

The Outcomes of High Population and Rich Cultural Difference among the School Students in Metropolitan, Delhi

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Abstract- It is very fascinating to explore the effect of high population and rich cultural differences in a Metropolitan city like Delhi. Delhi in the true sense is a mini-India, where the different sections of people live together in harmony. It is very important to explore whether a high population leads to a scarcity of resources or not. The cultural differences make the Delhi Classroom, a typical ground of experimentation not among the students but among the teachers as well as among other stakeholders from every corner of the world. The high student-teacher ratio as present across the world platform, poses several challenges to the teachers, which leads adaptation of special strategies to tackle the problem. The weakness arises due to various issues as a function of the high population is overcome by rich cultural differences present in Delhi city. The Delhi school classroom provides a role model to all the schools across India. How the people in Delhi celebrate festivals with each other and how these practices of societies are reflected in the classroom, is also a matter of great achievement. The classrooms in Delhi not only have differences in terms of social aspects but also in terms of the economic status of the students. Due to high population density, a rich social fabric helps the students to build up their personality in terms of true Indian Citizens. The celebration of festivals of different communities in society by the parents as well as by the students among their friends helps to build a strong bonding among different sections of society. The cultural difference which arises as a result of the high population in Delhi, also helps the teachers to understand the culture of other states and this helps them to shape their teaching methodology as per the psychological mindset of the students in the class. The main focus is to take advantage of a high population with rich cultural strength and not to divert attention to the problems which are associated with the high population. The different stakeholders must have to come up with synchronized policies with an approved law where everyone person of India has opportunities to explore their true potential and ultimately give a contribution to the development of Indian society. The rich cultural strength must be utilized with a positive mindset. Despite the high student-teacher ratio, ample opportunities must be created by the teachers to enrich the classroom with good classroom practices. The outcome of the study confirms that the rich cultural differences provide opportunities for the students to explore their true potential as well as provide a challenging

platform for the teachers to act upon the new strategies for the development of the students as well as the for the development of Indian society.

Key Words: Cultural difference, High Population, Student, Teacher, Delhi, Government Initiative New Programmes.

Introduction

The capital of every country always remains in high demand for the citizens of the country due to the availability of the resources at maximum height. No country's capital is an exception, in terms of appealing character for the citizens to migrate towards the capital. Delhi is no exception in this direction since it remains a very highly significant place not in terms of political power but also the peak of high facility area in terms of infrastructure, roads, health, education, employment, and many more areas of prime importance. The migration of people with different social, cultural, and economic backgrounds has always maintained the dynamic nature of society and this helps the society to change, modify and inculcate the various values which help to maintain the Indian democracy.

Good education in the classroom act as a catalyst for boosting the democratic character of Indian society. The good practices practiced by the teacher in the classroom help to develop not only the social fabric of the society but also encourages the growth mindset among the society members. How the teacher maintained the progressive mindset in the heterogeneous class along with the teaching-learning process, is a matter of great achievement. No doubt teachers' efforts help in building the nation, but the guidelines of various programs and initiatives by the central as well as state government, also help in building the nation into a progressive society. Based on the assessment model The Central, as well as the State governments, have always initiated and successfully run need-based training as well as teaching program for various stakeholders at the minor as well as major levels.

In the classroom, the effect of cultural, social, and economic differences on the teaching-learning process cannot be denied. The constructive approach of the teachers in shaping the teaching-learning process is also very important. The potential benefit of the various central as well as state government need-based programme in shaping the development of the learner in the right direction is also very important. (Fig.1)

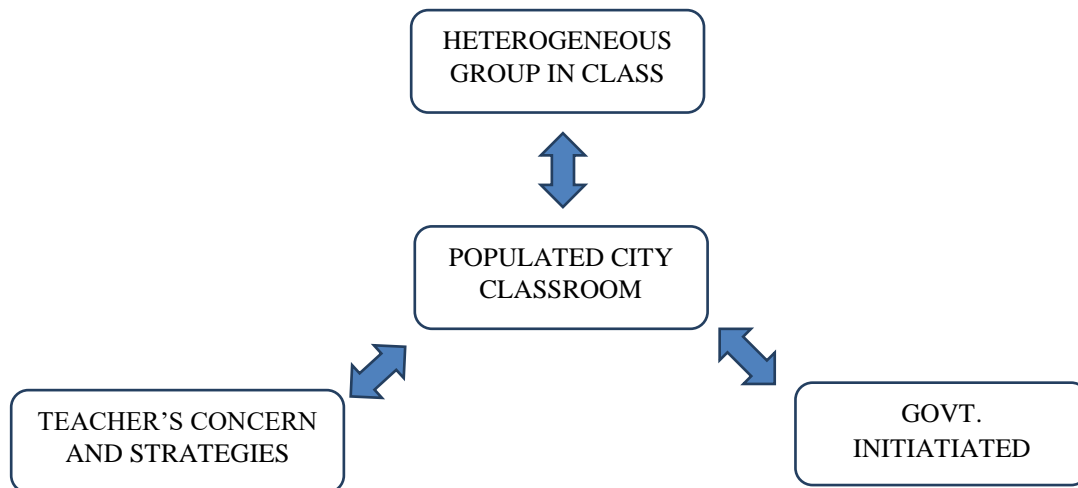


Fig.1-The Amalgamation of Heterogeneous classes, Teacher's Concerns, and Strategies with Govt. initiated programmes in a city with populated classrooms.

Literature Review:

India has a vast students population across India and as per official data from Unified District Information System for Education Plus (UDISE+), run under the Department of School Education and Literacy, Ministry of Education, GoI there are around 14.89 lacs schools, 95 lac teachers and around 26.5 crores of children. Hence by taking into consideration of such large stakeholders, it is very necessary to work on new initiatives which are need-based, in order to make the teaching-learning process efficient and effective.

One of the ways by which the teacher can deal with cultural differences in the classroom is the incorporation of culturally responsive teaching. Culturally responsive teaching is very crucial and needs various concerns i) A fundamental belief that supports the ability of all students to learn, (ii) A wide range of content pertaining to curriculum, (iii) Instruction that is dynamic in nature, and Community involvement.

The classrooms which are rich in terms of cultural differences lead to the adoption of varieties of strategies such as (i) activation of student's prior knowledge, (ii) contextual learning experiences, (iii) considering the classroom set-up, (iv) relationship formation, (v) discussion of social as well as political issues, (vi) incorporating popular culture like a movie, media, music, fashion, sports (Howard, 2020).

It is very necessary to frame the lesson plan as per the previous knowledge of the students, and the teaching related to societal background examples. It is very necessary to make a positive relationship between the teacher and the students to make the teaching-learning process very effective as well as efficient.

The key concern for the teachers having a vast variety of the student background in the classroom are as follows

(1) The recognition extent for the socioeconomic status (SES) as a factor for difference among students. (2) Promoting friendship and discussion of privileges among students belonging to diverse SES backgrounds. (3) Identification of the challenges for making an egalitarian school and classroom environment (White et al., 2013).

According to the Sociocultural approach, cognitive ability development is shaped by several factors, including languages, art, social norms, and social structure. (<http://www.library.csi.cuny.edu/dept/history/lavender/footnote.html> as cited in Waude, 2016)

According to Vygotsky (1896-1934) the three important methods which can be used for children for acquiring skills includes imitative learning, instructed learning, and collaborative learning(**Fig.2**)

Vygotsky's studies (1896-1934) emphasized learning of the children about behavioural and cognitive skills under the following condition, (i)Interaction of the children with a more experienced person, for example, older siblings and teachers, and use of one of the three learning approach, (ii) Imitative learning, instructed learning and collaborative learning.(Gallagher & Vygotsky 1999, as cited in Waude, 2016)

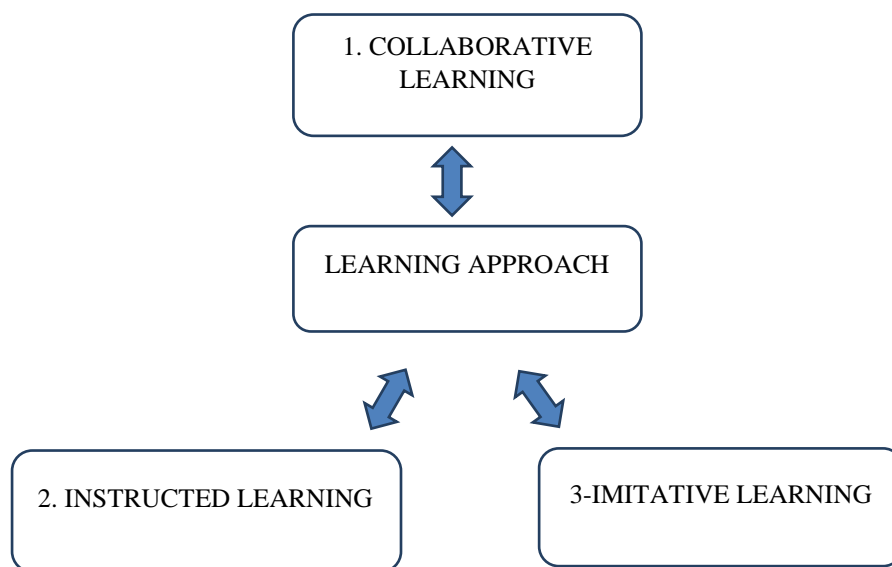


Fig.2. Approach of Learning -Vygotsky (1896-1934)

Objectives

1. To explore the Effect of cultural, social, and economic differences on the teaching-learning process.
2. To explore the Constructive approaches of the teachers to promote the teaching-learning process
3. To explore the Potential of Happiness, Deshbhakhti, and the Entrepreneurship Mind-Set curriculum in harmonizing the classroom environment for the teaching-learning process.
4. To explore the concern of the Happiness, Deshbhakhti, and Entrepreneurship Mind-Set curriculum in Harmonizing the classroom environment for the teaching-learning process among male and female teachers.
5. To find the correlation (if any) between the Constructive approaches of the teachers(B) and the heterogeneous nature of the class in terms of social, economic, and cultural differences(A).
6. To find the correlation (if any) between the effect of the heterogeneous nature of the classroom(A) and the effect of the Happiness, Deshbhakhti, and Entrepreneurship Mind-Set curriculum in the teaching-learning process of class(C).
7. To find the correlation (if any) between the Constructive approaches of the teachers(B) and the effect of the Happiness, Deshbhakhti, and Entrepreneurship Mind-Set curriculum in the teaching-learning process of class(C).

Hypothesis testing: The hypothesis framed for the study is as follows

H_{0,1}: There is no significant difference in mean score for the concern of the effect of heterogeneous class (in terms of social, cultural, and economic differences) (A) and the Constructive approaches of the teachers to promote the teaching-learning process (B).

H_{0,2}: There is no significant difference in mean score for the concern of the effect of heterogeneous class (in terms of social, cultural, and economic differences) (A) and the influence of the Happiness, Deshbhakhti, and Entrepreneurship Mind-Set curriculum in the teaching-learning process (C).

H_{0,3}: There is no significant difference in mean score for the Constructive approaches of the teachers(B) to promote the teaching-learning process and the influence of the Happiness, Deshbhakhti, and Entrepreneurship Mind-Set curriculum in the teaching-learning process (C).

H_{a,1}: There is a significant difference in mean score for the concern of the Happiness, Deshbhakhti, and Entrepreneurship Mind-Set curriculum in Harmonizing the classroom environment for the teaching-learning process among male and female teachers.

Methods and Procedures

The methodology used in the study was a descriptive study design with a mixed design having a qualitative and quantitative approach.

Sampling: Convenient sampling was used in collecting the data. The total number of participants in the study was 76. Male participants were 31 whereas female participants were 45 (Table. 1).

Table: 1- Sampling Criteria

S. N	DISTRICT (13)	ZONE (29)	PARTICIPANT	DESIGNATION	MALE	FEMALE
1	13	27	76	MENTOR TEACHER	31	45

The participants were either Mentor Teachers (T.G.T) taking care of a group of schools or teachers employed in school as T.G.T or P.G.T. Out of 29 zones in Delhi, the teacher representation was from 27 zones. The participants were the Mentor Teachers, working in the

Directorate of Education, GNCTD (Delhi) (Fig.3).

A Google form is floated to collect the data. <https://forms.gle/KY1wtynyXxpsMCai7>

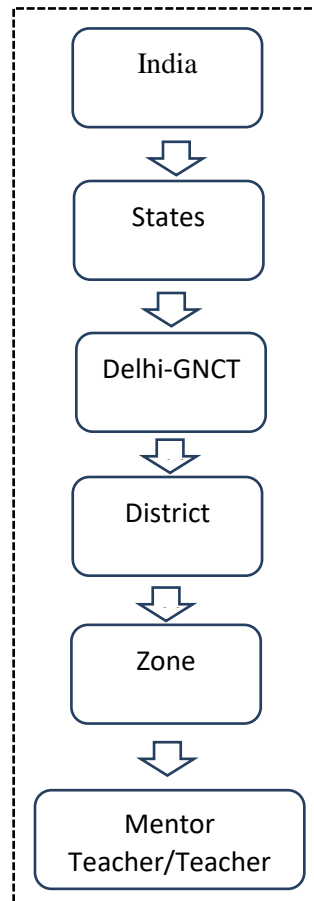


Fig.3-Sampling Flow Chart

Tool for collecting the data:

A questionnaire consisting of three sections, each comprising of 5 questions was framed. Section-A from questions 1 to 5, Section B- questions from 6 to 10, and Section C- questions from 11 to 15. Marking criteria- Positive items-1,3,4,7,8,10,11,13,15. Negative items-(2,5,6,9,12,14). Scoring criteria-For positive items-Strongly agree-5, Agree-4, Neutral-3, Disagree-2, Strongly Disagree-1. For negative items-Strongly agree-1, Agree-2, Neutral-3, Disagree-4, Strongly Disagree-5.

5 point-Likert scale was used for the questionnaire design for collecting the data. The data was analyzed for descriptive as well as inferential statistics using 't-test.

Results and Discussions:

Domain/Variable-

A- Effect of cultural, social, and economic differences (Heterogeneous nature) on the teaching-learning process.

B- Constructive approaches of the teachers to promote the teaching-learning process

C- Potential of Happiness, Deshbhakhti, and the Entrepreneurship Mind-Set curriculum in harmonizing the classroom (Heterogeneous) environment for the teaching-learning process.

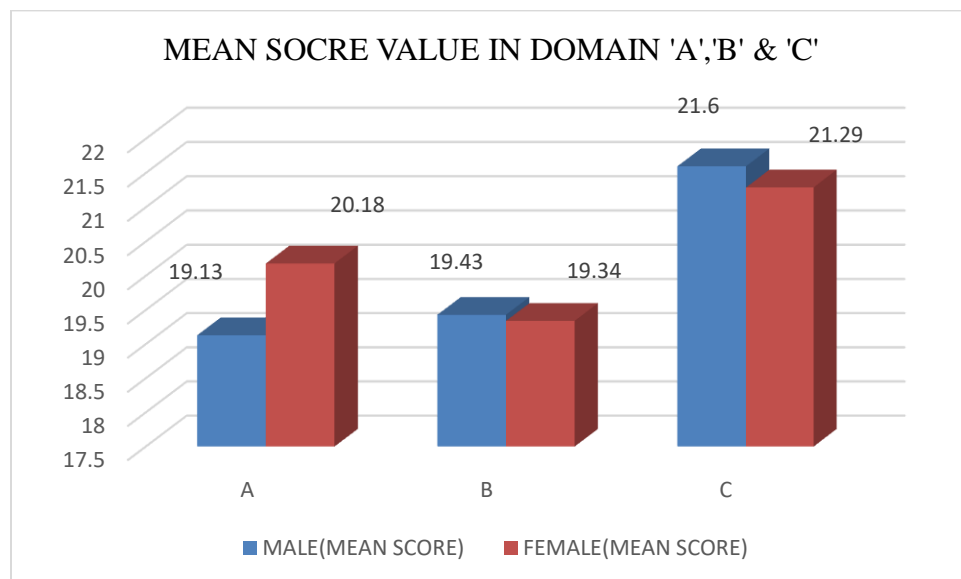


Fig.4- Comparision of Mean Score of Male and Female participants across all three domains A, B, and C (Max. Score-25)

As per Fig 4, it found that the female participant's score on the 'A' parameter is more than the male participant's score whereas the male participant's score on the parameter 'B' and 'C' is slightly more as compared to the female participant's score.

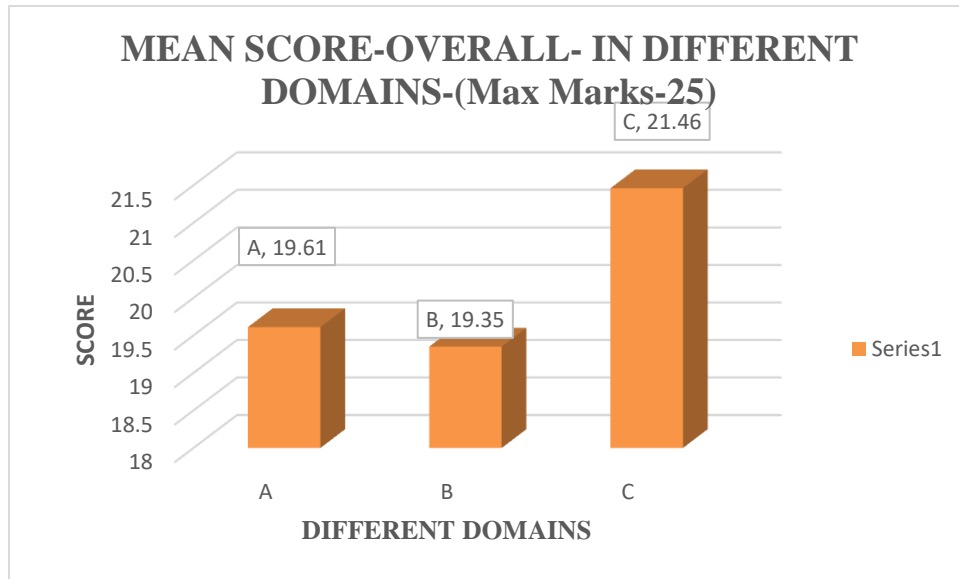


Fig.5-Comparision of Mean Score of all three domains A, B, and C

As per Fig.5, the mean score across all the participants including male and female is 19.61 for the 'A' domain, 19.35 for the 'B' domain, and 21.46 for the 'C' domain

Subjective Questionnaire Analysis:

Q.1- How do you overcome the hurdles of the teaching-learning process in the class, which arise due to differences in the social, cultural, and economic status of students?

As per the response from one of the respondents, it is confirmed that the connection between the student and teacher is maintained by providing equal opportunities to all the students in all teaching-learning activities. Students are identified by their name and not through their surname, encouraging domestic and personal problems on a one-to-one basis, and by supporting friendly behaviour.

Other strategies involved are encouraging human values, heterogeneous group discussion, use of gender-neutral words, fostering a culturally sensitive approach, etc.

Q.2- What special efforts did you carry out to make a connection with the students who differ due to social, cultural, and economic status?

The key inputs are as follows: "Talk to them personally, understand their challenges and issues, by giving more ear to their voices. By making an interactive and conducive environment for the learning process. By valuing all types of work with due respect. By giving respect to their self-esteem, To provide equal opportunity to all the students to participate in every class activity, No personal efforts are needed as I consider my students like my own child, By making personal relationships with students and their families, Personal talks.... maintain students profile.....regular informal communication.... organizing events in a class to give scope for informal interaction, To do Story-telling, Role-play, Group Discussion Activities, Giving

everybody a voice in the class, Intimate relationship grading of positive attitude” etc. thus the teacher provides ample support to the students in the heterogeneous class.

Q.3- What change do you observe in the teaching-learning process of the heterogeneous class after the start of the HC (Happiness Curriculum), DBC (Deshbhakti Curriculum), and EMC (Entrepreneurship Mindset Curriculum) programme in the school?

The key inputs were as follows: “Now students feel an emotional connection with others they can share feeling others’ emotions, the sense of belongingness, now they use critical thinking and problem-solving attitudes not only in school but in their daily life, Student become more creative, energetic, mindful, honest, critical thinker after the start of HC, DBC AND EMC programme in the school, Connect established with every student, joyful environment, These programs bring students closer, promotes interdependence, mutual understanding and makes social suitable citizens., Engaging classroom, exploring, and sharing of students is increasing, Students developed listening skills and can connect with daily life situations, Teachers are now realizing the impact of Facilitation on active learning, Students have opened up with teachers, became confident, and a little bit self-aware of their deeds, All the students are participating in the activities and supporting each other in the tasks. They appreciate their efforts and their classmates’ efforts. Moreover, they are now confident to achieve their dreams and develop resilience, Self-discipline, self-awareness, mindfulness, self-direction, and self-dependency. All the qualities lead to self-confidence among students, aligned with LIC (Learning Improvement Cycle) 11, The students appear more confident and optimistic, practical engagement in the classroom shows uprise, and effective communication between teacher and students is promoted after the beginning of these programs, all students found a common platform and chance to explore their potential” etc. Thus, it is very much clear that the various need-based government-initiated programme has a very good impact on students belonging to various heterogeneous group. Students are now more active in the teaching-learning process.

Hypothesis Testing (At ‘ α ’ = 0.05)

Categorization-

A- Effect of cultural, social, and economic differences (Heterogeneous nature) on the teaching-learning process.

B- Constructive approaches of the teachers to promote the teaching-learning process.

C- Potential of Happiness, Deshbhakhti, and the Entrepreneurship Mind-Set curriculum in harmonizing the classroom (Heterogeneous) environment for the teaching-learning process.

Table-2

Domain	‘p’ Value-One Tail	‘t’ statistical	‘t’ _{Critical} -One tail	Hypothesis	Result
A and B	0.251	0.672	1.66	H_{01}	Not Rejected
A and C	5.2×10^{-6}	4.72	1.66	H_{02}	Rejected
B and C	2.39×10^{-7}	5.51	1.66	H_{03}	Rejected

Level of significance ' α '=0.05

According to Table. 2, the null hypothesis (H_{02} , H_{03}) for the following domain combinations is rejected namely as A and C, B and C.

The null hypothesis (H_{01}) for the following domain combination is not rejected while the alternate hypothesis is rejected-A and B

(I) According to Table. 2, it is confirmed that there is no significant difference exists in the score of the participants with reference to the domain 'A' and 'B', which indicates that there is no statistically significant difference in the mean score on the perception of the participants on Effect of cultural, social, and economic differences (Heterogeneous nature) on the teaching-learning process and Constructive approaches of the teachers to promote the teaching-learning process.

(II) It is found from Table. 2, that for the domain 'A' and 'C', the Alternate hypothesis is accepted, which confirms that there exists, a significant mean difference in the score for the perception of the Effect of cultural, social, and economic differences (Heterogeneous nature) on the teaching-learning process and Potential of Happiness, Deshbhakhti, and the Entrepreneurship Mind-Set curriculum in harmonizing the classroom (Heterogeneous) environment for the teaching-learning process among participants.

(III) It is also found in Table 3. for the domain 'B' and 'C', that an alternate hypothesis is accepted, which confirms that there exists, a significant mean difference in the score for the perception of the Constructive approaches of the teachers to promote the teaching-learning process and Potential of Happiness, Deshbhakhti, and the Entrepreneurship Mind-Set curriculum in harmonizing the classroom (Heterogeneous) environment for the teaching-learning process among participants.

One-Way Innova Testing:

Effect of cultural, social, and economic differences (Heterogeneous nature) on the teaching-learning process.

Table3: F-ratio of the two groups of variances in the 'A' variable against the male and female participant

Source	SS	df	MS	F
Between Groups	16.06	1	16.06	2.20*
Within Groups	539.871	74	7.29	
Total	555.93	75		

* $p=0.142 > \alpha=0.05$, and $F_{cal.}=2.20 < F_{crit.}=3.97$, Null Hypothesis is not rejected, Alternate Hypothesis is rejected

B- Constructive approaches of the teachers to promote the teaching-learning process.

Table 4: F-ratio of the two groups of variances in the ‘B’ variable against the male and female participant

Source	SS	df	MS	F
Between Groups	0.05	1	0.053	0.009*
Within Groups	423.35	74	5.72	
Total	423.40	75		

*’p’=0.92 > ‘ α ’=0.05, and $F_{cal.}=0.009 < F_{crit.}=3.97$, the Null Hypothesis is not rejected, while the alternate hypothesis is rejected.

C- Potential of Happiness, Deshbhakhti, and the Entrepreneurship Mind-Set curriculum in harmonizing the classroom (Heterogeneous) environment for the teaching-learning process.

Table 5: F-ratio of the two groups of variances in the ‘C’ variable against the male and female participant

Source	SS	df	MS	F
Between Groups	0.15	1	0.15	0.026*
Within Groups	421.25	72	5.8	
Total	421.40	73		

* ‘p’=0.87>‘ α ’=0.05, and $F_{cal.}=0.026 < F_{crit.}=3.97$ Null Hypothesis is not rejected and Alternate Hypothesis is rejected.

According to Table. 3,4,5 the alternate hypothesis (H_{a1}) for the following domain is rejected A- Male and Female, B-Male and Female, and C-Male and Female.

Correlation Coefficient:

Domains/Variables-

A- Effect of cultural, social, and economic differences (Heterogeneous nature) on the teaching-learning process.

B- Constructive approaches of the teachers to promote the teaching-learning process.

C- Potential of Happiness, Deshbhakhti, and the Entrepreneurship Mind-Set curriculum in harmonizing the classroom (Heterogeneous) environment for the teaching-learning process.

Table-6

	A	B	C
A	1		
B	0.109	1	
C	0.280*	0.228*	1

***Significant at ' α '=0.05**

According to Table-6: The Pearson's correlation coefficient between scoring on the effect of cultural, social, and economic differences (Heterogeneous nature) on the teaching-learning process(A) and the personal efforts of the teachers in shaping the teaching-learning process(B) in populated classrooms is non-significant with the value of 0.109 which is a weak positive correlation. The positive correlation observed may be due to the kind of challenging environment provided by the heterogeneous class and in order to make the teaching-learning process effective and efficient, the teachers also put a constructive approach in this direction.

According to Table-6: The Pearson's correlation coefficient between scoring on the effect of cultural, social, and economic differences (Heterogeneous nature) on the teaching-learning process(A) and the Potential of Happiness, Deshbhakhti, and the Entrepreneurship Mind-Set curriculum in harmonizing the classroom (Heterogeneous) environment(C) for the teaching-learning process is significant with the value of +0.280 which comes under weak positive correlation. The positive correlation observed may be due to the kind of challenging environment provided by the heterogeneous class and initiatives taken by the specialized programme to provide a totally different learning environment for the teaching-learning process.

According to Table-6: The correlation coefficient between scores on the constructive approach of the teachers in shaping the teaching-learning process in populated classrooms(B) and scoring on the potential of Happiness, Deshbhakhti, and the Entrepreneurship Mind-Set curriculum in harmonizing the classroom (Heterogeneous) environment for the teaching-learning process (C) is significant with the value of + 0.228 which comes under weak positive correlation. The positive correlations observed may be due to the constructive approach of the teacher to make a successful government-initiated programme, as part of a policy framework for education at the state level.

Conclusion:

1. Female participants' concern for the Domain A'-Effect of cultural, social, and economic differences (Heterogeneous nature) on the teaching-learning process is more as compared to the male participants whereas the male participant concern is slightly more for the 'B' domain -Personal efforts of the teachers in shaping the teaching-learning process in a high student-teacher ratio as well as for the Domain-C- Potential of Happiness, Deshbhakhti, and the Entrepreneurship Mind-Set curriculum in harmonizing the classroom (Heterogeneous) environment for the teaching-learning process.

2. On analysis of the hypothesis testing, it was found that there exists no significant difference among the mean score for the domain (A, B) whereas there exists a significant difference in the mean score for the perception on the domain (B, C) and (A, C)
3. The Alternative Hypothesis H_{a1} is rejected, which provides an insight that there is no influence of gender on the concern of the Happiness, Deshbhakti, and Entrepreneurship Mind-Set curriculum in harmonizing the populated classroom environment for the teaching-learning process. There is no statistically significant difference and any difference in score pertaining to the said concern exists, whatever difference arises it arises only due to some chance.
4. As far as correlation is concerned the correlation between domains (A, B) is non-significant and is weakly positive, whereas the correlation between domains (B, C) and (A, C) is significant and is weakly positive.

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