

# Analysis of Multicultural Values in Primary ELT Textbook of Bangladesh

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## ABSTRACT

Bangladesh is a South Asian nation holding more than 54 indigenous communities. The significance of multicultural education has become evident in its education system. The study aims to analyze the reflection of multicultural values in the primary class five English language teaching (ELT) textbook of Bangladesh. The textbook named '*English for Today*' has been analyzed as a document using the content analysis approach guided by Banks' (2000) five-dimensional model of multicultural education. This study explored and analyzed ten chapters of the ELT textbook that contained elements of multicultural education. The results revealed that the chapters emphasize cross-cultural friendship, multiple religions, sports, and social inclusion through the use of written text and pictures on various topics. The textbook has successfully integrated elements of equality, harmony, and common nationality. Still, it lacks proper representation of indigenous cultures, religious diversity, ethnic minorities, rural cultures and traditions. Furthermore, this study also finds that content integration and knowledge construction are explicitly articulated. However, the equity pedagogy and prejudice reduction are indirectly developed, and the textbook lacks guidance on empowering school culture through various cultural activities. This study offers implications for policymakers, curriculum developers, and textbook writers to develop policies, curricula, and textbooks with a multicultural fabric, as well as for English subject teachers to incorporate cultural variation through practice activities, revealing the scope for incorporating cultural variation to better align with multicultural education.

## ARTICLE HISTORY

Received 07 December 2025

Revised 09 January 2026

Accepted 13 January 2026

## KEYWORDS

Primary Education; ELT;  
Multicultural Education;  
Content Analysis;  
Bangladesh

## 1. Introduction

Education is a social and cultural process that enables people to reach their full potential and acquire values, information, and skills that help them live well in society (Patru & Khvilon, 2002). The educational process faces constant challenges to keep pace with the vast demands of a changing socio-cultural system and the trends of development. Cultural diversity is a concept that emerges in education when classroom activities involve learners from diverse cultural and traditional backgrounds. Banks (2016) described multicultural education as the concept

that comprises the belief where every student should have equal access to education regardless of their gender, sexual orientation, social class, religious, racial, or ethnic background. By integrating societal requirements and cultural variety into school curricula and textbooks, educational institutions can play a more effective role (Gay, 2010). Tolerance, equality, democracy, and plurality are standards of multicultural elements that promote peaceful coexistence by acknowledging and respecting social differences (Brown & Livstrom, 2020; Maulidiah et al., 2020; and Liu, 2022). Besides, the cultural context and values of multiculturalism are recognised as necessary elements of any successful education system. Many scholars around the world, including Xiang & Yenika-Agbaw (2021), Sari & Mahmud (2024), and Javed & Atta (2024), evaluate and analyse textbooks to explore how they meet the requirements of multiculturalism.

The education system of Bangladesh is also aware of its cultural diversity and multicultural education, as the education policy and national curriculum have recognised it. In educational policy, it has been stated in the aims and objectives section that primary education will be accessible to all, regardless of ethnicity (Ministry of Education, 2010). Primary education has been considered as a foundation stage of the education system, which can play a vital role in shaping attitudes, values, and understanding of social culture. One of the learning competencies of primary education is to help students develop a respect for caste, religion, color, language, culture, gender, socioeconomic status, ability, and cultural diversity. This will enable them to instill the spirit of harmony and fully practice it in their personal lives (NCTB, 2012). Therefore, it is clear that the education policy and primary education curriculum emphasize developing respect and a sense of cultural diversity among students.

Moreover, the inclusion and practice of multicultural education have been extensively studied worldwide, including in Asia. Where the scholars broadly examined the representation of multiculturalism in textbooks (Cho & Park, 2016; Setyono & Widodo, 2019; and Karyanti, 2024), education policy and curriculum (McCarthy, 1990; Raihani, 2018), classroom practices, and issues and opportunities for integration (Raudhoh & Hasibuan 2024; Ubani, 2013). Although the importance of multiculturalism in education is increasingly being recognized, research with respect to this issue remains insufficient in Bangladesh, particularly in primary school textbooks. Notably, there is a lack of focused work on integrating multiculturalism in primary English Language education in the country.

In this scenario, this study aims to explore the multicultural values presented in the English Language Teaching (ELT) textbook widely used in primary class five in Bangladesh. Specific objectives of this study are :

1. To find out different types of multicultural values embedded in the primary ELT textbook.
2. To demonstrate how the contents of those multicultural values are represented in different chapters of the textbook, based on Banks' five dimensions.
3. To explore the scope of further integrating multicultural values with suggestions in the textbook.

This study offers a valuable contribution to the field of multicultural education within education systems in general, as it presents an analysis of how present ELT textbooks deal with cultural diversity and, most importantly, practical options that can help improve the integration of multiculturalism in forthcoming editions. Additionally, this study concentrates on introductory English Language Teaching textbooks and the incorporation of cultural content, deeming it a valuable resource for future curriculum design and textbook development.

## **2. Literature Review**

In the era of globalization, though social structure, culture, and lifestyle are changing around the globe, the native and own culture is an ornament for any nation. Cultural diversity is a common phenomenon in almost every nation. Therefore, it must be considered through the education system, as education played a transforming role in society. The concept of multiculturalism is a collection of values and behaviours that help people comprehend and deal with cultural variety within or between countries, influencing how people and groups define themselves and plan their individual and communal lives (Hayah, 2023; Parekh, 2001). Additionally, this multiculturalism emphasises the acceptance of individual variations in values, systems, habits, culture, religion, and even political beliefs. The concept

of cultural relativity has been incorporated into multicultural education to support equitable educational opportunities for students from various cultural backgrounds (Yilmaz, 2016). Though the definitions vary, all of them have acknowledged the presence and responsiveness to culture. Multicultural classrooms address culture strictly rather than social, economic, sexual, linguistic, ethnic, racial, and other aspects. Culturally relevant or responsive pedagogy can address different cultural orientations in the learning process through a teacher's cross-cultural adoption competency (Scherff & Spector, 2011).

Educational textbooks are one of the main resources for learning about the cultural diversity that a nation upholds in both its ideals and customs (Islam et al., 2020). However, Hayah (2023) conducted a study aimed at exploring the multicultural values embedded in the history textbook of Indonesia. He found different values and listed them. According to his list, multicultural values were limited to the values of tolerance, equality, democracy, and plurality, among others. Cultural awareness, appreciation of one's own and others' cultures, cultural proficiency, and cultural encounters are examples of multicultural competencies (Fatmawati et al., 2023). Zulkarnain (2022) identified some core values of multicultural education, such as equality, mutual respect, acceptance, and a dedication to social justice. Education based on multicultural values is very relevant to be implemented in a plural country (Aslan & Shiong, 2023). Additionally, teachers may develop respectful intercultural relationships, appreciate cultural diversity, and encourage inclusivity in the classroom. Multicultural competence is becoming a valuable skill in the workplace, particularly in an increasingly interconnected world, as it is essential for operating effectively in a pluralistic society (Bravo et al., 2021; Schmidt, 2004). Due to geographical, economic and social factors, indigenous and minority ethnic groups in Bangladesh face barriers to access to education. Even for those who do have access to education, there is a lack of necessary educational materials and trained teachers who can understand their needs. Part of the various measures to address these challenges is the inclusion of bilingual education and indigenous knowledge in the curriculum (El-Ayoubi, 2008; Mawa, 2024). Although the indigenous group and ethnic minority have contributed to social and cultural traditions, the integration of their activities is limited within the educational framework (Morrison et al., 2020; Yunkaporta, 2019). Additionally, Azam (2023) found that the people of Bangladesh are increasingly drawn to foreign cultures, often at the expense of their own customs and traditions. Bangladesh thus observes various major festivals in a manner similar to those of other nations worldwide.

In Bangladesh, many textbooks continue to center on dominant cultural symbols, ignoring the realities and voices of ethnic and religious minorities (Chakma, 2024). Similarly, a study by Mehrin et al. (2020) revealed that textbooks predominantly reflect mainstream Bengali culture. The textbooks for classes 4 and 5 offered minimal discussion of indigenous or minority narratives. Bangladesh has a long-standing religious diversity with Muslim, Hindu, Buddhist, and Christian populations coexisting for centuries. So, despite such rich multiculturalism presence, the mainstream education system has been really criticized for favoring majoritarian narratives and underrepresenting minority identities in curriculum and teaching materials (Roy et al., 2020).

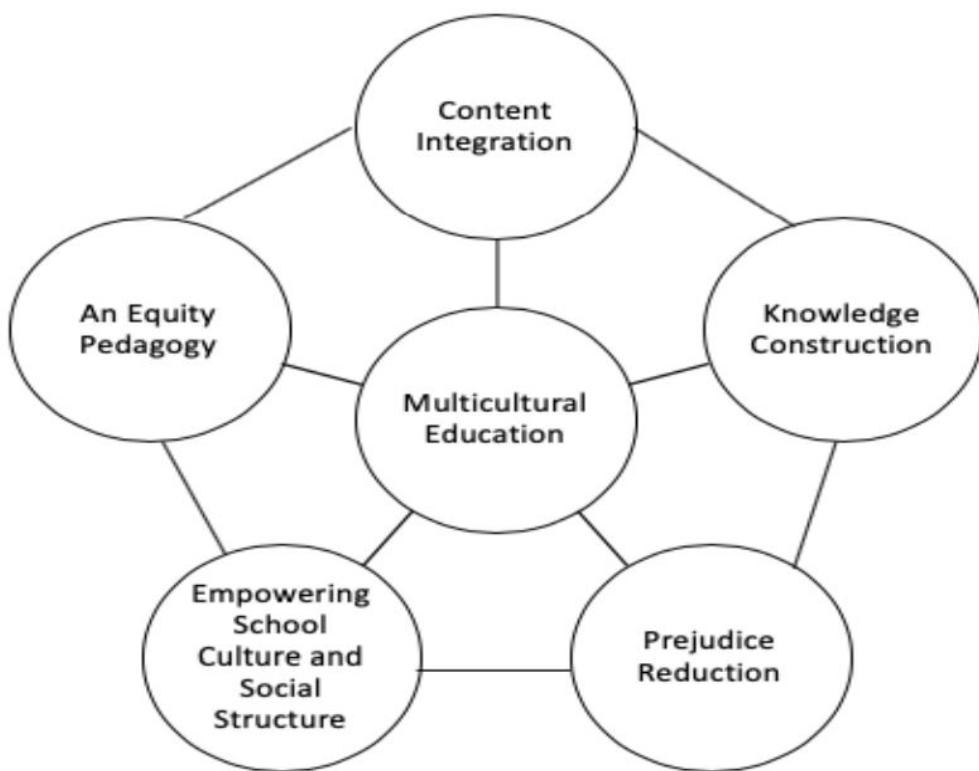
On the other hand, Mustafa and Jahan (2024) studied a higher secondary English textbook and found that the textbook largely failed to promote intercultural competence or equitable representation. Islam et al. (2021) conducted a study on some secondary textbooks exploring the representation of cultural diversity and peaceful coexistence. Their findings showed that the textbooks embedded multicultural values from social, religious, and personal perspectives. Respect for diversity, tolerance, social cohesion, mutual understanding, and cultural appreciation have been identified as multicultural values in learning experiences through their study. They also identified gaps in practical, inclusive, and detailed engagement with multicultural realities. Furthermore, the absence of minority cultures from textbooks can lead to several issues within the educational system. This exclusion marginalizes these communities, upholds colonial stereotypes, strengthens socio-economic divides, and isolates minority populations from national heritage, eventually hindering social integration and continuing inequality, as argued by Abdullah (2009), Qazi & Shaha (2019), and Islam, Hussain, & Orthy (2020).

Therefore, by conducting a thorough analysis, this study seeks to demonstrate how multicultural values are represented in the primary class five ELT textbook, which is a mandatory and vital learning material for teaching the English language in Bangladesh. This particular study aims to explore multicultural representations in written and visual forms found in the ELT textbook, with a view to determining whether the prescribed ELT textbook properly

embeds multicultural values suitable for Bengalee and other racial students coming from diverse socio-cultural and ethnic backgrounds.

### 3. Theoretical Framework

A number of studies, particularly qualitative works, go into theoretical inductions and discussions on how to incorporate and portray multicultural viewpoints in the learning materials. The predominant theories are Cultural Hegemony (Gramsci, 1971); Critical Pedagogy (Freire, 1970); Multicultural Education Theory (Banks, 1993); Intercultural Competence (Bennett, 1993); and Social Justice Theory (Young, 1990). Among them, Banks' (2000) Multicultural Education Theory is often used to integrate cultural diversity in education as it focuses on a comprehensive framework for understanding how multicultural education can be reflected in educational materials, which inspired the researcher to follow this theory in this study. Besides, the dimensions provide a critical lens to identify and analyze whether the materials offer diverse perspectives. Hence, this study is firmly based on Banks's (2000) five-dimensional model of multicultural education. The first dimension, content integration, refers to the presentation of various cultures, ethnic and religious groups. Knowledge construction and equity pedagogy dimensions refer to different perspectives on culture and activities that promote inclusivity, respectively. Prejudice reduction helps to minimize stereotypes and establish social harmony by empowering the school culture.



**Figure 1.** Five Dimensions of Multicultural Education of James Banks

This study critically connects the analysis of textbooks to the broader objectives of multicultural education by utilising Banks' five key dimensions. These dimensions provided a theoretical lens to examine:

- Content Integration – representation of diverse cultural, ethnic, and religious groups.

- Knowledge Construction – whether knowledge is presented from multiple perspectives or dominated by a single narrative.
- Prejudice Reduction – efforts to reduce stereotypes and foster positive attitudes.
- Equity Pedagogy – inclusion of tasks or activities that promote fairness and inclusivity.
- Empowering School Culture – underlying messages that contribute to a culture of respect and collaboration.

In addition to exploring the presence of multicultural content, it enables the study to evaluate how well textbooks promote equity, reduce prejudice, and promote inclusivity. Thus, this theoretical framework assures academic rigour and relevance by placing this study within a widely renowned model.

#### **4. Methodology**

This study employed a qualitative content analysis approach to investigate how multicultural values are represented in the primary class five ELT textbook in Bangladesh. In textual and visual resources, content analysis is particularly useful for systematically identifying patterns, themes, and meanings (Krippendorff, 2018; Schreier, 2012). Using this approach, the study looks at the textbook's both visible and subconscious messages about cultural diversity, minority representation, and the inclusive values of various cultural backgrounds.

The data sources for this study were the officially prescribed class five ELT textbook named "*English for Today*", published by the National Curriculum and Textbook Board (NCTB). According to the tradition of content analysis, researcher needs to perform two significant observations (Gharbavi & Mousavi, 2012). In the first stage, the researcher carefully reads the documents to find the related units of textbooks. In the second phase of the analysis, the researcher studied the selected units in depth to explore the various categories that contributed to the expected outcome.

The analysis was guided by Banks' (2000) five-dimensional model of multicultural education. The dimensions were converted into coding categories, such as cultural and gender diversity, cultural bias, cultural empowerment, inclusive pedagogy, and the promotion of inclusivity, for systematic study. This approach facilitated a comprehensive analysis of each dimension while also revealing potential areas for enhancement in promoting multiculturalism. Elo and Kyngäs's (2008) three stages of qualitative content analysis were followed in the data analysis: preparation, which involved reading textbooks carefully to understand context and content; organization, which used coding categories to find elements reflecting multicultural values; and reporting, which examined codes from different chapters to find trends and scopes for integration.

To ensure the trustworthiness of this study, triangulation was employed to increase the credibility of the results from multiple data sources. The researcher contrasts how various chapters address the representation of culture to establish a coherent pattern in the findings (Adler, 2022; Kyngäs et al., 2019). The Researcher further adhered to distinct coding categories that were enhanced through the theoretical lens. Dependability was achieved by detailed documentation of each stage of the study process and the provision of thick descriptions for contexts. These descriptions supported transferability, which encouraged others to judge the relevance of the study in other contexts and textbooks.

#### **5. Data Analysis and Findings**

While reviewing the textbook, the study found that the ELT textbook of Class 5 contained 25 chapters, which is prescribed by the National Curriculum and Textbook Board (NCTB). The chapters included dialogues, stories, and poems. Ten chapters were identified that incorporated multicultural aspects into their content. The analysis and findings are presented in several tables below.

**Table 1.** Relevant Units of Primary ELT textbook with lessons and page number

ELT textbook Name	Relevant Chapters and Title of ELT			Lessons of The Unit and Page Number	
	Unit Number	Title		Lessons	Pages
English For Today	1	Hello!		Lessons: 1, 6-7	2-5
	2	See You!		Lessons:1-4	6-9
	4	Leisure Time			14-17
	6	Eat Healthy		Lessons: 4-5	22-25
	8	Write me soon!		Lessons: 1-6	30-33
	10	My Home District		Lessons: 1-2	38-41
	12	How far is Saint Martin's?		Lessons: 1-6	56-49
	15	Happy Birthday		Lesson: 1	58-61
	17	Sports		Lesson: 1, 2, 5, 6, 7, 8	64-69
	20	Life is Beautiful		Lessons: 1-6	78-81

Sources: "English for Today" Textbook for Class Five, (NCTB, 2023)

The table above displays the various chapter titles of ELT textbook, along with their corresponding lessons and page numbers. In line with the Table, the following table highlights the mentioned chapters that represent multicultural elements.

**Table 2.** Multicultural Values with presentation style and Scope for integrating Values in the relevant Units of the Primary ELT textbook

Chapter Title	Multicultural Elements Present	Representation Style	Value Reflected	Reflection of Banks' Dimension	Scope of Integrating Multicultural Values
<b>Hello!</b>	Cross-cultural Friendship (Bangladeshi &UK), Regional identity(Sylhet), Exposure to foreign guest	Text, Illustrations	Politeness, Hospitality, Cultural Exchange	Content Integration	Indigenous or religious diversity For Example, The Inclusion of an Ethnic Minority person's name and pictures in a conversation.
<b>See You!</b>	Gender diversity, Cultural pride in literature, Cloth tradition, and Modern clothing	Text, Illustrations	Friendship, Respect For Culture and Cooperation	Knowledge Construction	
<b>Leisure Time, sound practice 3</b>	Global & Local hobbies (music, gathering, sports)	Dialogue, Pictures	Creativity, Shared Joy	Content Integration	Rural/Indigenous games For Example- Stick Fighting, Marble Game, Spear Throwing, Stick Dance, etc.

<b>Eat Healthy</b>	Mix of diets: rice/ruti (Bangladesh), Bread (West), lentils (South Asia).	Narrative, Illustrations	Scientific Health Awareness, Food Habits	Knowledge Construction	Indigenous food culture For Example, Bamboo shoot curry, Dried Fish, Pork Dishes, etc.
<b>Write me soon!</b>	Global health standards, family care. Cross-cultural communication, pen-friendship with children in the UK.	Narrative, Doctor's Advice, Letters	Empathy, Cooperation, Responsibility. Cross-Cultural Communication Encourages Global Friendship, Written Communication	Equity Pedagogy	Different regions of Bangladesh's own diversity. For Example- Herbal Remedies, Homeopathic, Traditional Healing.
<b>My Home District, sound practice 4</b>	Religious pluralism, mentions of Mosques, Eid fair, and a Shiva temple	Text & Illustrations	Local Pride, Religious Coexistence, Cultural Heritage	Content Integration	Presentation of Indigenous heritage through local visit practice
<b>How far is saint martin's ?</b>	Cross-cultural friendship, Bangladeshi geography	Text & Map	National Pride, Cultural Exchange, and Environmental Awareness		Inclusion of local communities (fishermen, islanders)
<b>Happy Birthday</b>	Global celebration customs (Different countries)	Text & Illustrations	Respecting Cultural Traditions, Family Bonding	Content Integration	
<b>Sport</b>	Bangladeshi & International Sports	Text & Illustrations	Teamwork, Inclusivity, Physical Fitness		Gender/Disabilities inclusion in sport with national and International Examples
<b>Life is Beautiful</b>	Disability Inclusion, Braille as a universal script	Text & Illustration	Equality, Resilience, Optimism	Prejudice Reduction	

Sources: "English for Today" Textbook for Class Five, (NCTB, 2023)

The table above presents the multicultural values reflected in the class five ELT textbook, focusing on its scope for integrating diverse cultural perspectives. In this textbook, multiculturalism is represented across both the content and exercise sections through texts and illustrations. The first chapter, titled "*Hello!*", prominently features cross-cultural friendship between Bangladesh and the UK. As indicated in the table, the multicultural values in this chapter are reflected in both the text and the illustrations. In the text, the values are found in both the subject matter and the exercises. For instance- "*Sima is from Sylhet. Jessica is from the United Kingdom*" (NCTB, 2023, p. 2).

Along with gender diversity and ethnic pride, the textbook portrays a blend of traditional and modern clothing, hobbies, foods, and lifestyles. Besides texts, these textbooks also illustrate inclusivity and respect for diverse cultural, national, and international communities through representations of various contexts. For instance-



Figure 2- [Cross-cultural friendship; (Ch . 1), Disability Inclusion (Ch . 20), Sport; (Ch. 17)] (NCTB, 2023)

Similar multicultural elements are incorporated into the other chapters to promote different language skills through different cultural activities. The textbook also emphasizes global understanding and multicultural harmony by encouraging religious tolerance, promoting the inclusion of people with disabilities through Braille, and fostering an appreciation for both international and Bangladeshi holidays and sports. However, there are still noticeable gaps in the representation of religious and indigenous diversity, as it overlooks local communities, rural life, traditional games, and indigenous heritage.

## 6. Discussion

This study analyzed the representation of multiculturalism in the Class Five *English* textbooks through the lens of Banks' five dimensions of multicultural education. The findings from the ELT textbook analysis reveal both strengths and limitations across these dimensions, aligning with previous research while also highlighting new areas for exploration.

### *i. Content Integration*

This dimension refers to integrating various cultural perspectives in educational materials. The targeted ELT textbook also incorporates multicultural content through its various units, like "Hello!" (cross-cultural friendship) and My Home District (religious pluralism with mosque, Eid fair, and Shiva temple). Minority faiths and cultures are often neglected in the content area of the ELT textbook; the findings also align with the study by Mostafra & Jahan (2024). However, various multicultural values, such as empathy, religious coexistence, and resilience, are reflected across the chapters in the ELT textbook.

### *ii. Knowledge Construction*

This component looks at how the curriculum supports students in understanding various perspectives of cultural activities that shape their knowledge. It is related to how students construct new knowledge and reshape prior

understandings through the help of teachers and educational materials, as well as the cultural assumptions, structures, perspectives, and biases inherent in various contents (Tamang, 2022). The findings show that the ELT textbook expanded learners' worldview via common human experiences in *Eat Healthy* and international communication in *See You!*, illustrating how culture affects language and way of life. The analysis shows that the knowledge construction dimension is present in the ELT textbook.

### ***iii. Prejudice Reduction***

This dimension means developing a positive attitude among the students towards different groups, religions, and cultures. Students hold various misconceptions and negative attitudes towards different racial groups of society, ethnic minorities, indigenous peoples and their cultural diversity (Aboud, 2009, Levy and Killen, 2008). According to this dimension, the teacher uses the help of materials and himself to refine these attitudes (Banks, 2006). The analyzed ELT textbook partially contribute to this dimension, as its unit *Life is Beautiful* introduced disability inclusion and shows braille learning system. But the ELT textbook limits the presentation of gender perspective in different chapters, which is also argued by Suchana (2024).

### ***iv. Equity Pedagogy***

Modern classrooms consist of learners with diverse backgrounds. Therefore, the teaching and learning process should adapt to all learners. Equity pedagogy supports diverse learners with a range of classroom activities. The textbook presents global customs and pluralism, encouraging learners to value different cultural practices. The ELT textbook lacks representation of minority voices, while Western and majority perspectives receive emphasis, a finding also reported in Mostafra & Jahan's (2024) study. Besides, the ELT textbook does a disservice in the area of equity pedagogy, as it is not well-developed throughout and fails to present diverse perspectives, such as the inclusion of children with special needs in sports or the representation of rural and ethnic sports. There is also an opportunity to integrate culturally responsive teaching approaches, like local visits, and focus more on equity in the content.

### ***v. Empowering School Culture and Social Structure***

The last dimension focuses on creating an inclusive and equitable learning environment in schools. Though textbooks cannot accomplish this dimension alone, they can provide the foundation for inclusive views. However, the social and cultural activities suggested by the ELT textbook have limitations, as it does not provide instruction on arranging curricular activities to promote school cultures. Additionally, the study also revealed a lack of exercises or organised class activities aimed at encouraging an inclusive educational atmosphere for all races, minorities, and cultural diversity.

The study also revealed that the textbook may incorporate gender diversity, minority inclusion, indigenous voices, and a wider range of religious viewpoints to improve multicultural representation. It should also encourage critical reflection of global culture by pushing students to explore their own cultural identities and provide recommendations for more inclusive content.

During the review process, the researcher found that the ELT textbook's multicultural content is given through simple text and images, with sporadic inserts into stories or characters. Since learning content in Bangladeshi textbooks is frequently modified to support the political beliefs and ideologies of the government, the textbook's main goal is to promote national identity (Islam & Asadullah, 2018). In these situations, gender inequality in the curriculum and educational resources goes unrecognised. Besides, the textbook does not provide clear pedagogical direction for co-curricular activities; therefore, the possibility to actively engage with these parts is still limited. While multicultural topics are present in many chapters, there is little emphasis on promoting multicultural values through organized, interactive activities. This is indicative of a multicultural education approach that is mostly representational rather than experiential. The policy implications of these findings suggest that the integration of minority and indigenous cultures into textbooks, curriculum and policy is necessary for both social and educational purposes. Policymakers

must ensure that the textbooks present the multicultural fabric of Bangladesh to prioritise cultural diversity in the curriculum.

## 7. Study Limitations and Recommendations for Further Research

This study aimed to find and analyse the multicultural components represented in the Class Five ELT textbook as a foreign language subject. However, other primary-level subjects like Bangla, Mathematics, Bangladesh and Global Studies, and others may also incorporate multicultural viewpoints. The current study is restricted to content analysis and focuses on how cultural diversity is portrayed in the textbook. Future studies should examine how teachers and students interact with multicultural concepts in classroom activities and the degree to which students gain relevant information, skills, and attitudes as a result of these experiences, as multiculturalism is essentially a matter of lived practice.

## 8. Conclusion and Implications

The study addressed the reflection and scope of incorporating multicultural elements into the ELT textbook. Instilling multiculturalism through textbook information is essential for improving children's knowledge, attitudes, and understanding of the social and cultural practices, as textbooks are the fundamental instructional materials for practicing teaching-learning activities (Sayem, 2023; Mollah, 2015). After a close analysis, the study suggests focusing on integrating cultural aspects to help learners become familiar with their own culture. The development of a positive understanding of diverse cultures among students must begin at the primary level to ensure a culturally inclusive society. To achieve this, practical recommendations include adopting teaching materials that reflect and engage all cultures adequately with examples, adding interactive cultural activities and exercises designed to educate students about other traditions, providing exact teaching instructions, and collaborating with cultural experts and pedagogues when publishing textbooks. A multicultural curriculum that promotes social cohesion and understanding of all ethnic groups is necessary for the future development of education in Bangladesh. Thus, the education system can play a more effective role in promoting an equitable and inclusive society.

### **Declarations**

I hereby declare that this article is my original work and has not been published or submitted elsewhere for publication. All sources of information have been properly acknowledged.

### **Competing Interests**

None.

### **Ethical Approval**

This study was granted an exemption from requiring ethics approval as it does not involve human participants or the collection of sensitive personal data. The research is based on documents, utilising secondary data exclusively from the school textbook. As such, it adheres to institutional guidelines that classify this type of study as low-risk and not subject to formal ethics approval.

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