

INDIAN HIGHER EDUCATION SYSTEM: ASCENDANCY OF HEGEMONIC CULTURE AND INTERNATIONAL MULTICULTURALISM

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Abstract: Through this study researcher wants to find relationship between two dependent variables, i.e., hegemonic culture and international multiculturalism with that of independent variable, i.e. Indian higher education system. Since it becomes very important to know what effect multiculturalism and hegemonic culture have on our higher education system so that we can have more culturally responsive classroom practices in place. For this research, data was collected from university level teachers working at various positions like Professors, Associate professors, and Assistant professors. Full-time college faculty members made up the bulk of the data collecting samples. The information was gathered using a survey. All dependent variables i.e., hegemonic culture (0.010), international multiculturalism (0.02) have significant positive impact on the independent variable i.e., Indian Higher Education system, it was also observed that hegemonic culture (0.010) have the least impact on Indian higher education system. We see CRT in educational environments as all about leveraging diverse ethnic groups' culture and experiences to educate more effectively. A culturally responsive classroom must allow children to keep maintaining both their academic success and their cultural identity. This research contributes towards a theoretical framework which is based on CFA Modelling of construct variables. In this we try to find out relationship between dependent variables like hegemonic culture, what is the role of an experienced teacher in facilitating culturally diverse classrooms and international multiculturalism on independent variable i.e., Indian higher education system.

Keywords: higher education, multiculturalism, hegemonic culture, diversity, India.

INTRODUCTION

India's higher education system is continually developing and improving. It is projected that by 2034, the country's GDP would

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exceed \$10 trillion USD, propelling it to the position of third biggest economy in the world. This growth will be driven not by land or natural resources, but by the country's ingenuity. It has a rising tertiary-age middle-class population. The nation's priorities are to broaden the breadth, size, and excellence of higher education institutions (British Council 2014).

Some of the brightest minds in the world today are graduates of India's universities. Several universities in India have become well-known throughout time; they include the Indian Institutes of Technology (IIT), the Indian Institutes of Science (IISc), and the Indian Institutes of Management (IIM). However, these kinds of initiatives are not nearly enough to meet the growing needs of the country. Despite a dramatic increase in student numbers, the Indian higher education system still has some issues that need fixing. These include a shortage of qualified teachers, an antiquated curriculum that hasn't kept up with the times, a lack of global perspective, and a mismatch between what students learn in the classroom and what they'll need in the real world (Gupta, Gupta 2012).

All individuals are respected and given equal chances at success in spite of their skin colour, race, culture, language, religion, gender, sexual orientation, physical ability, or disability. All children benefit from a multicultural curriculum because it more effectively meets their needs and gives them the tools they need to succeed in a world where people of many different backgrounds and traditions coexist (Morey, Kitano 1997).

Through this research we want to find relationship between two dependent variables i.e., hegemonic culture and international multiculturalism with that of independent variable i.e., Indian higher education system. Since it becomes very important to know what effect multiculturalism and hegemonic culture has on our higher education system so that we can have more culturally responsive classroom practices in place.



Imperativeness of multicultural activities in higher education system

Multicultural initiatives have been integrated as part of the undergraduate institution's work for some years, however, there are a lot of things that need to be learned to meet the needs of the ever-increasing number of international students. Additional measures are recognised as important to enhance cultural awareness, which in turn creates a new multifaceted learning environment in which domestic and foreign students' study, interact, and collaborate together in innovative ways across classrooms, communities, and national lines (Galloway, Jenkins 2005).

Previous research has documented the difficulties that international students face in making cultural adjustments, such as, but not limited to, adjusting to a new social and academic environment, homesickness, language barriers, financial difficulties, and a dearth of new acquaintances. Financial aid, job placement, English proficiency, academic preparedness, health care services, social and personal issues, programme selection, housing, academic advising, extracurricular activities, and religious services are just some of the areas where international students report needing help, according to reports from other studies. A nationwide survey of overseas students studying in Canada discovered three prominent areas of difficulty in making friends with Canadian students in the United States: language, culture, and campus involvement (Arthur 2008).

THEORETICAL BACKGROUND

International students in India

a) Growth in International Student Enrollment. There has been a consistent rise in the number of foreign students attending universities in India. In 2019, India was home to approximately 47,000 overseas students, as reported by the Ministry of Education (previously the Ministry of Human Resource Development). *b) Top Sending*



Tab. 1. *Statistics on international students attending Indian universities.*

Year	Number of foreign students pursuing higher education in India
2019-20	49348
2018-19	47427
2017-18	46144
2016-17	47575
2015-16	45424

Source: India Survey of higher education (AISHE) 2015-16, 2019-20.

Note: incomplete information for 2020-21 academic year.

Countries. Students from neighboring countries like Nepal, Afghanistan, Bhutan, and Bangladesh have historically made up the bulk of India's foreign student population. However, there has been a growing interest among students from African and South-east Asian countries in recent years. *c) Popular Courses.* Engineering, medicine, information technology, and management courses are among the most popular choices for international students in India (Major Initiatives Government of India, Ministry of Education).

Issues facing international students in India

a) Visa and Immigration Procedures. International students have encountered challenges related to obtaining visas, renewals, and other immigration-related issues. *b) Language Barrier.* English is widely used as a medium of instruction, but language differences can still pose difficulties for some students. *c) Cultural Adjustment.* Students from countries where English is not the native language sometimes find it difficult to adapt to life in the United States. *d)*



Safety and Security. Concerns about safety and security, especially for female students, have been raised in certain instances.

Policies and initiatives on internationalization of higher education

a) Study in India Program. Aimed at making India a more attractive option for foreign students interested in pursuing a college degree, the Indian government has launched this initiative. It offers various scholarships and incentives to attract foreign learners. *b) National Education Policy (NEP) 2020.* The NEP 2020 emphasizes the internationalization of higher education. It promotes academic cooperation between universities in India and abroad, as well as the creation of collaborative degree programmes. *c) Easing Visa Rules.* The Indian government has made efforts to simplify the visa application process for international students and extend the duration of post-study work visas to make India more attractive for foreign learners. *d) Quality Assurance.* Initiatives have been taken to enhance the quality of higher education in India to make it more appealing to international students. Accreditation and ranking systems have been developed to assess and improve the quality of institutions (Major Initiatives Government of India, Ministry of Education).

Multiculturalism and higher education

Only a decade ago, there was almost little discussion about multiculturalism in higher education, with opponents of the curriculum's monoculturalizing power restricted to a few lone dissidents (Churchill 1981). On a global scale, roughly 2 million students study outside national lines, with a research predicting an increase to 8 million by 2025. Because new, economically motivated strategies frequently challenge more traditional programme, student and faculty exchanges, compared to the effects of internationalizing



higher education in a less globalised setting, the ripples of globalization's influence on the field are much more intricate. This has prompted a critical evaluation of the justifications, strategies, and mechanisms that adapt higher education to the rapid transformations taking place in today's academic landscape so as to better equip students for the highly technological and knowledge-based professions that will characterise the 21st century's workforce (Altbach 2004).

International students' motivations for leaving their home country to study abroad range from the desire in a globalised world and knowledge-based economies, it is essential for students to gain the skills necessary to contribute to their country's economic success by studying abroad. Foreign students attending American universities are good for everyone involved: the local economy, the economy of the country hosting the students, and the international students themselves. Colleges and universities benefit from multiculturalism that is brought in by international students. Multiculturalism in the context of higher education refers to the presence of a diverse student body that includes both foreign and domestic students (Wit 2008).

Nations care about higher education, but what encourages individual students to travel abroad? A multitude of forces "push" students out of their native nations. Many talented individuals are denied admission to local colleges due to insufficient space and often extremely stringent entry standards. Such students frequently find it simpler to get admission to prestigious overseas colleges than to their own institutions. Because there are few, if any, "world-class" schools in underdeveloped nations, many of the world's smartest students seek chances elsewhere. Students also depart home because the specialties they wish to pursue, especially at the graduate and professional levels, courses in fields as diverse as astronomical physics and zoology are not widely offered in their home countries. Therefore, we assume the following. Objective 1: to know the relationship between International Multiculturalism and Indian higher education system; hypothesis 1: the correlation



between the two is positive, International Multiculturalism and Indian higher education system. The following were the statements which were used in the construct to measure the above-mentioned hypothesis. MC1: classrooms with a wide range of cultural backgrounds are more conducive to education. MC2: in order to help underprivileged students of foreign cultures, universities and colleges should implement certain policies. MC3: as a result of potential cultural biases, the educational system has to devise means of redressing the imbalance. MC4: when dealing with people from different backgrounds, it's crucial to respect the rules that each culture has developed for organising itself. MC5: in the orientation programme of newly appointed teachers, training in dealing with people from different backgrounds should be a required part of their education (López, Pareja 2016).

Multiculturalism in higher education in India in recent times and international student representation in India

In the five years between 2016 and 2021, more than 3.33 lakh international students arrived in India from over 160 countries, with 2019 having the highest annual total. About 75,000 students, up from 72,268 in 2018, will study in India in 2019. There are 49,348 foreign national students registered in India. Table 1 shows the country and level of international students in responding institutions. There are 168 distinct countries represented within the international student population. The bordering nations have the highest proportion of international students, with Nepal accounting for 28.1 Afghanistan (9.1 per cent), Bangladesh (4.6 per cent), and Bhutan (0.5 per cent) rounded out the top five (3.8 per cent). Malaysia (2.9), Sudan (3.6 per cent), the USA (3.6 per cent), Nigeria (3 per cent) and Yemen (2.9 per cent) and the United Arab Emirates round out the top ten nations in terms of student population (2.7 per cent). Except for the United States and Malaysia, the percentage of male students from these top ten nations outnumbered the percentage of female students (AISHE 2020).



Undergraduate courses enrol the greatest international students, who enrol in undergraduate degree programmes at the highest rate (74.3 per cent), followed by graduate-level programmes (26.7 per cent), which enrol around 16.6 per cent of all foreign students. 9.1 per cent of students enrol in the remaining levels (see figure 2). Foreign male students outperform domestic students at practically every level. Undergraduate courses enrol the largest population of foreign students (74.3 per cent of all international students), followed by Postgraduate programmes, which enrol around 16.6 per cent of all foreign students. 9.1 per cent of students enrol in the remaining levels. Foreign male students outperform domestic students at practically every level (AISHE 2020).

How cultural hegemony affects higher education

Cultures have always existed, and signs of hegemony may be seen in a wide variety of settings. That one social class or elite may rule over another is the central tenet of the theory of cultural hegemony, which holds that the habits and beliefs of daily life provide the groundwork for complex hierarchies. This article argues that the concept of cultural dominance, which was originally created in relation to socioeconomic strata, may also be utilised generally, notably in higher education. This dissertation aims to investigate the influence of dominant culture on Indian universities (Hanafi 2009).

Higher education institutions are places of conflict for teachers and students, since there is a clash of cultures. It is sometimes challenging for Higher Education teachers to adapt each student's culture. As a result, students are required to "leave their home culture and suddenly adopt the culture of Higher Education institutions". Conflicts arise when students' ideals of how they should be taught are at odds with the pedagogical principles of universities. There has been a lot of talk in recent years about how much of an impact culture has on higher education, however the present theory and practise of the higher education system has one fundamental flaw: it promotes cultural hegemony (Laclau, Mouffe 1985). Thus,



the wealthy profit from a consistent view of reality propagated by cultural organisations like churches, schools, and universities. The aristocratic few who skilfully dominate the classroom and seek to impose the ideology of gender, racial, and socioeconomic superiority are a prime example of what is meant by hegemonic culture within the context of higher education. As a result, Higher Education settings are not immune to the challenges caused by cultural variations (Lears 1985).

Cultural hegemony is the conceptual bondage of someone controlling the information often based on scholarly endeavour. Cultural hegemony focuses on the intellectual sphere in developing countries. Distinct from the enslavement our ancestors endured hundreds of years ago in the name of political and economic choices, cultural hegemony has its own unique characteristics. Technology's potentially disastrous since it might transform us, the populace, into automatons capable of reproducing themselves and therefore producing new slaves while nobody else is around (Oza, Preeti 2021). Objective 2: explore the connection between Hegelian culture and India's higher education system. Hypothesis 2: the Indian higher education system benefits from the hegemonic cultural norms that permeate the country.

The following were the statements which were used in the construct to measure the above-mentioned hypothesis. HC1: education's primary function is to perpetuate and spread the dominant culture. HC2: compared to the native culture, the non-native one is often in a socially inferior position. HC3: colleges and universities that actively recruit students from diverse cultural backgrounds are seen as less prestigious by the general public. HC4: teachers are happier in classrooms where there is less cultural diversity. HC5: there is a lack of preparation for dealing with cultural differences in teacher education programmes. HC6: by highlighting students' differences in language, attitudes, beliefs, and practises, schools are furthering the polarization of their communities. HC7: the adoption of indigenous worldviews, ethics, and practices should be a central focus of education (López, Pareja 2016).



Reconfiguring higher education to facilitate culturally diverse classroom learning

Teaching (instruction), learning, course design, relationships, and assessment all need to be rethought in today's culturally diverse higher education settings so that they are more accommodating to students of all backgrounds. Despite the enormous volume of students, classrooms in higher education are often seen as locations to situate students in subject positions that do not challenge the dominant culture's conceptual assumptions, attitudes, and dimensions (McLaren 1995).

While we recognize pedagogical limits in culturally diverse classrooms, cultural acceptance, resonance, or compatibility play an important role in higher education teaching and learning settings. We think that academically meaningful actions can only be encouraged via teaching methods that are culturally relevant to the students. Therefore, there is a pressing need for colleges and universities to provide a solid groundwork of learning, construct culturally appropriate curriculum, demonstrate cultural care and community building, build successful cross-cultural communications, and conduct culturally responsive instruction. Unfortunately, data suggests that the majority of practitioners are unprepared to educate students from diverse cultural backgrounds. However, culture has a significant impact on how students learn (Gay 2010).

We believe that university professors should broaden their curriculum to reflect the range and richness of the learners they really educate. Within a varied cultural situation, higher education practitioners' attitudes must show an awareness for each of their students' cultural, lingual, and social qualities. As a result, having information about ethnic diversity for higher education practitioners opens up new avenues for imparting cultural diversity (Giroux 1997). Objective 3: to understand the role of an experienced teacher in facilitating culturally diverse classrooms in Indian Higher Education System. Hypothesis 3: there is no significant difference between teaching experienced group in facilitating culturally diverse classrooms towards Indian Higher Education System.



The following were the statements which were used in the construct to measure the above-mentioned hypothesis. IE1: the current curriculum recommendations provide for the variety of cultural backgrounds represented in the classroom. IE2: the course materials reflect the values of the many civilizations taught in the classroom. IE3: institutions of learning prepare educators to respect students from a wide range of cultural backgrounds. IE4: there are a variety of approaches that may be used to help teachers evaluate their students in a way that takes into account their cultural backgrounds. IE5: all students, regardless of their nation of origin, are being fully prepared for the exercise of their citizenship in today's educational system. IE6: students from a wide range of cultural backgrounds have access to a variety of services designed to make their classroom experiences more positive. IE7: teachers encourage open communication and collaboration among students of various cultural backgrounds in order to foster mutual understanding and growth. IE8: teacher educators have the expertise to instruct their students about other cultures. IE9: teachers have the necessary skills to grow as educators while working with students from a wide range of cultural backgrounds. IE10: the cultural backgrounds of the students are taken into account while selecting educational materials. IE11: the UGC for Higher Education has recommended a new educational model that would greatly enhance teacher preparation for dealing with students from a wide range of cultural backgrounds. IE12: teachers at post-secondary institutions acquire sufficient preparation for working with students from a wide range of cultural backgrounds. IE13: the educational institutions treat students of all cultural backgrounds equally. IE14: the effectiveness of universities in multiethnic settings is a direct result of the participation of everyone involved (López, Pareja 2016).



THEORETICAL FRAMEWORK BASED ON CFA MODELING OF THE CONSTRUCT VARIABLES

Cultural hegemony in Indian higher education policy system

If everyone adopted the ethos that “quality learning is possible when there is a questioning spirit and an inquiring mind”, then inquiry and critical thinking would become the defining characteristics of the academic world. The hard core of every educational philosophy is to foster an enquiring attitude. Since independence, India has had an education policy. Certain assumptions underpin this policymaking act (Japee 2021): it is the nation’s goal and desire; the desire is for knowledge gain, promotion, and invention; each policy is guided by the nation’s historical necessities; every educational policy reflects the nation’s historical demands; quality education cannot be ahistorical or devoid of context; education policy must recognize the nation’s historical needs. It should not be singular. In summary, quality education cannot exist without historical negotiations; both the present and the future are accounted for when formulating educational policy goals and objectives. In other words, while deciding how to spend money on education, national policy should think about the here and now as well as the future; quality education is the torchbearer for India’s future. Education policy debate is important business that must be handled seriously. It would be an idealistic creation, nothing more than intellectual jargon.

Purpose to study relationship between multiculturalism and hegemonic culture with higher education

According to Smith and Ayers (2006), given the conceptual links across culture and higher education teachers must constantly evaluate their own pedagogical practises to ensure they are effectively meeting the needs of students from a wide range of cultural backgrounds. With the goal of creating classrooms where all students may succeed, we must adopt culturally sensitive methods of instruction



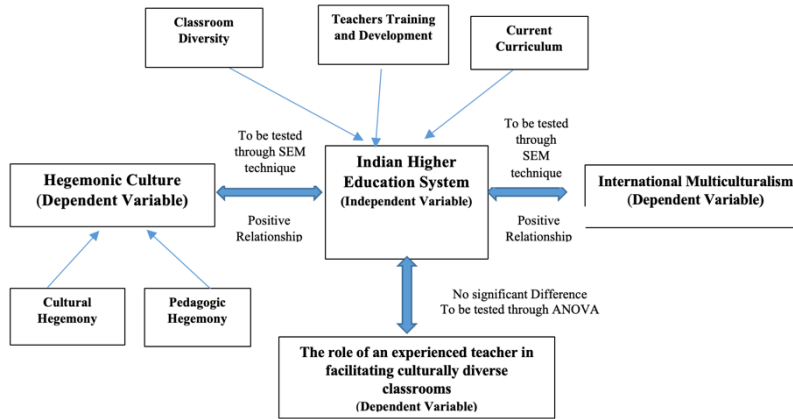


Fig. 1. Proposed Theoretical Model for Hypothesis Testing.

to help us offer knowledge that promotes lifelong wellbeing for everyone we affect. Cordington and Grant-Marshall (2011: 135) argue that schools need to change swiftly to keep up with the times since education has become a huge, competitive industry. Furthermore, a certain approach to education has predominated in each epoch. Considering the wide range of students in India’s higher education system, it’s important to grasp how different perspectives have influenced not just education but also the way we learn. Historically, the Indian higher education system has been based on a set of procedures that see instruction and student comprehension as two distinct and unrelated processes, with the instructor having final say over what students are expected to learn and how they should act.

METHODOLOGY

For this research, data was collected from university level teachers working at various positions like Professors, Associate professors, and Assistant professors. Data was collected from full-



time college and university faculty members. Questionnaires were used to compile the data. The target audience was surveyed using an online form that was distributed through email and the messaging app WhatsApp. Data was gathered via the author's own network due to time constraints. Sampling was conducted using a convenience sample. Online survey was sent to more than 200 educators teaching at various levels at a university out of which 110 replied. Majority of universities had foreign students studying in various departments.

Scales taken to measure the factors were mostly adapted from pre-determined scale given by (López, Pareja 2016). A Likert scale with 1 representing "Strongly Disagree" and 5 representing "Strongly Agree" was used to record the outcomes of the chosen samples. The data for this study report was broken down and analysed in two distinct ways. Cronbach's alpha was calculated for consistency, construct validity was determined using canonical correlation analysis (CFA), and normalcy was evaluated with skewness and kurtosis. As with the second section, Structural Equation Modelling in SPSS was used for hypothesis testing.

Path Analysis Structural Equation Model

The SEM model has been formulated to test the following hypothesis. H1: there is positive relationship between International Multiculturalism and Indian higher education system; H2: there is positive relationship between Hegemonic culture and Indian Higher Education system. The estimated results of the SEM model are displayed in table 2, including the standard error, critical ratio, p-value, and unstandardized regression weights for each relationship type. The findings show that at the 5 per cent level of significance, the probability value of the critical ratio in the case of a cause-and-effect connection (from hegemonic culture and international multiculturalism on the Indian higher education system multiculturalism on the Indian Higher Education system) is shown



to be positive. Since these two issues are both detrimental to the Indian multiculturalism on the Indian Higher Education system) is shown to be positive. Since these two issues are both detrimental to the Indian higher education system, we must draw the conclusion that they are related.

We can also conclude that though all dependent variables i.e., hegemonic culture (0.010), international multiculturalism (0.02) have significant positive impact on the independent variable i.e., Indian higher education system, it was also observed that Hege-monic Culture (0.010) have the least impact on Indian Higher Education system.

Model Fit Summary

The CMIN/df statistic for the examined structural model is 1.555 (less than the minimal value of 5), whereas the GFI and CFI are both 0.909. The RMSEA is 0.071, and the TLI is 0.928. The goodness-of-fit indices obtained from these calculations are consistent with what would be predicted, indicating that this structural model is useful for extrapolating beyond the current study's findings. Hypothesis 3: there is no significant difference between teaching experienced group in facilitating culturally diverse classrooms in Indian Higher Education System. If the p-value is less than 0.05, then the hypothesis may be rejected with 95 per cent certainty. If the P value is less than 0.05, the Null Hypothesis is rejected. The significant value in the preceding scenario is more than 0.05. As a result, accept the Null Hypothesis that there is no statistically significant difference in the Teaching Experience groups' attitudes for facilitating culturally diverse classrooms in Indian Higher Education System.



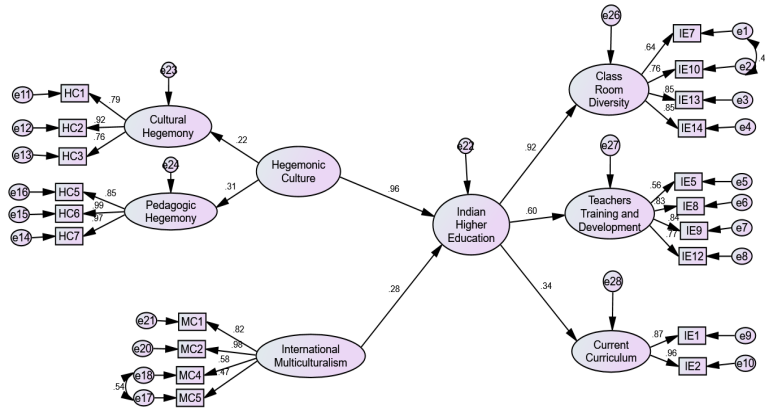


Fig. 2. SEM using SPSS AMOS 21.

Tab. 2. Regression weigbs for SEM Model.

		Estimate	S.E.	C.R.	P
Indian Higher Education	Hegemonic Culture	2.568	1.000	2.567	.010
Indian Higher Education	International Multiculturalism	.419	.180	2.333	.020



Tab. 3. *Table of the Model Fit Indices.*

S.No.	Variable	Estimate
1.	CMIN/df	1.555
2.	GFI	.909
3.	CFI	.938
4.	TLI	.928
5.	RMSEA	.071

Tab. 4. *Table of Anova Hypothesis Testing.*

ANOVA					
Indian Higher Education System					
	Sum of Squares	df	Mean Square	F	Sig
Between Groups	2.983	3	.994	2.375	.074
Within Groups	44.391	106	.419		
Total	47.374	109			

Discussion

The above-mentioned results highlight that there exists positive relationship between hegemonic culture-Indian higher education system-international multiculturalism. Hence, we can say that it's not true that focus of education is to perpetuate and transmit the dominant social group's cultural norms.

The main focus should be to generate Culturally Responsive Teaching (CRT) that focuses on each student's cultural distinctiveness (language, values, beliefs, and customs) contributes to societal fragmentation. According to Gay (2012), culture comprises a wide



range of concepts, there are several factors that have direct effects on student learning that are very important for educators to comprehend. Common practises, beliefs, modes of interaction, approaches to education and research, and modes of giving and receiving in a society are all examples. Educators at universities, according to Gay (2010), McLaren (1995) and Giroux (1997), should widen their courses to better serve the needs of their diverse student bodies. Within a varied cultural Indian higher education situation, practitioners' attitudes must show an awareness for each of their students' cultural, language, and social qualities. As a result, having information about diversity of cultures for higher education practitioners' opens up new avenues for educating cultural diversity.

After hypothesis 3 testing we come to know that there is no significant difference in the teaching experience groups' attitudes for facilitating culturally diverse classrooms in Indian higher education system, which means that there is no dominant effect of any one age group or experience group of teachers teaching in higher education in a culturally diverse classroom. What is more important is the CRT technique which teachers should adapt so that teaching should become more learners' centric.

Unfortunately, the gap between theory and practise persists: Indian higher education appears to ignore cultural diversity and implies that learning environments are the identical across the age split for all students. In current practice, it appears that instructional design does not promote fairness and inclusiveness among culturally diverse students. This must be reformulated to fulfil the requirements and desires of a broad generational culture, considering the prevailing diverse student body. As a result, we believe that Indian higher education should establish measures to support students from a variety of backgrounds. In India, students differ in terms of generation, colour, socioeconomic status, religion, languages, clothes, cultural customs, and activity preferences. Therefore, there is a need to "bridge the gap" between racial, socioeco-



nomic, religious, linguistic, sartorial, cultural, and scholastic differences in Higher Education, especially given the shifting cultural/racial demography in the present students.

Practical Implications

Measures which Indian Higher Education system can take to improve culturally responsive teaching. *a)* Students and teachers work together in a safe, inclusive environment where everyone is valued and respected, and where each person's unique set of skills and experiences may be recognised, nurtured, and used to the fullest extent possible to improve learning and achievement (Richards, Brown, Forde 2007: 64). *b)* The three parts of culturally responsive pedagogy are: *i)* institutional; *ii)* individual; *iii)* instructional, and they work together to establish learning settings that are conducive to the achievement of a wide range of students. *c)* We see CRT in educational environments as all about leveraging diverse ethnic groups' culture and experiences to educate more effectively. A culturally responsive classroom must allow for kids to maintain their cultural identity and academic success. We understand the problems of Indian higher education, but we suggest reinventing it through the perspective of a methodological approach for increasing fairness and culturally sensitivity in learning. This lens accommodates, among other things, *i)* cultural preservation, *ii)* ownership of education, and *iii)* community of exploration, and *iv)* accommodation for different points of view (Au 1993). *d)* To be culturally relevant to its various students, Indian higher education must be present in the strategy, designing, administration, and evaluation of active learning, particularly those delivered in higher educational environment. Furthermore, it should acknowledge the inconsistencies with which students of differing world perspectives may understand their surroundings. Higher education programs should be designed using a variety of educational ideologies, theories of learning, and pedagogical methodologies that are compatible and consistent with CRP. We argue that within a certain cultural context,



educational programming must be rethought and linked to students' actual needs, interests, beliefs, perceptions, communication preferences, and intended learning results (Gay 2002).

CONCLUSION

Hegemonic culture and multiculturalism have positive impact on Indian higher education system: we should train our higher education teachers so that they can make learning more flexible and adaptable to many cultures. Best practices in higher education are philosophically congruent with multicultural education. In the instance of Indian higher education practitioners frequently do not know their students' ethnicity or origin. Therefore, it is crucial that teachers make an effort to get to know their students on a personal basis, since it is impossible to separate out kids based on their culture or past. As a result, it is critical for practitioners to proactively know about the students they are teaching (Nieto, Bode 2011).

Secondly, we also proved that there is no significant difference between the roles of an experienced teacher in facilitating culturally diverse classrooms with respect to higher education system we can implement such systems in place which will facilitate culturally responsive teaching across all experience levels of teachers. To be culturally diverse, we believe that we need to adapt our pedagogical methods to be more open to the perspectives of students of other cultural backgrounds rather than expecting them to assimilate to our own. Effective teaching and learning will never start happening without first understanding about each student's background. With today's higher education environment growing increasingly culturally diverse, it is critical to grasp the student's past and present condition. Teachers' workplaces are not immune to the issues that arise from generational and cultural disparities. In essence, these settings may be even more vulnerable to cultural issues than conventional classrooms because teachers must deal with both students who have distanced themselves from their native cultures and



those who have not, but who are still “academically and intellectually within the diverse cultures, a culture that is unfamiliar to, and mostly unknown to the teacher” (Howard 2001).

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