PalArch's Journal of Archaeology of Egypt / Egyptology

"FACULTY COMPETENCE IN DEVELOPING MULTICULTURAL COMPLETENCIES OF STUDENTS"

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ABSTRACT

This research seeks to identify multicultural competencies (competence, knowledge and attitudes) unique to teaching and explore their essence and relevance to culturally varied pupils from various countries and ethnic groups. A case study method was used to examine intercultural skills. Qualitative study was based on a feedback survey of students that included open questions. The findings of the study enable the research question to be answered which instructors are essential to intercultural and multicultural competencies. From the viewpoint of the pupils, instructors should be aware that people from various cultural backgrounds have unique requirements. The findings thus have added significant value in identifying the essential multicultural skills of academic instructors and in setting up a framework of learning skills in a global context.

INTRODUCTION

Modern multicultural education aims to develop a variety of cultural values and to keep up with the ever-changing world. In ancient India, the Guru was the leader, knowledge originator and information distributor. This method had a tremendous impact on Indian teaching and learning philosophy and tradition and placed the guru on the highest pedestal. This magnificent legacy has lasted till now and has significant consequences for how education and teachers are seen and for the responsibilities of teachers in the Indian Society. In the post-independence era the Indian education system tried to harmonize with other policy formulations in accordance with the requirements of the Constitution of India (Government of India, 1950). As a national regulator for higher education quality, Parliament created in 1956 the University Grants Commission (UGC). The UGC was able to specify the credentials of instructors via the maintenance of teaching, examination and research standards (Carnoy and Dossani, 2013). Mobility is becoming

significant across the globe in higher education. Mobility has established classrooms with students of many origins, thus understanding the shifting demographics and experience of pupils is important. Therefore, one of the increasing demands of teachers is to be capable of managing cultural diversity in the classroom and of learning young people from various cultures and of building self-confidence in the global environment. This research aimed thus to discover multi-cultural skills, unique to the instruction and significance of behaviour, knowledge and attitudes of different cultural pupils. The teacher's role is to foster and develop the mutual understanding and tolerance of students. This is a necessary condition for the successful implementation of tasks related to the dialogue of cultures and multicultural education.

It's been a struggle to develop a global learning initiative to support intercultural and cross-cultural global education in our core faculty education programmes. Instead of including instructors in direct experiences in many ways and in touch with people, in a global environment, we wanted to it to be active, both affectively and mentally. We have also recognised the challenges of evaluating the cross-cultural outcomes of these efforts for faculty. Creating conditions for students to engage in direct intercultural competence experiences on campus-based programs can be challenging. Modern multicultural education aims to develop a variety of cultural values and to ensure that every student has the opportunity to develop these. This research aims to study how the development of students' multicultural competence can be achieved by developing a broad knowledge of research methods and teaching practices in multicultural education. It also supports the development of skills that can support multicultural-centered education.

LITERATURE REVIEW

Angela Partington (2021) This article contributes to discussions about how to respond in a way that challenges the prevalent views on student involvement in the changing profile of higher learning students (HE) and their marketing, to the development of learner-centered and inclusive pedagogies relevant for the 21st century. The terms "participative culture" and "co-creativity" are frequently related to the digital environment in which the present student generation grew up. However, it is an error to believe that certain learning styles are intrinsically more participative than others: the participation is not a consequence of the medium, or of the form (analogue vs digital), or location (real against virtual) or interaction mode a (face-to-face vs network). Students interact with a complicated network of digital and analogue texts and places and the student's commitment to this post-digital hybrid environment. Marketing offers an opportunity to show our commitment to student centering and inclusive practise by crossing the binary opposition between 'students as partners' and 'students as consumers,' by recognizing that students are learners and allowing students' diversity to drive innovation rather than continuing to enhance learning skills through practices that are supported.

M. Sklad (2015) More and more higher education institutions have established programmes to teach global citizenship students in recent decades. Such initiatives are challenging: from a conceptual, pedagogical and effect evaluation standpoint. Conceptually, to highlight both differences and similarities, emphasis should be

paid to structural inequities and to intercultural competence. In addition, the dialectics between global and local need to be made more conscious. This requires educational transformation, with focus on attitudes and skills, in addition to information alone. Such programmes demand for an evaluation of the extent to which they were achieved once goals had been established and pedagogically translated. This article covers the conception and pedagogy of going Glocal, an innovative initiative developed at a Dutch Liberal School of Science and Arts.

Bigatti Silvia M. (2012) As college graduates confront a worldwide society, intercultural education in higher education has to be addressed. A survey of facultys at a widespread, urban midwestern institution on the views of multicultural teaching shows qualitative and quantitative results. The faculty was asked how multicultural teaching is defined, how it participates in multicultural teaching, the advantages it perceives as multicultural learning and the obstacles it faces to implement multicultural teaching. The results most common in the faculty suggest the use of various educational pedagogies and resources for intercultural teaching. Deliberately, the faculty also uses inclusive course materials to participate in intercultural teaching. For all students, the Faculty recognised good learning outcomes as the main advantage of intercultural education. An expected student opposition is the main obstacle identified by the facultys. Differences in replies are addressed depending on academic field and faculty member level.

Kartowazaran Badrun (2021) In culturally varied cultures, such as Indonesia and New Zealand, equal education is a significant issue. Multicultural education is an option to do so in secondary schools. This study is designed to show the cross-cultural skills of students and to examine the methods of schools in Yogyakarta, Indonesia, and Auckland, NZ to carry out multicultural education at high schools. In the research, the mixed method design was simultaneously integrated. There were 110 students and 24 instructors from 4 Yogyakarta Senior Higher Schools, as well as 110 students and 10 facultys from 2 Auckland senior secondary schools. Data was gathered by means of questionnaires, faculty interviews and class observations given to students. The gathered data were linked to intercultural education methods in these institutions. The findings indicate that Indonesian and New Zealand students have cross-cultural skills very comparable, but multi-cultural education methods in both countries are different. The social and cultural variety of Indonesian pupils is the cause of these disparities.

Phongsirikul Marissa (2019) The objective of this research was to investigate student attitudes to intercultural learning in an English language classroom to promote intercultural awareness. The student ensemble was composed of 31 high-school pupils. They enrolled for an optional English class with the aim of preparing students in multicultural settings for job applications, employment interviews and work successfully. The current English courses included a number of teaching and learning resources aimed to promote intercultural awareness. For the collection of data, a survey questionnaire, reflection, self-evaluation questionnaires and semi-structured interviews were utilized. The findings indicated that participants had very favourable views towards their experience of intercultural learning in many respects, but were still reluctant about the overall concept of include international elements in an English course.

RESEARCH METHDOLOGY

This qualitative research used a case study method for studying the worldviews of participants on intercultural skills. The feedback survey was utilised to help pupils grasp the intercultural skills. Qualitative research was used to guarantee a detailed examination and to generate ideas or hypotheses for possible quantitative research. The aim is to provide insight into the issue 75 students from an Indian university were selected as the sample to conduct the reseach. The respondents were told of the study's aim and anonymity was guaranteed. Feedback from 72 students, 42 of students from bachelor, 30 from postgraduate studies was collected. The sample consisted both males and females. 74 percent of th e sample were females. Out of the 72 interviews, 2 were rejected because of inaccurate responses and incomplete forms. 70 responses were accepted for further study of intercultural skills. Data sources are valuable to faculty as they can provide remarks that are useful to students about their intercultural skills. This study utilized the concept of data analysis to discover new topics.

ANALYSIS

The Multi-cultural competencies include the aspects of cultural-cogniton, personality and values and motivation and action as given by Džalalova, 2009. The researcher conducted a study to identify the degree of development of multicultural competency in higher educational institutions' students and teachers using the components given by Dzalalova. The study revealed that the cultural cognition component of this competence includes a structured knowledge of one's own culture and the other people's culture. This component also includes a variety of knowledge related to the world cultures and their various cultural aspects. The values component includes a variety of values and a system of humanistic values, which are aligned with the principles of multiculturalism. It also has a positive self-identity and tolerance for differences. The motivation and action component supports the development of cross-cultural communication skills and the ability to apply various forms and methods in a multicultural professional staff. It also includes skills related to supporting educational processes with culturally-oriented content.

Correlation analysis of the empirical data has revealed that there is direct interconnection between the components of the values, and the personality component of faculty's multicultural competence. In addition to this there is a direct correspondence between components of the values and personality component, and the cultural-cognitive component. The results of the study revealed the need for the establishment of a programme that aims at developing students' multicultural competence. The program should be designed in such a way that it will enable students to develop their personal and professional skills in a multicultural environment. The concept of cross-cultural communication is established through the link between theory and practice. It is carried out through the application of knowledge in the field of multicultural education.

The main characteristics of the programme for developing multicultural competence are the establishment of a psychologically pedagogical environment and the inclusion of multicultural elements in study programmes. The objective of the programme is to support the development of the cultural competence of future

student- teachers by carrying out a variety of activities. Some of these include: study trips, research work, and the teaching of international courses.

CONCLUSION

Modern society has become more multicultural. This is evidenced by the increasing number of people who are not only accepting the diversity of their community but also have the capacity to communicate with it. Through their example, teachers strive to make communication between students and their communities possible. The method by which students of teacher education curricula are trained for their work in multicultural settings is of vital importance. The curricula should include various approaches to develop a student's multicultural competence. They should also promote tolerance and acceptance of different cultures and their diversity. A teacher education programme should not only include topics related to multicultural, but should also provide opportunities for students to apply this knowledge in their work.

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