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**Title of the Thesis:** An Investigation Into Character Education Through Multicultural Teaching

### **Abstract**

The present mixed method study had followed an in-depth qualitative study to underlie a successfully applied model, sacred religious texts and interview analysis of experts of the field to develop 'character assessment battery' in its very first phase. Interviews or qualitative data were transcribed and analyzed to identify themes and subthemes in Indian context. The purpose of the first phase was to identify themes of character in Indian context and to develop a Character Assessment Battery. Following quantitative approach researcher conducted experimental research using the 'character assessment battery' developed in first phase. Thus, first phase was prerequisite to the second phase. The study had followed a design which is the most suitable for the purpose i.e., 'Sequential Exploratory Design' (Creswell, 2003).

Study had systematically identified the themes and subthemes of character that was relevant to the present Indian context. Findings of the experimental study have disclosed this premise that multicultural teaching is effective to develop all the identified domains of character. In all of the ANCOVA tables the main effect of treatment was found significant. Multicultural teaching strategies and pedagogical interventions develop all the three identified domains of character viz. attitude towards character, awareness regarding character and situational aspect of character. It can be concluded that multicultural teaching strategies are effective to develop character of students.

Effect of science with multicultural teaching was significantly better than interaction of multicultural teaching and social science. Science is believed to be the discipline, using more cognitive practices to memorize rather social science is believed to be the discipline to comprehend using fewer memorizing practices. Awareness is that domain of character in which the students are supposed to have the knowledge which further needs to memorize. Hence it can be concluded that multicultural teaching affects positively in science classroom on awareness regarding character but not in social science classroom.

Effect of discipline was found significant in case of situational aspect of character. Social science was significantly better on the mean performance of the students in compare to the mean performance of science students. Situational aspect of character is linked with the changing situation of a person in the community or society and reciprocally social science learning affects situational aspect of character.

The study was innovative in a manner to establish the data-based evidences for the two concepts of affective domain viz., character education and multicultural teaching. Character needs to be developed through formal set up like schools. India is a country with tremendous diversity in terms of religion, caste, creed, gender, language, variable abilities etc. This diversification of cultural is the strength of Indian society and a resource for the classroom as well. Study entails to use this resource for the realization of ultimate goal of education i.e., to develop character of students.