ASSESSING THE IMPACT OF CROSS-CULTURAL LEARNING ON BEHAVIOUR OF THE STUDENTS

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ABSTRACT

Policies are set of general guidelines made by the higher authorities in order to tackle certain issues such as values, philosophies and culture so that the long- term goals can be achieved. Hence by keeping this in the mind in the year 2020 the Government of India came up with the National Education Policy 2020 (NEP2020). The New policy of Education (2020) has mentioned about preservation and promotion of India's cultural and has taken this at highest priority for Nation's development in all its aspects and has emphasized on the importance of cross-cultural learning for the holistic development in Education right from school structure to higher education. The Authors tried to compare impact of cross cultural learning on student's behavior of social science' and student's from Technical Education.

INTRODUCTION

Culture is an important part of the human civilization since time immemorable. Paul Hiebert defines culture as "The integrated systems of ideas, feelings, values and their pattern of behavior shared by a group of people". Therefore, it has a deep impact on the human behaviour and society as a whole. Culture plays an important part in shaping once personality, belief, values and norms. It is so deeply ingrained in the minds of the people that it creates a distinct identity which is always a differentiating factor.

It is often seen that people with the same culture associate and bond themselves more easily than the people with the different culture. In fact, culture is so deeply rooted in the human psychology that if the norms and values associated with the particular culture is not followed or if the cultural sentiments are hurt then it often becomes the cause of clashes between the various cultural groups.

The challenge around the cultural differences is only increasing with rising rate of immigration and migration of population of one cultural belief, from one corner of the country and globe to another corner. Hence, it becomes very important that cross-cultural learning should be part of a curriculum to bridge the cultural gap and bring about the transformation of the young minds that comes with the set of one cultural beliefs, values and norms.

With the breakthrough of technology, rising socio-political unrest and ecological crisis it becomes increasingly important to teach the cultural values to current generation to bridge the cultural gaps. Cross-cultural learning will ensure and imbibe in children the attitude of tolerance and acceptance towards the different culture. The curriculum should be able to give the students the basic understanding about the culture, their own culture, others culture and the differences existing across the culture. This will prepare them to adjust and adapt to the diverse country as India and globalized world, thereby making the world a peaceful place to live in.

Learning through cross-culture helps the learner in knowing their own culture in a better way and improves one's knowledge, values, set of beliefs, norms that are part of culture which allows an individual to get an insight and communicate cultural differences with sensitivity and confidence. It has a positive impact on adjustment to learner's social, cultural and educational acclimatization. Thus cross-culture learning has been an integral part of Indian Education system. Every Educational policies has talked about all round development of an individual by giving utmost importance to disciplines ranging from maths and science to art and literature to medicine to agriculture to phonetics and languages. Which needs to be further strengthened to make our country a strong research and innovation knowledge hub in 21st century .India is a treasure house of many culture. The only Nation in the world who practises unity in diversity where all the students are exposed to different-different culture since the foundational stage of elementary education.

The New policy of Education (2020) has mentioned about preservation and promotion of India's cultural and has taken this at highest priority for Nation's identity as well as for economy. The New Educational policy structure has recommended that all the curriculum and pedagogy for the foundational stage (Elementary level to grade Two) will be redesigned to be strongly rooted in the Indian local context in terms of culture, tradition, customs, language, geography, philosophy, ancient and contemporary knowledge societal and scientific needs and indigenous ways of learning. Thus in order to make learning enjoyable and interesting for the learners. Games, stories, arts, examples related to daily chores, etc. will be selected as much as possible to be rooted in the Indian and local Geographical context. At preparatory level individuals will be exposed to the situation wherein they will be learning" what is wright" for making ethical decisions, tolerance, empathy, acceptance, empathy, etc. For Higher Education departments of social science and technical discipline will include value based Education as an integral part of holistic Education.

Thus the aim of this Research work is to examine on National education policy in fostering cross cultural learning and understanding the need for cross cultural learning to bridge the cross cultural gap in current scenario. The study is focused to understand the impact of the cross-cultural learning on the set of one's own culture and others culture to enhance the value of

acceptance, tolerance, respect and bringing about the transformation in the attitude of the students.

OBJECTIVES OF THE STUDY

1) To find impact of cross cultural learning on the behavior of social science students.
2) To find impact of cross cultural learning on the behavior of technical Education student
3) To Compare impact of cross cultural learning on the behaviour of students of social and Technical Education

OPERATIONAL DEFINITIONS

1) Cross-cultural learning – Learning norms and set of values of different cultures of India in the social science and Technical education discipline .
2) Social Science- students from the Disciplines of Arts, Liberal arts and Teacher Education
3) Technical Education- students from the Disciplines of Engineering and Business studies (BBA&MBA)

SCOPE AND LIMITATIONS

1) The findings of the study will be use full to the social science students and technical education students.
2) It will also help the curriculum developers in framing the curriculum based on cross-cultural learning and the Mentors transacting the curriculum.
3) Data collected and conclusions drawn are dependent upon the responses given by the participant.
4) The tool developed for the data collection is not standardized one.
5) This research is beyond the control in terms of student's interest, attitude, motivation and environmental factors.
6) The study is delimited to only 100 students of MIT World Peace University of pune city only and also delimited to students from social sciences and technical education.
7) The study is also delimited to the students of academic year 2023-24.

RESEARCH METHODOLOGY

Research Method: For the present study Researchers have used Descriptive Survey Method**.**
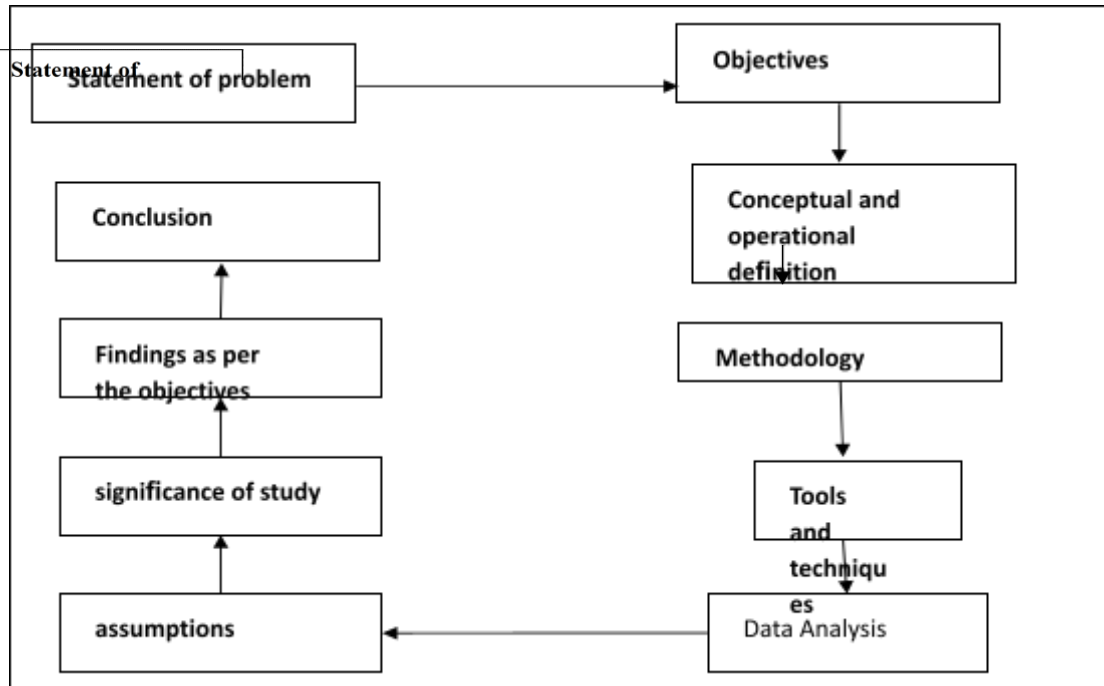
Sampling Technique: For the present study researchers has used purposive sampling technique.

Sample Size: 100 students from MIT World Peace University of Pune.

Tool for Data Collection: Questionnaire

Data Analysis Tool: Percentage and Qualitative Analysis

PROCEDURE OF RESEARCH

MAJOR FINDINGS OF THE STUDY AS PER THE OBJECTIVES

1. To find impact of cross-cultural learning on the behaviour of social science students.

Finding 1: It was found that most of the students suggest "Understanding the culture, and adapting with it respect and honour as our own culture will make the person more flexible, and skill full with his overall personal attitude and personality development.". Along with that there views were. A valuable opportunity to correlate your subject with other disciplines, fostering a more holistic understanding of interconnected concepts and promoting versatile problem-solving skills. Cross-cultural learning has positive impact which encourages through diverse case studies, multicultural classroom simulations, and discussions fostering understanding and respect for diverse educational contexts and perspectives. There present curriculum integrates cross-cultural learning helps to include diverse perspectives in their course content along with incorporating international case studies and encourage interactions with students

2. To find impact of cross cultural learning on the behaviour of technical Education student

Finding 2: The behaviour of technical education had a positive impact not only on the cross culture learning aspects but also on the employability opportunities worldwide and most of the students said that their University incorporate elements of cross-cultural learning in their programs. Various subjects, activities, and exchange programs are designed to expose students to diverse cultures, traditions, fostering cross-cultural understanding up to the national level. According to the survey it was also observed that multiple cultural activities across globe being practiced, one can be aware of those culture and it will develop an understanding & acceptance. Also, promoting cultural learning involves immersive experiences like exchange programs, cultural immersion trips, diverse classroom settings, and multicultural curricula. Encouraging open dialogue, celebrating cultural events, fostering mutual respect, and integrating diverse perspectives into education cultivates understanding, empathy, and appreciation for different cultures.

3. To Compare impact of cross-cultural learning on the behaviour of students of social and Technical Education

Finding 3: It was found that the impact of cross cultural learning on the behaviour of technical education student is more than the students from Social Science students. Technical Education students are much aware about the importance of cross cultural learning and their impacts on the global employability, Global peace and promoting harmony. On the other hand social science students are more inclined towards theoretical aspects of the cross cultural learning and are more confined to the syllabus of philosophy and sociology of education.

CONCLUSION

It was found that impact of cross cultural learning on students behaviour of technical education is more as compared to social science students, the reason underlying being social science students are more inclined towards only theoretical aspect of culture which is prescribed in the syllabus. Contradictory on other hand students of technical education is practicing the theoretical aspects as per social national and global needs.

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