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Abstract – Blending Cultures of Pedagogy

Creating a liberal arts program in India with a global faculty requires the development of intercultural sensitivity among faculty. In India, the traditional roles of teacher and student replicate social norms within Indian society. The ability to address these roles will determine the extent to which a unified pedagogy can be adopted. Altering the traditional roles often meets with resistance on the part of students and faculty. As a result, introducing teaching methodologies and criteria for assessment which are popular in the West can have negative results. The challenge resides in our ability to develop culturally blended methodologies that will enrich teaching and learning in the global classroom.