

A Little Survey of Pre-Service Teachers' Conceptions of Multicultural, Social Equity

Neetu Tomar, Dept. of Education, Research Scholar, Glocal University, Saharanpur (Uttar Pradesh)

Abstract

Multicultural education and social equity are increasingly important components of teacher preparation in diverse educational environments. This study presents a brief survey of pre-service teachers' conceptions of multiculturalism and social equity, focusing on their understanding, attitudes, and perceived responsibilities toward culturally and socially diverse learners. The study explores how prospective teachers understand cultural diversity, equality, inclusion, fairness, and equitable access to educational opportunities. It also considers the extent to which teacher education programs may influence their awareness of cultural differences and their readiness to address disparities within classroom settings. Data may be collected through questionnaires, interviews, or structured survey instruments designed to examine participants' perceptions and experiences related to multicultural education and social equity. The study pays particular attention to prospective teachers' attitudes toward culturally responsive teaching, inclusive classroom practices, representation of diverse perspectives in curricula, and the reduction of educational barriers. The findings are intended to provide insight into the preparedness of future teachers to work effectively with students from different cultural, linguistic, socioeconomic, and social backgrounds. The study emphasizes that developing multicultural awareness requires more than recognizing cultural differences; it also involves understanding systemic inequalities and adopting teaching practices that promote participation and fairness. The study concludes that teacher education institutions have an important role in developing culturally responsive, reflective, and equity-oriented educators. Strengthening practical experiences, critical reflection, and inclusive pedagogical training may help pre-service teachers develop the knowledge and skills necessary to create respectful and equitable learning environments.

Keywords: Pre-Service Teachers, Multicultural Education, Social Equity, Cultural Diversity, Inclusive Education, Teacher Education, Culturally Responsive Teaching, Equality, Educational Inclusion, Social Justice, Classroom Diversity, Teacher Preparation.

