird sings "Kaafal Pako Main Ni Chakhyo," which means "The Kaafal are ripped, but I did not taste them," to which another bird responds "Purray Putti Purray Pur," which means "They are complete daughter, they are complete."

This heartfelt story not only tugs at the heartstrings, but it also emphasises the significance of Kaafal in Uttarakhand. Even today, many households gather this fruit from the bush in the summer and sell it to make a living.

The Kaafal have been portrayed as the fruit of the gods in Kumaon's melodic folk music, and the Kaafal express their anguish as "Khanaa Layak Indra Ka, Hum Chhiyan Bhoolok Aain Padan," which means "we were destined to be devoured by Lord Indra in heaven but have now moved to Earth."

- Setting
- For their content and messages

This is a fascinating tale set in the month of Chaita (March). The sun beams directly above the trees of Uttarakhand during this season, ripening many berries, the most famous of which is Kaafal.

- Emphasis on information & entertainment
- Didacticism

This story focuses on a lot of information. It helps its readers to understand the culture of Uttarakhand state. It helps the readers to understand the regional food culture- i.e., eating of fruit- Kaafal.

This heart-breaking story not only breaks our hearts, but also highlights the significance of Kaafal in Uttarakhand. Many Pahari families still gather this fruit from the jungle during the summer months to sell for a living. It is said that during Chait, the first month of the Hindu calendar, a bird sings "Kaafal Pako Min Ni Chakho," which translates to "the Kaafals have ripened but I haven't tasted them," to which the other bird responds "Purray Putti Purray Pur,"

which means "they are complete daughter, they are complete." Kaafal is portrayed as the fruit of gods in one of Kumaon's most renowned folk songs, and it expresses its anguish by singing "Khanaa Layak Indra Ka, Humchhiyan Bhoolok Aain Padan," which means "we were destined to be eaten by Lord Indra in heaven but were moved to earth."

- Character
- Protagonists (Central character)

Saru, the mother and Haruli, her daughter are central characters of this story. These characters are sufficiently well developed to develop understanding related to the culture of Uttarakhand.

- Tone & genre

A folktale is an old story that has been passed down through the centuries. This is a fascinating tale set in the month of Chaita (March).

- Universal human attitudes and emotions
- sense of shared humanity and compassion
- Promotes empathy and unity
- Issues of Fairness and Equity

This tragic tale serves as a warning to consider hard before acting in a hasty manner. When one is irritated or downcast, one's actions are rash and can have a negative impact/effect.

And if one does something foolish, I'll eat my wand, and he or she is doomed...

In these lines:

She notices that the sun's intense heat wilted and shrivelled the berries, lowering the amount of space occupied by the Kaafals. They were now as fresh, plump, and juicy as they had been previously. This makes her regret her harsh treatment of her daughter, who had always been innocent. Her urge to atone for her actions toward Haruli was so powerful that she transformed into a bird and flew off in pursuit of her daughter.

The mother did realise her mistake at the end of the story, but it was too late.

This story thus teaches the parents to think twice before punishing their children.

- Illustrations



The story has interesting and appealing illustrations. The number is less, but it displays what happens in the story clearly.

This is where Haruli was so happy to see the fresh Kaafal and her mother had gone and advised to wait for her. She wanted to eat them, but she controlled her senses at a tender age and waited for her mother.



In this illustration Haruli is trying to explain to her mother that she didn't eat the Kaafal, but her mother thinks that she is the only one who has eaten it.



This is the illustration, where Haruli's mother was scolding her and trying to catch her and Haruli sprang up in fear and started running. She was small. But her mother was big, in no time she could reach her and catch her.



In this illustration, how Haruli jumped off from her mother's catch and converted into a bird.

	Yes	Neutral, or not applicable	No
<p>To develop empathetic imagination</p> <ul style="list-style-type: none"> • Is the character with a different culture sufficiently well developed and portrayed that student can develop some understanding of what it is like to be someone else? • Does the character display universal human attitudes and emotions so that readers find sameness and develop a sense of shared humanity and compassion? • Does the character with a different culture display difference in a way that shows that there are many ways of being human? • Is the character with a different culture presented as an independent subject rather than the object of sympathy? • Does the story point to the societal and institutional pressures which result in the marginalization and exclusion of people with different culture? 	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>	
<p>To address sensitive issues</p> <ul style="list-style-type: none"> • Does the story allow readers to bridge the experience of a (fictional) individual with wider issues of prejudice and discrimination? • Does the story portray a different culture as a part of a person's identity, but not the defining part? 	<p>✓</p> <p>✓</p>		
<p>To engage in critical literacy</p> <ul style="list-style-type: none"> • Is the language, plot and characterization sufficiently accessible to allow students to move from decoding and participating in the text, to critical reading? 	<p>✓</p> <p>✓</p>		

<ul style="list-style-type: none"> • Are the story rich in the concepts and issues that lead to questioning and inquiry? 			
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Analysis of story- 6

Story Title – Phool Dei - A Spring Festival of Uttarakhand

Pratham Books StoryWeaver

- Point of view

This story is based on the essence of celebrating the nature through nature itself. The festival of Phool Dei is beautifully portrayed in the story. The story presents the perspectives of both Hema and her Dadi. The first-person point-of-view provides the story an interesting and detailed depiction of the festival and celebration.

- Literary quality
- Plot
- Meaning of the stories - Theme of the story (Crux of the story)

The theme of the story is that different geographical regions have different cultures. The festivals that are celebrated there are also very different from other places. This diverse culture is depicted in the story. The nature is placed in the focus and the festival is also concerned with the beginning of spring season. The conversation of Hema and Dadi portrays why and how the festival of Phool Dei is celebrated.

- Setting
 - For their content and messages

This story helps us to understand that festivals play a huge role in uniting people and instil a feeling of happiness and joy among people. The festival of Phool Dei is celebrated in Uttarakhand as it marks the beginning of the season of spring in the state. Young children collect the colourful flowers and decorate their homes with them. The story gives a significant

message that nature can be celebrated with nature, and that we are responsible to keep the environment and nature around us clean and safe. Also, the festival celebrated in the story isn't related to any religion, but rather celebrated as a tribute to the beautiful nature.

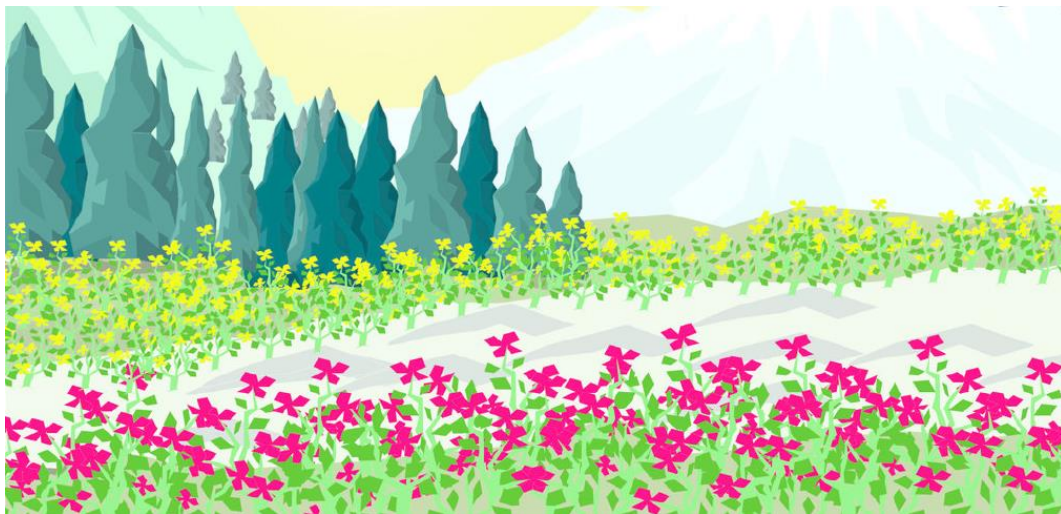
➤ Linguistic features

The author has used simple and comprehensible language. The story uses the first-person perspective and tried to put forward the perspectives of Hema and Dadi in the story. The major emphasis remains on conveying the message that festivals bring us closer to the nature. Also, for the children, this story puts forward the culture of the mountainous state of Uttarakhand. This is indeed a significant portrayal of how cultures can impact the lives of the people.

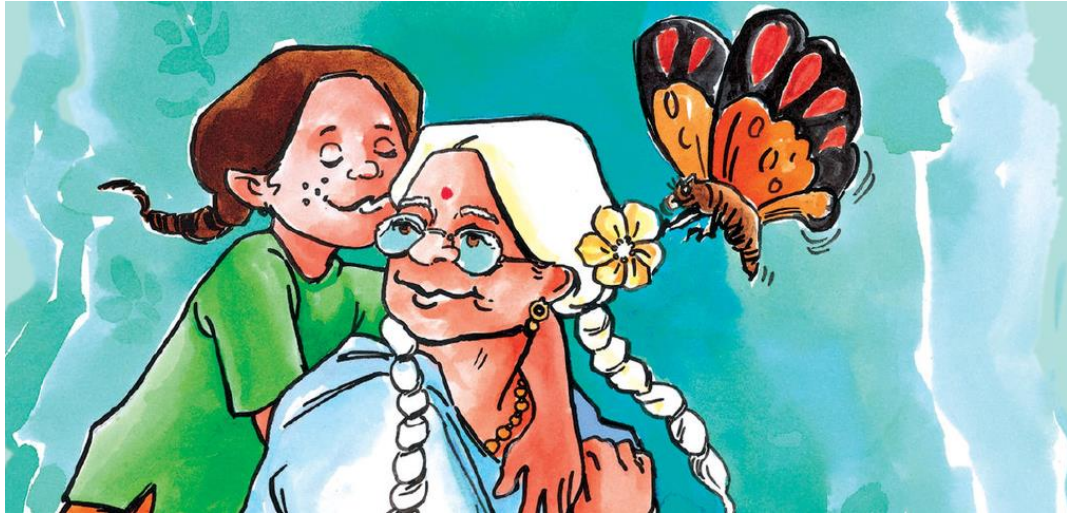
- Emphasis on information & entertainment

The author has given emphasis on making the story informative and entertaining. The use of first-person point-of-view makes the story a detailed presentation of the characters and their roles in the story.

Illustrations:



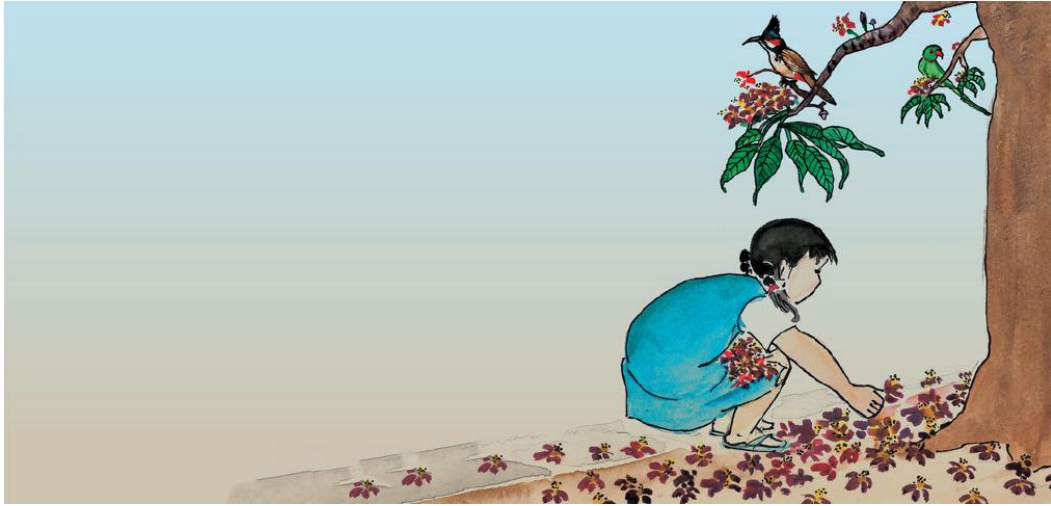
This illustration is used on the cover page of the story. It depicts the mountains, snow, trees and fields of beautiful flowers of Uttarakhand.



This illustration depicts Hema asking her Dadi why she has a flower in her hair, and further about the festival of Phool Dei.



This illustration depicts Hema pointing towards the sky and telling her Dadi that clouds are now gone and sky is clear.



This illustration depicts Hema collecting flowers to decorate her home as was told by her Dadi. She is excited to celebrate the Phool Dei festival.



This illustration depicts the front of a home decorated with flowers as a part of celebrating the Phool Dei festival.



This illustration depicts Hema giving a flower to her Dadi after they collect flowers and are ready to go home and decorate their home with the collected flowers.

	Yes	Neutral, or not applicable	No
<p>To develop empathetic imagination</p> <ul style="list-style-type: none"> • Is the character with a different culture sufficiently well developed and portrayed that student can develop some understanding of what it is like to be someone else? ✓ • Does the character display universal human attitudes and emotions so that readers find sameness and develop a sense of shared humanity and compassion? ✓ • Does the character with a different culture display difference in a way that shows that there are many ways of being human? ✓ • Is the character with a different culture presented as an independent subject rather than the object of sympathy? ✓ • Does the story point to the societal and institutional pressures which result in the marginalization and exclusion of people with different culture? ✓ 			
<p>To address sensitive issues</p> <ul style="list-style-type: none"> • Does the story allow readers to bridge the experience of a (fictional) individual with wider issues of prejudice and discrimination? ✓ • Does the story portray a different culture as a part of a person’s identity, but not the defining part? ✓ 			
<p>To engage in critical literacy</p> <ul style="list-style-type: none"> • Is the language, plot and characterization sufficiently accessible to allow students to move from decoding and participating in the text, to critical reading (Luke & Freebody, 1997)? ✓ • Are the story rich in the concepts and issues that lead to questioning and inquiry (Cam, 1995)? ✓ 			

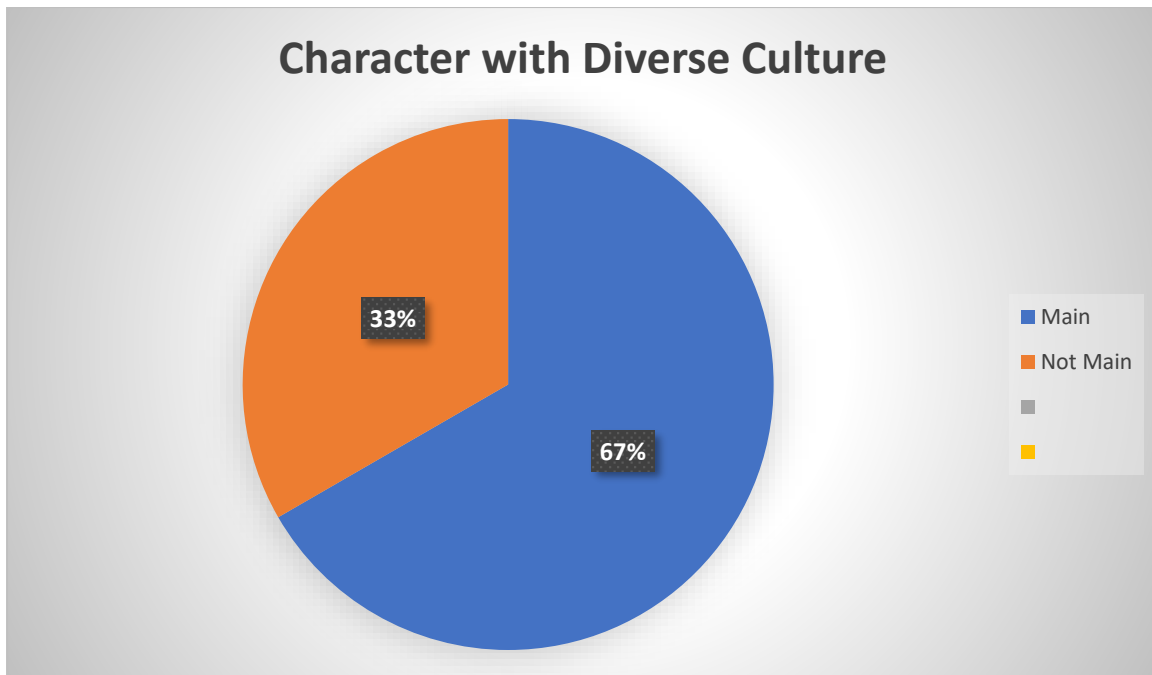
5.3. Overall Analysis

A list of 6 story books for elementary grades that portrayed characters with diverse cultures was taken, each story was analysed using content analysis, with the predecided criteria namely; the way characters with diverse cultures, issues related to them, were portrayed and also through criteria related to literature, Such as simplicity of language and other criteria like literary quality. The data was collected from all the stories and organized under categories as presented below:

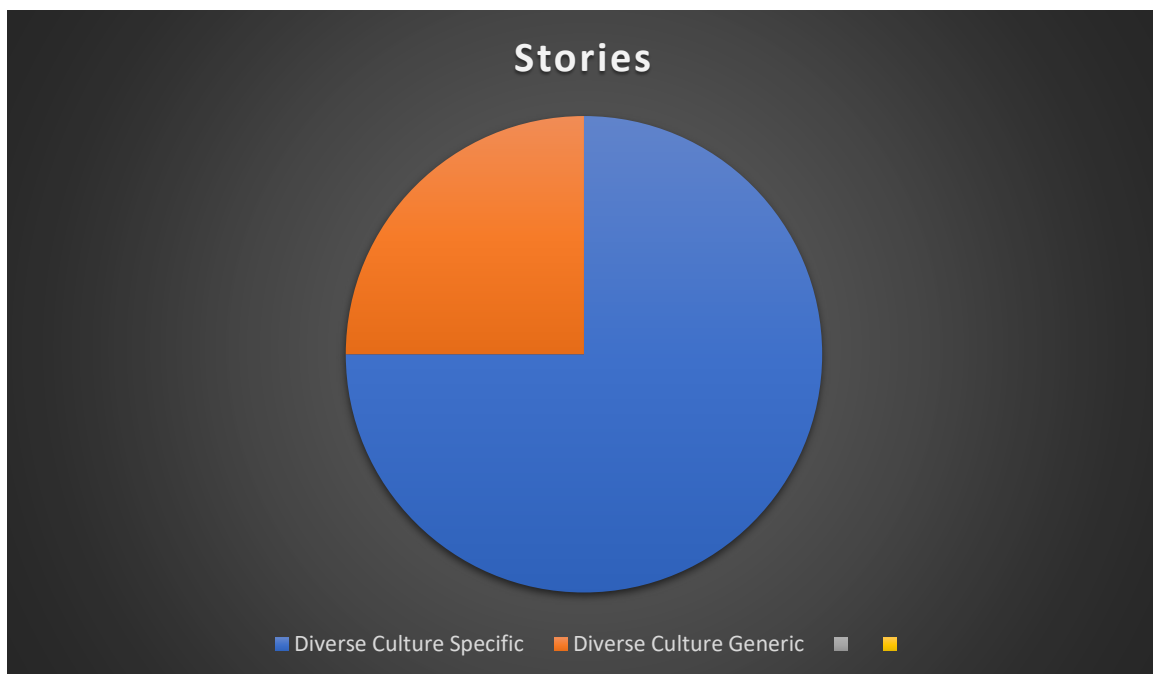
1) Character role in the story

Sr. No.	Story name	Character with diverse culture	Type of diverse culture	Specific name of diverse culture	Whether the character with diverse culture as main or not	Whether character with diverse culture male or female
1)	Eidgah	Hamid, his friends, grandmother	Religion festival	Islam	Main	Male
2)	The Scholar's Mother Tongue	Pandit	Language	Telugu	Main	Male
3)	The Best Christmas Present in the World	Jim McPherson, Officer in British Army, Mrs. McPherson	Religion	Christianity	Main	Male, female both
4)	A visit to Kumbh	Suraj, Chandni	Religion festival	Hindu	Main	Male, female both
5)	Folk Tales of Uttarakhand – The Kaafal is Ripe	Saru, Haruli	Food- Fruits	Kaafal	Main	Female
6)	Phool Dei - A Spring Festival of Uttarakhand	Hema, Dadi	Spring Festival	Phool Dei	Main	Female

- Looking at the first category, or role of the character with diverse culture in the story, there were a total of 9 characters with a diverse culture portrayed throughout the 6 books read for this study. A total of 6 characters were considered as main characters (66.6%). The other three were not main characters, but they were talked about in the stories (3 characters – 33.3%). The approaches that were taken during each book to identify main and not main were looking at characters and characters' point of view.



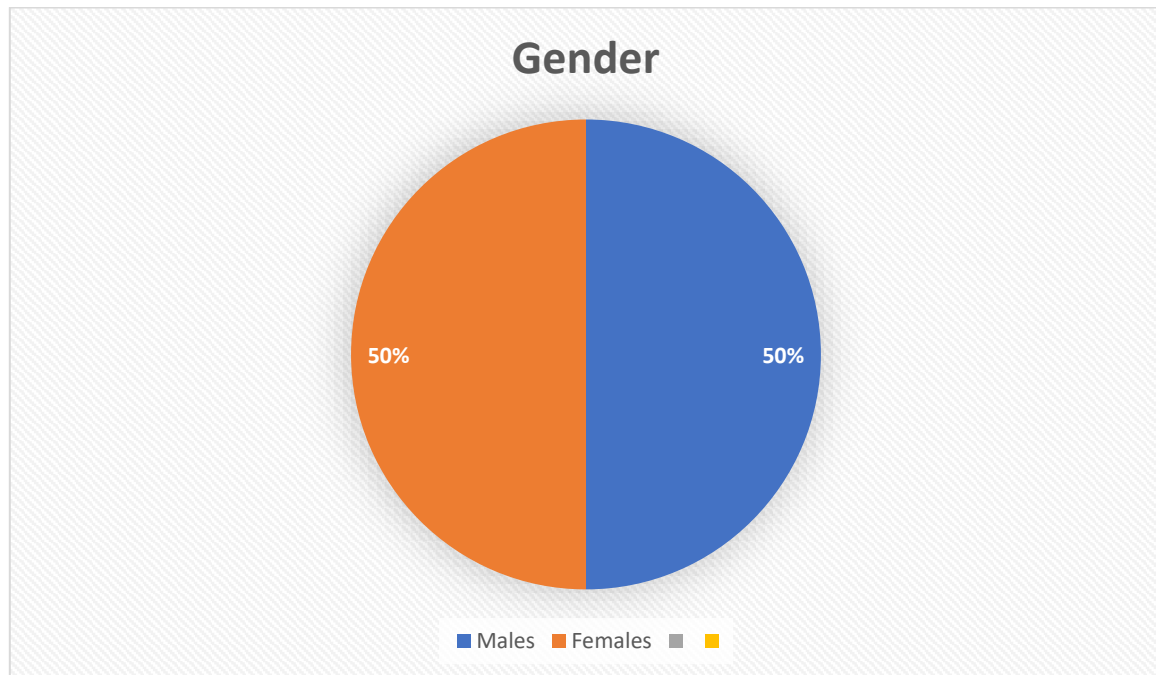
- 5 characters' diverse cultures are such that are clearly specified; thus 4 stories are diverse culture specific (75%), the other 2 did not specify, hence they are multicultural generic (25%).



2) Diversity of Characters

Gender

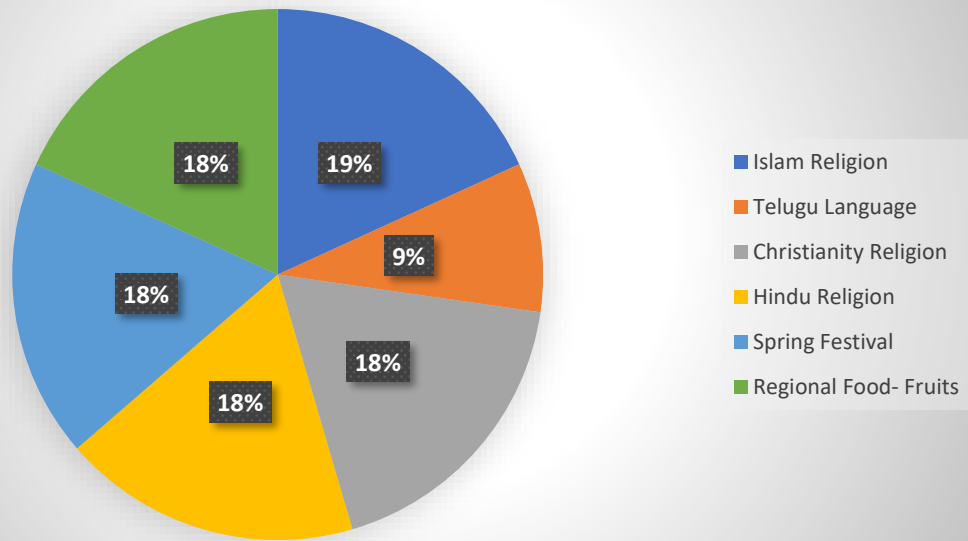
There were total of 10 characters with a diverse culture portrayed in the 6 story books read for this study. 5 characters with diverse cultures were boys (50%) and 5 characters with diverse cultures were girls (50%). NCERT used more of male characters in its multicultural stories, while when the researcher moved to expand its sample to other sources then only, the researcher found representation of women in those stories.



Different types of cultures

Of the 11 characters with diverse cultures portrayed throughout the 6 books read for this study, 2 is from Islam culture showing their festival Eid, 1 from Linguistic culture of Telugu, 2 showing Christianity culture depicting Christmas, 2 showing Hindu culture, 2 showing spring festival of Uttarakhand, 2 showing food- fruits culture of region- Uttarakhand.

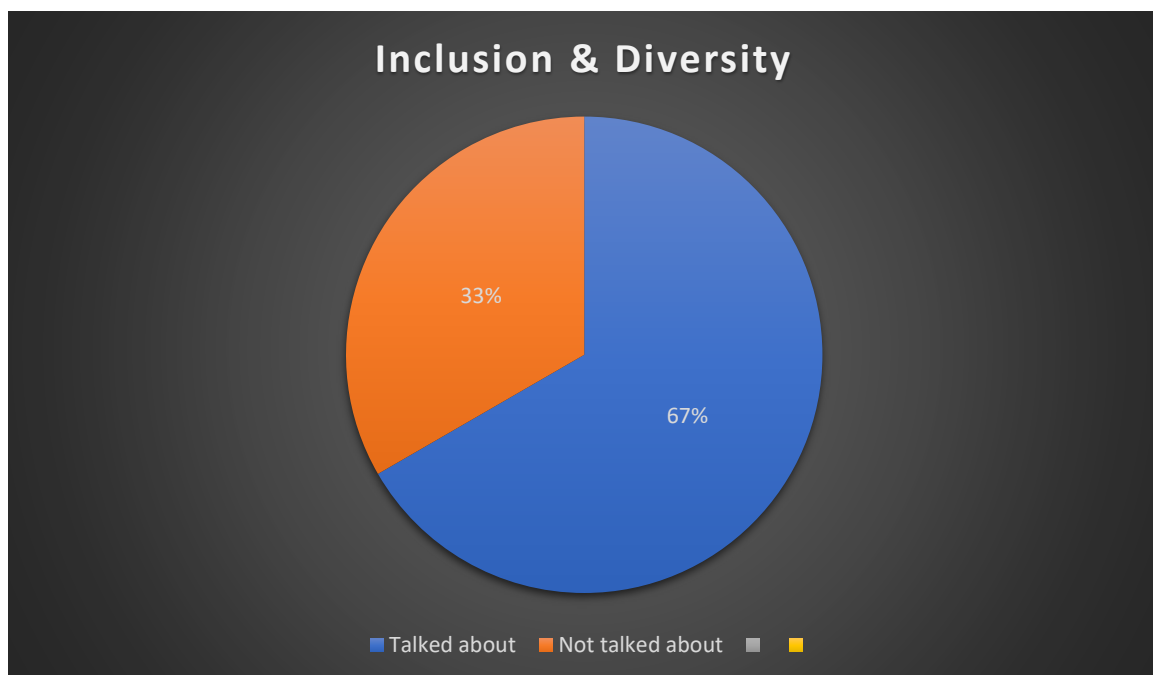
Multicultures Type



3) Talking about inclusion and diversity

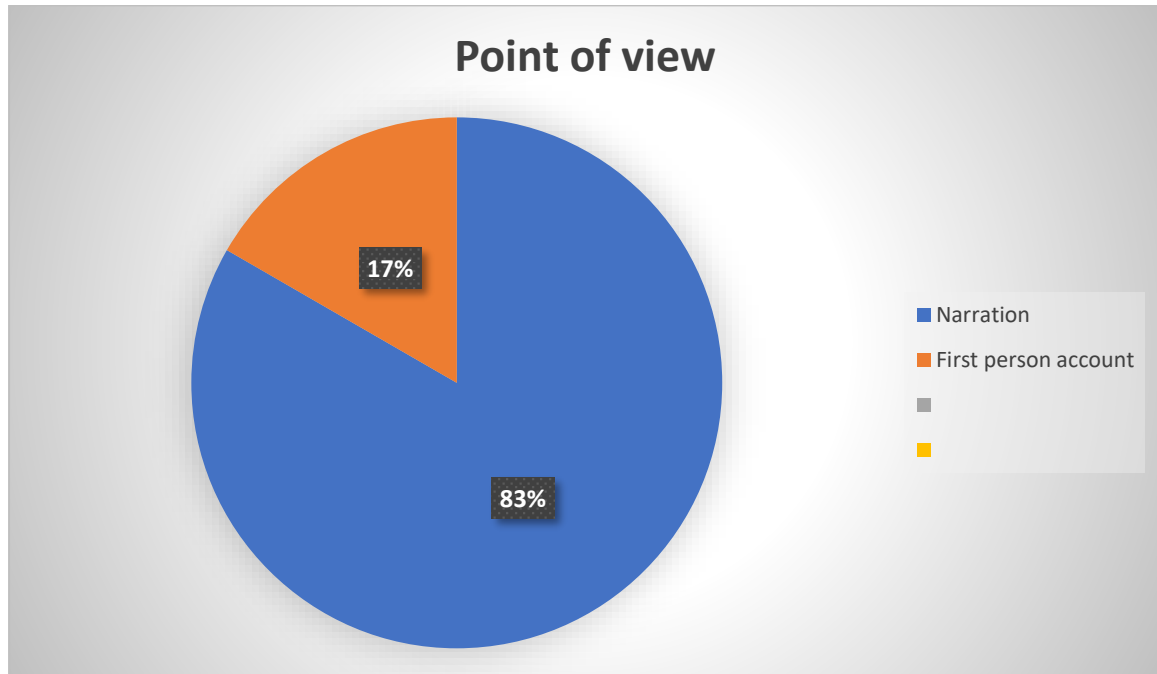
Sr. No.	Story name	Yes or no or not applicable
1)	Eidgah	✓
2)	The Scholar's Mother Tongue	NA
3)	The Best Christmas Present in the World	✓
4)	A visit to Kumbh	✓
5)	Folk Tales of Uttarakhand – The Kaafal is Ripe	NA
6)	Phool Dei - A Spring Festival of Uttarakhand	✓

Out of the 6 stories, 4 of them have talked about inclusion and diversity of the children with diverse cultures and they should not feel left out (66.67%).



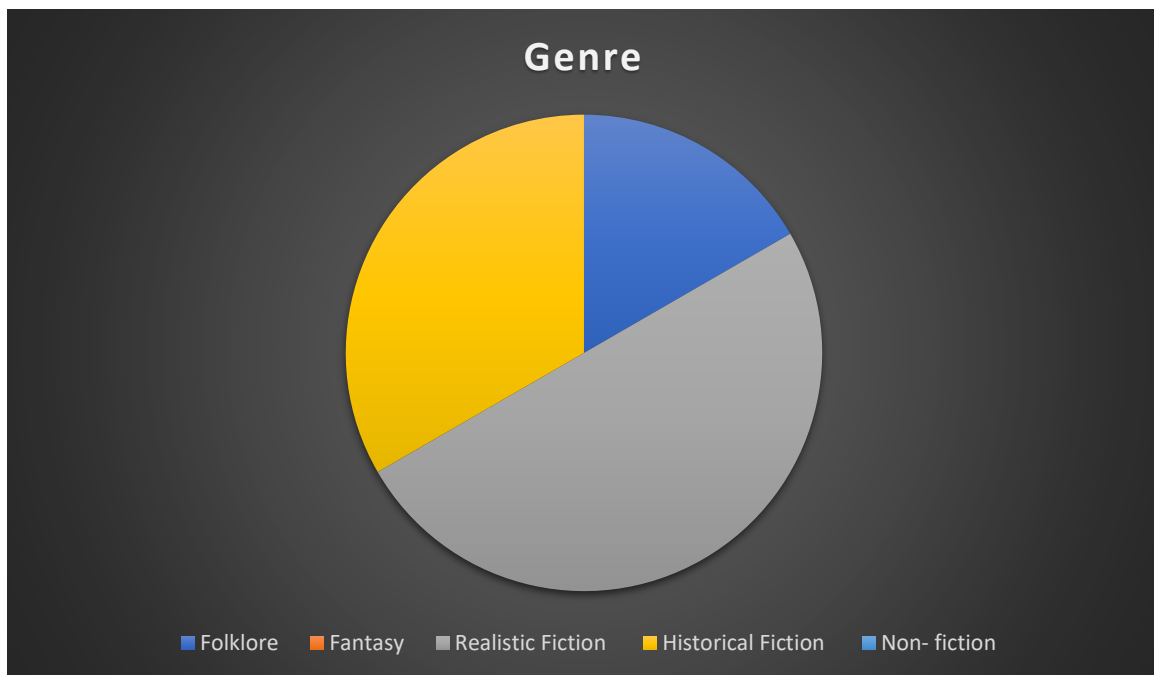
4) Followed a narration style or 'first person' account

Out of 6 stories, 1 have followed first person account (16.67%), where author is himself telling his story, while other 5 have followed narration style (83.3%).



5) Genre– Folklore, Fantasy, Realistic fiction, Historical Fiction, Nonfiction

Out of 6 stories, 3 are realistic fictions, 2 are historical fiction and 1 is folklore.

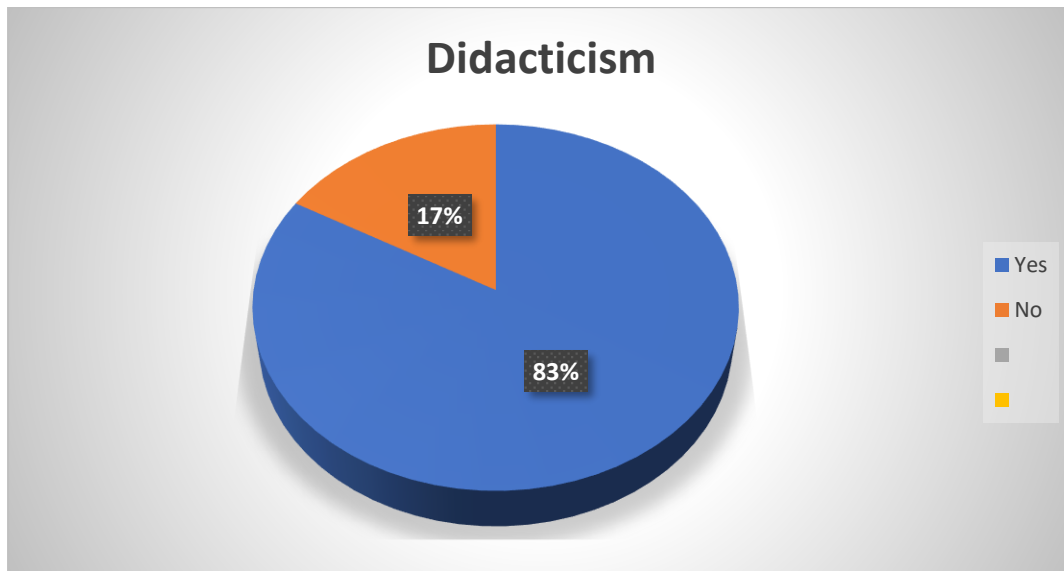


6) Presentation of universal human attitudes and emotions

Almost of the stories have depicted universal human attitudes and emotions.

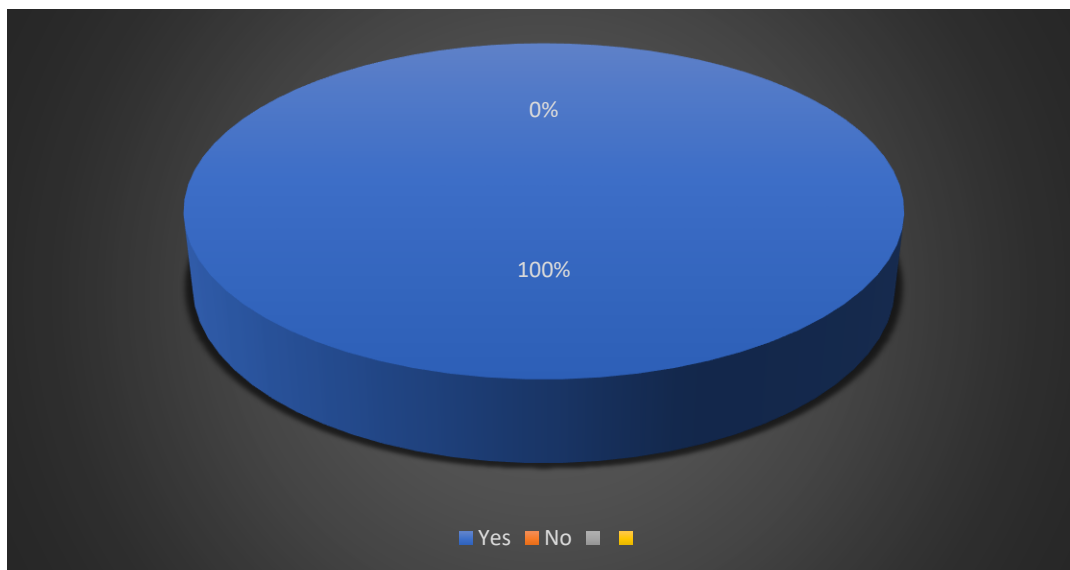
7) Didacticism – Informative, educational

Out of 6 stories, 5 have used didacticism, giving information and educational details to its readers. (83.3%).



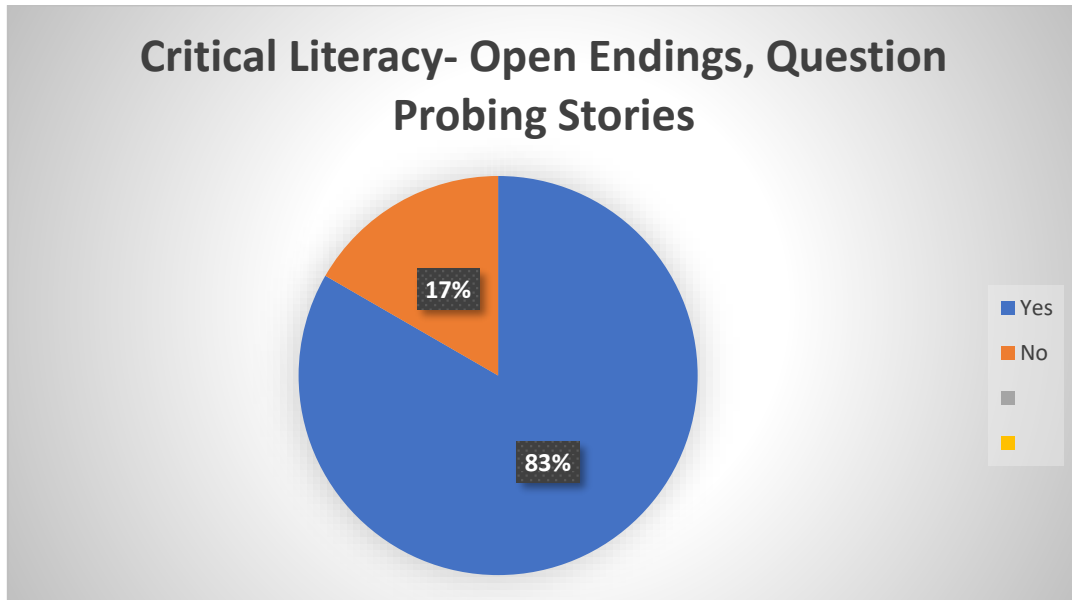
8) Imaginative approach

Out of 6 stories, 6 of them have used imaginative approach, by bring new creative turns in stories. (100%)



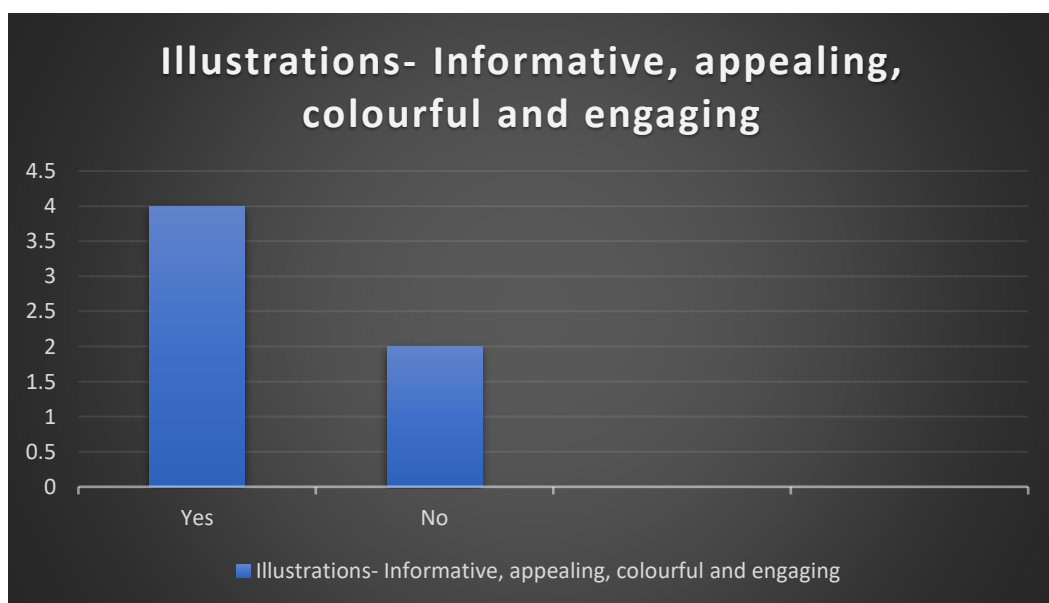
9) Critical literacy- Open endings, question probing

Most of the stories were open ended, thought provoking and question probing at the end. Out of 6, 5 of the stories are open ended, thought provoking and question probing. (83.3%)

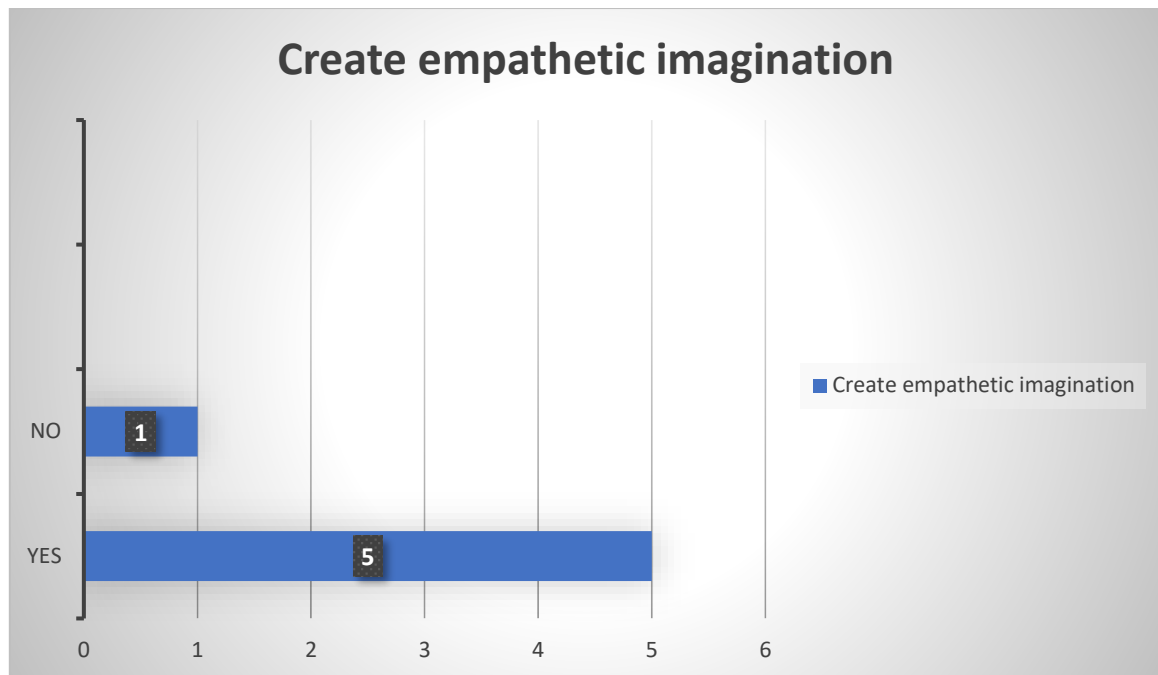


10) Illustrations

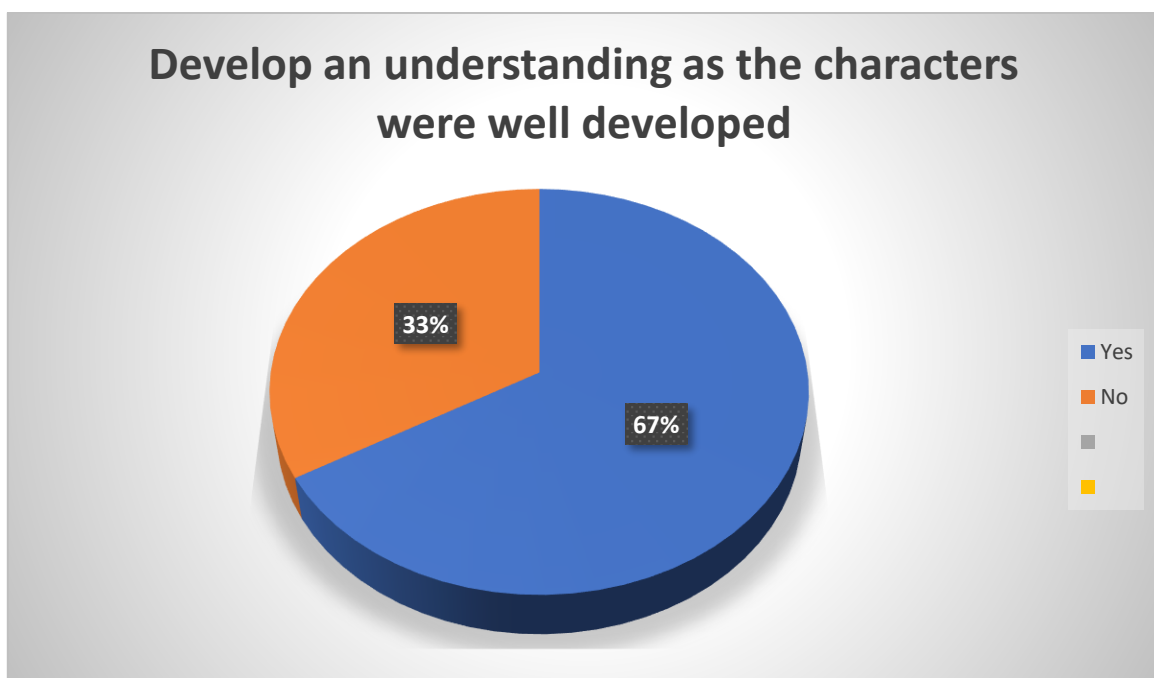
Most of the stories have used many illustrations, that are informative, appealing, colourful and engaging. In 4 stories, out of 6 they have been used extensively, except 2 which had only 1-2 illustrations. (87.5%)



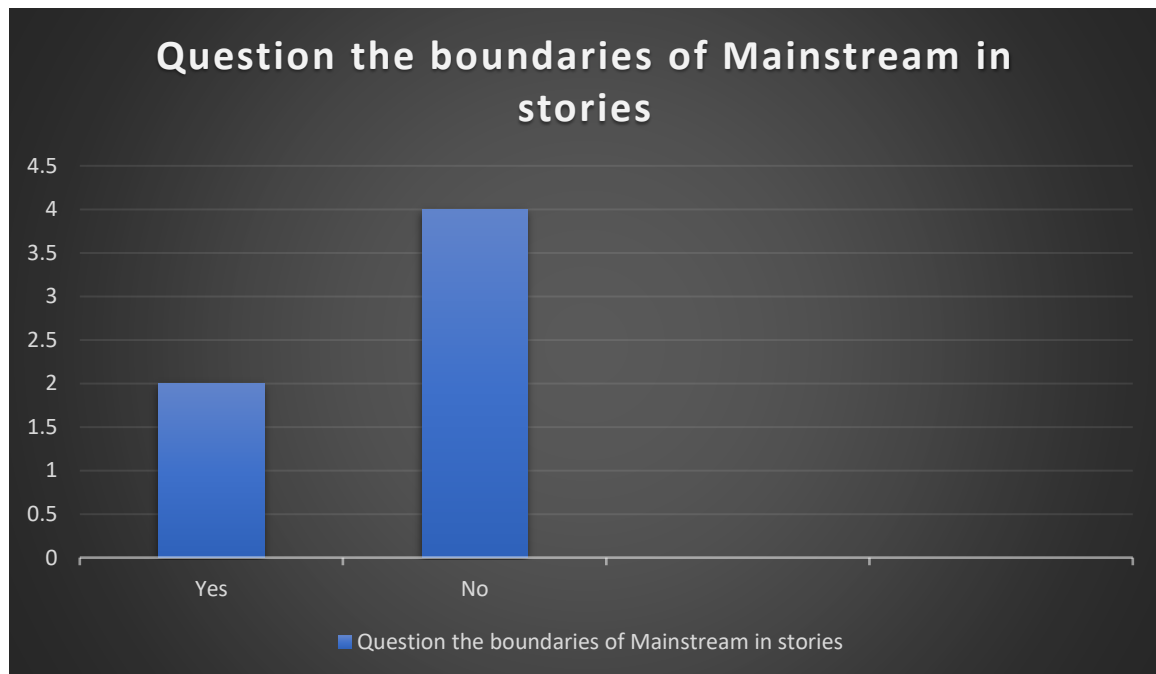
11) Most of the stories were able to create empathetic imagination for children with diverse cultures. Of out of 6 stories, 5 stories were able to build empathetic imagination in one or the other way. (83.3%)



12) Most of the stories were able to give a message to its readers, i.e., they were able to develop understanding as the characters were well developed. Out of 6 stories, 4 were able to develop an understanding as the characters were well developed. (66.67%)



13) Most of the stories were able to question the boundaries of ‘mainstream’ and the horizons of it should be expanded were able to convey to its readers. Out of 6 stories, 2 were able to question the boundaries of mainstream in stories related to children with diverse cultures. (33.3%)



14) In primary school, NCERT should aim to include more multicultural stories. Because there were so few, the researcher had to broaden her sample size to also include literature of elementary grades. It was only discovered in the upper grades.

CHAPTER- 6

FINDINGS AND DISCUSSION

6.1. Introduction

This chapter comprises discussion of research questions of this present study, discussion of main findings of this present study, discussion of each of the findings discussed in previous chapter, conclusion, implications and recommendations.

6.2. Discussion of research questions

This study was based on three four specific questions, which were analysed before, during, and after reading each storybook.

The questions that guided this research are as follow:

- Does the children’s literature available in our country able to include the diversity and multiculturalism present in our country?
- How diversity is being reflected in Indian Children’s Literature?
- What steps are required in our educational planning for including diverse literature in our curriculum of elementary grades?

To answer the first question, through this research study it was found that there exists children’s literature that includes children with varied cultures. A lot of research was done to locate such texts. But what the researcher generally found around was stories that did not include children with different cultures.

Therefore, the researcher searched on internet about these books.

- *Hats of Faith* by Medeia Cohan
- *All Are Welcome Here* by Alexandra Penfold
- *Drum Dream Girl* by Margarita Engle
- *Thank You, Omu!* By Oge Mora
- *Yasmin in Charge* by Saadia Faruqi
- *Africa Is My Home, A Child of the Amistad* by Monica Edinger
- *The Skin I’m In* by Sharon Flake

- *Brown Girl Dreaming* by Jacqueline Woodson

Most of these books were available on international websites and were written by foreign authors.

These are some of the books that are available in India that deals with children with different cultures.

- Seven Golden Rings.
- Sit with Me.
- Teatime Around the World.
- The Boy Who Dreamed of Infinity: A Tale of the Genius Ramanujan.
- The Forest Man.
- The Life of the Buddha.
- The Mountains of Mumbai.
- Crayola Diwali colours.

In section 4.4., the researcher has described about the sample and how it was selected.

And through this research study, the researcher was able to find and locate children's literature with representation of different cultures in India.

To answer the second question, 'How diversity is being reflected in Indian Children's Literature?' the researcher has developed a framework to study the various aspects in children's literature. It has been mentioned in section 4.5.

To answer the third question, an in-depth analysis has been done in chapter 5 and the policies that address this have already been discussed in Chapters 2 and 3 and there are some further recommendations below.

6.3. Discussion of findings of this study

The discussion around the key findings can be:

1. Character Role in the Story

In the 6 story books for elementary grades that portrayed characters with different cultures. A total of 6 stories were taken which had different characters. Out of 6 main characters in the story, 3 were main characters who represented some culture, and 3 were simply part of the story to build the plot of story.

2. *Relationship Between Character and Plot*

Looking at the portrayal of how characters with diverse cultures portrayed themselves and how others portrayed characters with different cultures were both accurate. Not only were most of the characters with varied cultures portrayed as main or not main, but how the author portrayed their culture was a crucial part of this study.

Most of the characters with diverse cultures played a major role in the story, were crucial to the storyline, and contributed some way. A few characters appeared in the story and contributed some way.

3. *Diversity of Characters*

Data were collected from several categories: gender and diverse cultures. 6 story books for elementary grades that portrayed characters with different cultures were selected.

Discussion of each finding specifically discussed in previous chapter

1. Most of the characters with different cultures in the story had a main role in the stories.

For this might be a reason, as the researcher has selected stories in this area only, having the aspect of diverse cultures. But one could still find out that some authors use characters with diverse cultures as only for plot formation. As discussed in section 2.3, varied culture in children's literature, about portrayal of characters with diverse cultures, it has been found that in last ten years it has been improved by having positive attitudes for them and as independent and socially active. But stereotypes still persist in books. Therefore, it is recommended that parents and teachers should be made aware about these stereotypes before selecting children's literature. With new times, the approaches are changing, and if one could appreciate them in literature, it would be easily visible in our society too.

2. Most of the stories are culture specific.

As the researcher mentioned in section 5.3, point 1., that in most of the stories the authors have specified the culture which children with different cultures have. This could be an attempt made by the authors to bring out awareness about various cultures, how do those children react in various situations so that they could learn about various cultures. Also, for the children with diverse cultures it would be inclusive if they could read stories related to them. They would feel more connected to the text.

3. The stories studied in the present research, were found to have gender parity in the stories in terms of portrayal of characters with cultures as almost equal number of male and female characters with diversity of cultures were taken.

It was a good thing to observe an almost equal number of characters with cultures across gender. Gender equality could lead to better human development outcomes. This could also be the reason that it totally depended on the sample that the researcher chose for. There would be still be publishers who could be attaching their stereotypes in portrayal of males and females in children's literature.

4. Different kinds of cultures were portrayed in stories taken in present research study, although it has been found that there were more portrayals of religions as compared to other diversities.

This could be a reason since olden times, if culture was talked about or represented it was only in the form of a religion. But through this research study one was able to see times are changing, and the authors are able to include different types of cultures including languages, linguistic features, location, states, place, festivals etc. These are some of the cultures which cannot be easily shown through illustrations, but the author has tried to show them in the research sample taken. Children need to know that there are cultures other than religion too, and they might be not visible from outside. Thus, they need to be sensitized about that and thus diversity in cultures could help them to understand better. And also, children with various different cultures would be able to relate to the stories in children's literature.

5. Almost all stories taken in the present study were found to be conveying message that aimed at using the practices that are aligned to the idea of inclusion of the children with diverse cultures.

Successful inclusion can happen by understanding and respecting differences among individuals. Books play an important role in this understanding, and stories are very important in any educational curriculum. And they have a potential to leave an impact on children's thinking. In this research study, it was found that most of the stories talked about including children with diverse cultures in various activities, schools, races, and in society. As mentioned in section 2.4 of this research study, children's literature can widely help in inclusion. They are the part of our society hence children's literature should be written and such a way that helps one to see children with varied culture as a part of this society. Also, this might help children with different culture to feel appreciated and stories to which they could relate to.

6. The stories taken in the present study were found to be of two types with almost all of them following narration mode, while the rest followed first-person account mode which included the character with diverse culture's own account.

This helps one to know about the literary style that the author has used and the point of view used by him. First person narration allowed the author to get personal with the audience. It is like that one of the characters is directly speaking to his or her audience, one is able to listen their thoughts. The audience would be able to understand how the author is feeling and how he/ she interprets different events that are taking place around them.

And in other stories the authors followed the simple narration style, which we find mostly in the children's literature. It is easier to understand for the readers who are very young. And including all these three types of modes can help in making children's literature richer.

7. Most of the stories in the present study are realistic fictions.

The authors have tried to take stories from the real world that are present in our society, that one can find around them and relate with it. Therefore, realistic fictions were used mainly to make the children with diverse cultures feel appreciated and included.

8. Almost all of the stories in the present study depict universal human attitudes and emotions.

The most fundamental emotions, known as the basic emotions, are of anger, disgust, fear, happiness, sadness, and surprise. These basic emotions have historically developed and guide one to react with stimuli in an appropriate behaviour. (LeDoux, 2000). Most of the stories have depicted these and more further emotions and attitudes arising from these. This could be the reason because these stories were focused on having basic emotions and attitudes like empathy, friendship etc. with the children with diverse cultures. Childhood is the most important part of life, where these emotions play a major role and become a backbone in adulthood. Therefore, the authors have tried to talk about it through their various stories. Also, literature has been a given a major role for the catharsis of the readers in the society and this sample fulfilled it fully.

9. Most of the stories in the present study have tried to use the imaginative and didacticism approaches in a balanced manner.

Including both of these could make children's literature richer. They can be additionally helpful to educational curriculum and the children reading it. This can help in increasing the interests of children. These both approaches are generally found in children's literature. This aspect of this sample having education point of view and having imagination approach for children equally makes it more suitable to be used and implemented in our classroom.

10. Most of the stories in the present study have tried to focus on the cultures of the characters as the defining trait rather than letting their respective diverse culture to define their being.

This approach by different authors in the stories in present study has tried to give a positive attitude in stories and it is highly appreciable. Children need to know that the children with different culture should not be defined with their culture but should be appreciated with their diversity. Everyone is a human being. Therefore, everyone should be respected. Researches have been done in this field that if children are repeatedly told that they are wrong, they lose motivation.

11. Half of the stories in the present study had depicted instances that could potentially be thought provoking.

The stories should be framed in such a way that led its readers to reflect and rethink. Without reflection, one can never question their own actions and actions done by other people in society. Therefore, the authors have tried to include this aspect in stories of this present study. This could increase the engagement of its readers. And that can only bring a change in society and thus include the idea of inclusion in day-to-day life.

12. Almost all of the stories in the present study have used many illustrations, that are colourful and to which the children could relate.

Illustrations are a major part of children's literature. Studies have been done that tell illustrations prompt more interactive story-reading and children are also able recall the story because of it. It helps capturing children's attention and facilitate their understanding and retention of what is in the story. Therefore, the authors have widely used illustrations in the stories selected in this present research study. Also, it is mentioned in section 2.4., that it enhances readers' interest and how in the case of diverse cultures, they become even more important. They help in captivating its readers attention and interest.

13. Most of the stories in the present study had the potential to create empathetic imagination for children with diverse cultures. Most of the stories in the present study could convey a message to its readers through some instances, anecdotes, etc. which might help in sensitizing the readers.

Since olden times, one has seen that child with diverse cultures (esp. minorities) were seen with sympathy. But with times, that one could realize that one should have empathy for the children with diverse culture. Treating with sympathy makes an individual as other but empathy makes one individual feel included and thinking from their perspective. A small bit of message was generally seen in these stories, the idea was to make children with diverse culture included. And thus, the authors have framed the stories in a way that could reiterate some message to its readers.

14. Most of the stories in the present study had the potential to bring out concepts of fairness and equity as prevalent in the present-day society.

Equal fundamental rights are for everyone, and therefore children with diverse culture should not face any sort of discrimination. Therefore, the authors of the stories in the present research study have tried to talk about bringing fairness and equity to children with diverse culture as it is equally important in the present-day scenario.

15. Most of the stories in the present study were able to question the existing idea as well as the dichotomy of 'mainstream' and 'other culture'.

This is much heated debate as per the societal norms, what do one considers as mainstream. The idea of mainstream needs to revisited by all the authors and publishers in our society. Books are a mirror to society. Through the stories in this present study, the authors have tried to break the idea of mainstream. Children with diverse cultures should be a part of mainstream, they should not be treated as other, as both are equal human beings.

16. NCERT should make an effort to include more multicultural stories in the primary school curriculum. As can be seen, the researcher had a hard time finding multicultural stories in the primary grades. It was only in the upper grades that this occurred. As a result, the researcher had to enlarge her sample size to elementary grades.

6.4.1. Conclusion

This research study has tried to bring several points into light. Children's literature and inclusion these two topics have been into talking and research since some time. There has been great emphasis on giving access to children's literature to students in school and also about

inclusion to include all children in school without any discrimination. This research study is an amalgam of these two important points. Bringing the idea of inclusion through children's literature in class. Since our childhood we have been exposed to those stories only which cater to a certain section of society. Children with diverse cultures were entirely ignored in this. There are very few stories that we can hear which have those characters. Even if we explore movie and tv world, we would be able to find very less stories related to them. Through this research study the researcher has tried to locate children's literature that has a diversity aspect for the children with diverse cultures. The researcher has included children's literature that can be easily accessed and can also be made available in print form.

The theoretical framework has set to bring out the history of children's literature, how it is categorized and how it was developed. It discusses about different genre in children's literature, tracing back the origins of children's literature. It also throws light on various approaches to children's literature and further enlists the various debates and issues concerned with children with diverse cultures. It discusses diverse cultures and various discourses on it and critiques of the model. It further discusses diverse cultures in children's literature and diverse cultures studies perspective on children's literature and further factors affecting children's literature.

The review of literature gives an insight into the studies that were done in this field. There were many studies done on inclusion on Indian and international level. But there were very few studies done on exploring diversity and multicultural aspect in children's literature and that too only internationally. Most of them showed children's literature that were abroad.

One conclusion that can be drawn from the study is that characters with diverse cultures need to appear frequently as main characters in today's children's literature. In this investigation, 75% of the books were told from the character with a diverse cultures point of view, while 25% of the books were told from either a friend's point of view or the author's point of view. This investigation, along with previous research, demonstrates that in books that portray characters with diverse cultures, the characters are either considered main or not main.

Books in the past that portrayed characters with diverse cultures were very different than how they are portrayed today. Authors have come a long way in representing characters with diverse cultures as a positive portrayal, rather than a negative portrayal. With respect to diversity, it can be concluded that children's books about children with varied cultures lacks diversity. This study found the distribution to be more equitable in gender. While there were some differences in the specific diversities portrayed, the most popular of the diversities were religion.

Lastly, from the study, today's children's books about children with diverse cultures are superior to those in the past that portrayed children with diversities in a negative light. Today's books, according to this investigation, do include children with diverse cultures as main characters.

More importantly, however, is that the books are culture specific in that they teach the reader about the diverse culture in a way that is informative and engaging.

We are a society that see different culture as something lacking or absent which makes an individual inferior, and that keeps them away from having a fulfilling life defined by mainstream values. And as we build the society, we are the only ones that could bring a change. Diverse literature may be one way to break barriers.

6.4.2. Implications

Some points for implications are:

- The story books should be created with all children in mind, for all children to share and enjoy.
- The point in this study was not to make children with diverse cultures as should be the prime focus, but simply they should be there, a natural feature of every child's landscape.
- Images of diverse cultures should be the norm.
- Images of children with diverse cultures should be used casually or incidentally, playing or doing other things.
- Children with diverse culture should not be portrayed as objects of curiosity, sensationalized or endowed with superhuman attributes.
- Stories should not have 'happy ever after' plots that make the child's attitude the problem.
- It is seen that most of the times it is the societal barriers that lead the children with diverse cultures to not to live fuller lives.
- We should always remember that children with diverse cultures are children first and like all children have hopes and aspirations just like their peers.
- The lives of all children would be enriched by keeping children with diverse cultures 'in the picture' - it will help in understanding of all children and adults.

This study aims at inclusion of children with diverse cultures in children's literature. Modern mainstream literature doesn't seem to favour characters with diverse cultures.

Certain limitations apply to the study including the sample of this present research study (6 books), which has caused to be necessarily tentative in generalizing findings beyond this group. Nevertheless, findings do point to implications beyond this particular sample. And also due to small amount of time to complete this research, the researcher was unable to further the research. These limitations suggest that further research is needed. And also, in the area of educators understanding related to diversity, and whether more recent implementation strategies have led to changes in the selection, use and value of books. Such studies should also include the voices of children, families, and communities.

6.4.3. Recommendations

- Studies could be done on use of children’s literature with diverse cultures in classrooms studying its principles, practice and outcomes in Indian context
- Studies related to views of educators, teachers and students about children’s literature with diverse cultures and their knowledge about it.
- Study on to search ongoing professional learning and practice (training) to assist educators to understand and implement the selection and use of diverse literature
- Studies on how using literature with accurate portrayals of diverse cultures can impact students
- Studies on how effective literature is in creating a diverse culture atmosphere for all of the students

Recommendations for Classroom Educators

Students with diverse cultures are now being integrated within classrooms, requiring classroom teachers and students to learn more about students with diversities. One way that classroom teachers can learn more about diverse cultures is to read children’s books (picture books or chapter books), which focus on the life of characters with diverse cultures. This process will ensure that the portrayal of children with diverse cultures includes discussion of students with diversities.

Reading these types of books will not only familiarize the classroom teacher, but also their students by understanding the differences represented in their classroom. This is one of the simplest and easiest ways to learn about diverse cultures.

Classroom teachers must not focus merely on the summary of books, but read the books before they decide to recommend them to their students. When searching for specific books that

portray characters with diverse cultures on the internet, classroom teachers should type into the search engines, these specific words and phrases: “real fictional children’s books that portray characters with diverse cultures, real fictional books for elementary grades about diverse cultures, fiction books on diverse cultures, and books about diverse cultures.” Classroom teachers should not assume that all books found on booklists on the Internet are appropriate to use with students; however, based on this study, 6 books were randomly chosen and 90% of the books read and analysed were books that could be read, discussed, and recommended for students.

Classroom teachers should also visit their local librarians for specific recommendations on books that accurately portray characters with diverse cultures. Using books that appropriately portray individuals with diverse cultures can be an effective teaching method and be utilized throughout the school year. When discussing books, teachers should ask librarians about the language represented in the books.

Recommendations for Parents

Parents have a huge impact in the types of books their children read. When parents choose books that portray characters with diverse cultures, they must have a purpose for choosing such books to present to their children. It is important to learn about individuals with diverse cultures by providing children with books that accurately and favourably portray characters with diverse cultures. Parents providing exposure to such books will help their children understand the differences of their peers. If parents are unable to provide books based on diverse cultures that accurately portray characters and diverse cultures, then their children will react differently, approach those with diverse cultures inappropriately, and disrespect them. Using the same process as recommended for teachers, parents should be able to find high quality literature for their students. Parents are recommended and encouraged to discuss specific books based on diverse cultures with local librarians and classroom teachers.

Recommendations for Librarians

Based on the information provided in this study, librarians should encourage classroom teachers and parents to children’s books (picture books or chapter books) that accurately portray individuals with diverse cultures. Therefore, librarians must be able to locate and suggest books based on diverse cultures, to choose books and provide a purpose for choosing such books to students, parents, and educators.

In addition, librarians must communicate and alert parents and classroom teachers about the language represented in the books.

Recommendations for Teacher Educators

Students with diverse cultures are now being integrated within classrooms, causing general education teachers to collaborate and communicate with each other. Therefore, professors of higher education are encouraged to give proper instruction, accurate curriculum, and provide appropriate literature for future classroom teachers. Teacher educators must be aware of the differences between books that accurately portray characters with diverse cultures versus books that inaccurately portray characters with diverse cultures. Teacher educators are encouraged to introduce future classroom teachers with a wide range of books for their future students to read that accurately portray diverse cultures. Providing appropriate books for classroom teachers, allows them to understand diversities and influence their future students to understand and accept those with different cultures. Lastly, teacher educators must teach the importance of reading books based on diverse cultures and focus on the impact these books may have on students with and without different cultures. Teach future educators the importance of social skills, listening skills, read aloud, think aloud, and integrating these books within content areas and common core standards.

Recommendation for Publishers

Publishers must understand the importance of accurately portraying books based on different cultures for readers to accept, understand, and become aware of diverse cultures. With stories that are realistic and meaningful, readers will be able to relate with the characters in the stories with their own lives. We want readers to explore those with diverse cultures in a positive portrayal. These books should be positive experiences for authors and readers. However, publishers have come a long way and has portrayed characters with diverse cultures in a more positive and accurate light. Characters with diverse cultures are now considered either main or not main characters, their stories are becoming more culture specific; where their culture is realistically portrayed, and readers are able to understand their diverse cultures and how it can affect their lives.

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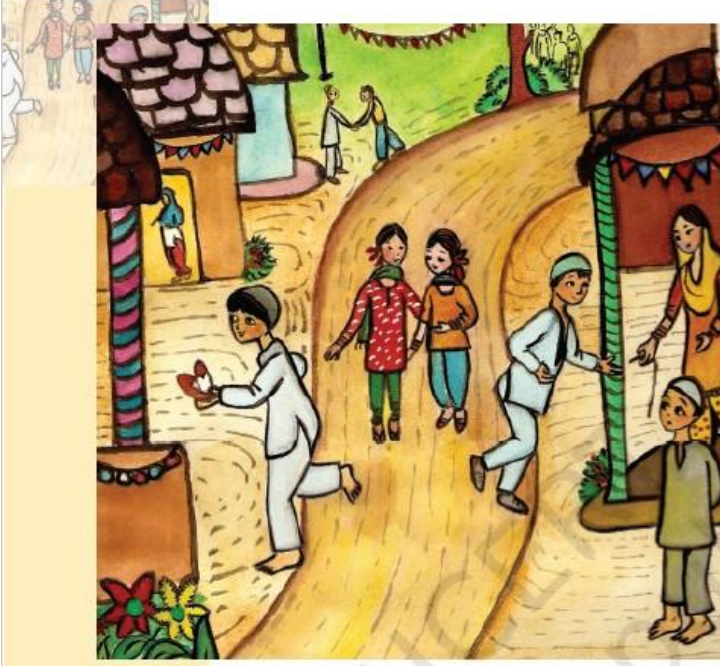
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APPENDIX

Story 1: Eidgah



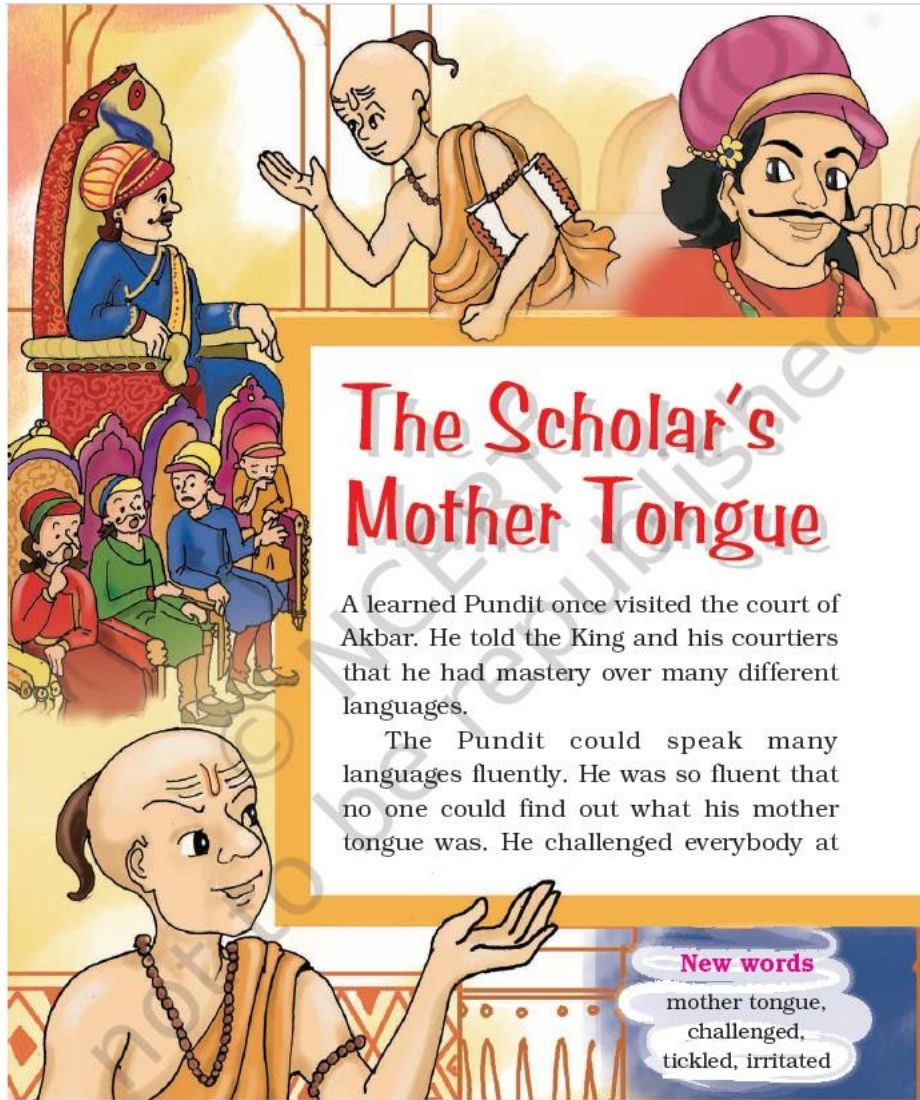
ईदगाह

रमज़ान के पूरे तीस रोज़ों के बाद ईद आई है। गाँव में कितनी हलचल है। ईदगाह जाने की तैयारियाँ हो रही हैं। किसी के कुर्ते में बटन नहीं है, पड़ोस के घर से सुई-लाधा लेने दौड़ा जा रहा है। किसी के जूते कड़े हो गए हैं, उनमें तैल डालने के लिए तैली के घर भागा जाता है। जल्दी-जल्दी बैलों को शानी-पानी दे दें। ईदगाह से लौटते-लौटते लौपहर हो जायेंगी। लड़कें सबसे

ज्यादा प्रसन्न हैं। किसी ने एक रोज़ा रखा है, वह भी लौपहर तक, किसी ने वह भी नहीं, लेकिन ईदगाह जाने की खुशी उनके हिस्से की चीज़ है। रोज़े बड़े-बूढ़ों के लिए होंगे। इनके लिए तो ईद है। रोज़ा ईद का नाम रटते थे, आज वह आ गई। अब जल्दी पदी है कि लौण ईदगाह क्यों नहीं चलते। बार-बार जेब से अपना खज़ाना निकालकर गिनते हैं और खुश होकर फिर रख लेते हैं। महमूद गिनता है, एक-दो, दस-बारह! उसके पास बारह पैसे हैं। मोहसिन के पास एक, दो, तीन, आठ, नौ, पंद्रह पैसे हैं। इन्होंने अनगिनत पेशों में अनगिनत चीज़ें लाएँ— खिलौने, मिठाइयाँ, बिथुल, शंद और जाने क्या-क्या! और सबसे ज्यादा प्रसन्न है हामिद। हामिद अपनी बूढ़ी दादी अमीना की गौद में सौला है। हामिद के पाँव में जूते नहीं हैं, सिर पर एक पुरानी-धुरानी टोपी है, जिसका बाँटा काला पद गया है।

गाँव से मेला चला। और बच्चों के साथ हामिद भी जा रहा था। कभी सब-कै-सब दौड़कर आगे निकल जाते। फिर किसी पैद के नीचे खड़े होकर

Story 2: Scholar's Mother Tongue



Story 3 - The Best Christmas Present in the world



Before you read

There are some dates or periods of time in the history of the world that are so significant that everyone knows and remembers them. The story you will read mentions one such date and event: a war between the British and the Germans in 1914. Can you guess which war it was?

Do you know which events the dates below refer to?

- | | |
|-------------------|----------------------|
| (a) 4 July 1776 | (b) 17 December 1903 |
| (c) 6 August 1945 | (d) 30 January 1948 |
| (e) 12 April 1961 | (f) 20 July 1969 |

The answers are on page 23.

I spotted it in a junk shop in Bridport, a roll-top desk. The man said it was early nineteenth century, and oak. I had wanted one, but they were far too expensive. This one was in a bad condition, the roll-top in several pieces, one leg clumsily mended, scorch marks all down one side. It was going for very little money. I thought I could restore it. It would be a risk, a challenge, but I had to have it. I paid the man and brought it back to my workroom at the back of the garage. I began work on it on Christmas Eve.

I removed the roll-top completely and pulled out the drawers. The veneer had lifted almost everywhere — it

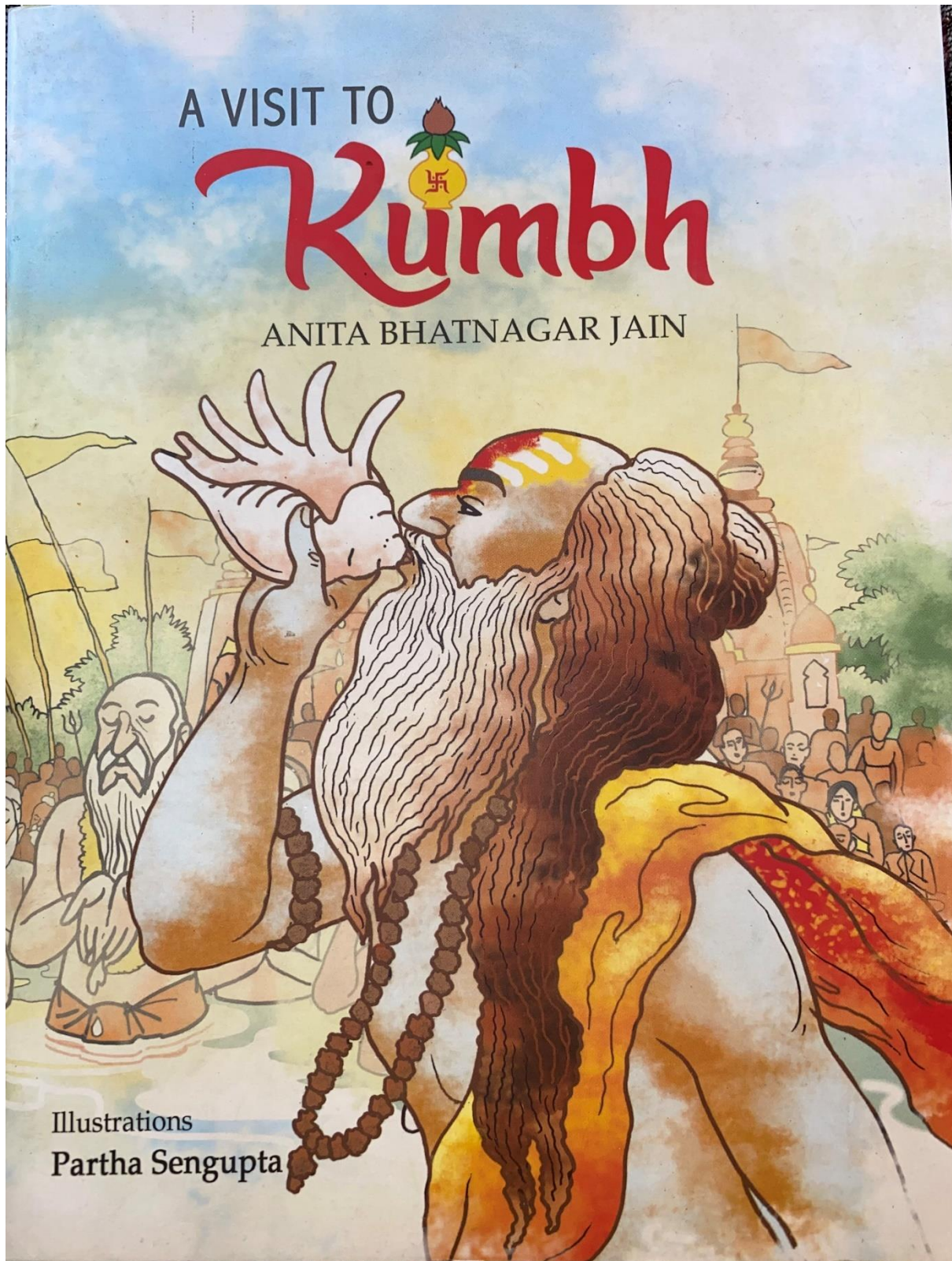
spotted it:
saw it; found it
(informal)

scorch marks:
burn marks
was going for:
was selling for
(informal)

restore:
(here) repair

veneer:
a thin layer of
plastic or
decorative
wood on
furniture of
cheap wood

Story 4- A Visit to Kumbh



Story 5 - The Kaafal is Ripe



The Kaafal Is Ripe

IN the month of Chaita, the sun gathers heat and all kinds of berries ripen in the woods, some on thorny bushes, others on tall trees. Among these is the luscious red kaafal. It grows on a leafy tree which stands out amongst the pines and deodars. When the hard green kaafal berries begin to turn red and juicy in the sun, the sounds of two birds echo through the hills and valleys of Uttarakhand. One of them calls out "*Kaafal pako, maile na chakho!* (The kaafal is ripe, but I never tasted it!)", while the other says plaintively, "*Pur, putai, pure, pur!* (They are all there, daughter, they are there, all there!)"

The hill people believe that these birds are actually a mother and daughter who lived long ago. Once, they say, in the month of Chaita when the trees were laden with berries, a village woman named Saru set out early in the morning to pluck some kaafal. She found a nice tall tree full of the fruit and tucking up her wide cotton ghagra she climbed it and began to gather the berries. The woman had a little daughter called Haruli, who had accompanied her. Haruli too helped her to pick berries and soon they were able to fill up the basket Saru was carrying.

Satisfied with the morning's work, the mother and daughter set off homewards.

Story 6- Phool Dei



storyweaver
Community

Level 3

Phool Dei - A Spring Festival of Uttarakhand

Author: Vibha Lohani

Illustrators: Amar Soni, Madhuvanti Anantharajan, Preeti Krishnamurthy, Taposhi Ghoshal, Vibhash Pandey

Children Book Trust, Delhi, India



The National Book Trust, Delhi, India

