

CURRICULUM VITAE: N SINGH (416-619-1)

Mr N Singh was born on 31 May 1958 in Ballengeich, a simple village on the outskirts of Newcastle. After matriculating in 1975, he enrolled at the University of Durban-Westville for the University Diploma in Education (Junior Secondary). This was completed in 1978 with Geography and Business Economics as his special subjects.

He has taught in several schools at Estcourt, Dundee, Durban and Newcastle. He studied part time and through correspondence and attained the Bachelor of Arts Degree with majors in English and Education. Mr Singh developed a love for Psychology and gained a distinction in Psychology 1. This was followed up with the Bachelor of Education Degree through the University of Natal and the Master of Education Degree through UNISA.

The researcher is presently in his 25th year of teaching. He is a Principal at a multicultural secondary school situated in the C.B.D. of Newcastle. He has been at this school for the past 11 years and has worked tirelessly to bring together learners of different cultures. His research into the Promotion of Nation-Building values in Multicultural Secondary Schools stems from his view that the vast majority of learners in multicultural secondary schools do not exit the system with the skills and attitudes needed to contribute positively to nation-building. This is borne out by the observation that many learners continue to prefer the company and assistance of their own cultural groups for work in class and out of class. Incidents of racial conflict, religious intolerance and cultural discrimination are reported among learners from time to time.

The researcher believes that the basis of creating a new society, that is free of fear and discrimination, lies in the imparting and assimilation of nation-building values at multicultural secondary schools. The specific aims of the research were to ascertain the values that underpin nation-building in multicultural secondary schools; to establish the factors that militate against the promotion of nation-building values and to establish strategies and proposals to promote these values at multicultural secondary schools.

Intensive literature study was followed by empirical research at a multicultural secondary school. Ultimately, the assimilation of nation-building values at multicultural secondary schools should lead to a progressive and peaceful nation.

(363 words)

