Lecture 8: Mananging Diversity and Inclusion

Welcome viewers good morning to all of you and I welcome you all to this NPTEL course on educational leadership say today we will be discussing about another topic new topic that is managing diversity and inclusion.

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So primarily we will be discussing this topic in the context of education okay so managing diversity and inclusion.

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So you know our diversity and inclusion we are very familiar with these two concepts and India is the best example of diversity and how to maintain unity in the context of diversity as well and diversity and inclusion of the two sides of the same coin so when we talk about diversity automatically the inclusion concept comes in and diversity how to encourage diversity how to manage diversity how to leverage diversity at the same time how-to incorporate inclusion also in our workplace in our in our culture and in our education sector as well.

So these are the goals so now let us identify what are the goals of specific goals of diversity so while identifying the goals of diversity will come across so many issues and topics know like for example first of all achieving a representative profile of staff and students when we talk about education institutions colleges' universities etc. So when we talk about it should be diversity friendly and diversity friendly so definitely this would be a well representation of the profile of all categories of Step's students all across the country all across the globe having different backgrounds like different cultural backgrounds language experiences etc.

So here we encourage a diversity among our students among our stops having different profile and this would represent different cultures and different start out of the society then ethnicity and socioeconomic backgrounds also this would also come from different or diverse ethnic ground socio-economic background again they are having the different attainments or previous experiences prior attainment should not always be the intention of admission and recruitment.

So when we are giving them admissions or the recruitments recruitment for the jobs etcetera so always the prior their prior attainments or the work experience would not be the only criteria of giving them the admissions and recruitment rather this would be from a different socio-economic strata different ethnic background culture different culture etc again.

So when we are again looking into the different criteria's of as admission and recruitment service the gender balance would also be maintained nowadays we are talking about gender equality we are also promoting the girls education our men women in the workforce etcetera to maintain that gender equality so gender balance should also be maintained then inclusion to provide equal opportunity to all.

So here the concept why we emphasize and inclusion is that it's an intrusion in the sense that it should give equal opportunity to all sections all section of people equal in equalityin terms of resources equality in terms of access equal opportunity then nickel so equality in terms of not only gender but also the socio-economic background but also in terms of resources and opportunities etc.

So inclusion to provide equal opportunity to all each and every person stop student in the institution the leaders a commitment to equality and justice for all the leaders themselves the leaders of educational institutions colleges universities and themselves should be committed to this equality injustice that is they should make their effort to provide them equal justice equal resources access to resources opportunity to everybody.

So education leaders should be free from any bias due to cognitive anxiety and ethnocentric stereotypes so educational leaders should be very much open minded democratic in providing equal access equal opportunity equal justice to everybody and they should not be a ditch this should not be bias due to cognitive anxiety cognitive anxiety let's know certainty you know still.

so cognitive anxiety is also a kind of bias so and in that content that situation that state though the person under cognitive anxiety thinks in particular way and the biased in the biased and become the victim of certain kind of instance circumstances where he tries to prove his beliefs prove his beliefs and verify that yes whatever I thought about the situation whatever I thought about these people actually it is being proven as the correct.

So he should murder he should be free from that cognitive anxiety or the bias and should not be the victim of ethnocentric stereotypes we should not have the leaders should not have any kind of ethnic stereotypes in the saying is that you should not have any kind of presumption and any kind of you know just meant say regarding that this culture the people from this culture or that ethnic background this and that they behave in that way their mindset is like that they are they their characteristics is like that.

So this shows you not the leaders are specially they should not become the victim of any kind of cognitive anxiety or ethnocentric stereotypes.

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And moreover the cultural awareness here we say that or we have the leaders especially and all the even the staff and the colleagues etc they have to enhance the cultural awareness or here we can say they have to improve their social cultural intelligence socio-cultural interest the cultural how to enhance the cultural awareness a special consider intelligence there are various dimensions or various the dimensions like individualism and collectively culture has some characteristics like whether he leaves an individualistic society or collectivist society.

Most of the Asian countries including India Japan etcetera these are the collectivist society where we give more employees to the group dynamics group unity group to get the nest cooperation etcetera and joint efforts so that is the collectivism and individualism so sorry individualism is that the society which gives more importance to the individual achievements of the people like

they you know in other states most of the European countries or countries they are some of the and especially envious.

So they have the individualistic society that is they give more importance to the individual success failure achievements happiness for etc. so when we go when we go to join the job or do something or for were going for going abroad for the academic higher academic studies etcetera so we suppose we are located wear placed in different countries etc send that we have to take into account that a cultural perspectives dimension like whether it is individualistic society or collectivist accessorize Society similarly unsaturated.

And some of the cultures of people from some culture they usually they don't want to take arise so their risk manager skating behavior is very less the sense that they want to they don't want to know that means the face or they do not want to that means that tolerate the uncertainty if they cannot calculate if they cannot assume such certain things that they don't want to take the risk.

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So that is called the uncertainty avoidance err to what extent the people are willing to are ready to accept the uncertainty so or to what extent then I want to avoid it so Moscow unity and felinity

values in some of the cultures there are different roles like we expect that like for example in our in our culture we expect that landlady should not stay more hours in the workplace and they should spend equal time and this will maintain the balance in the fire between family and the jobs etcetera so this kind of felinity roles we expect from our culture similarly.

We expect that all people men they can spend more hours in the job office because they are the bread or not they can they have the liberty and they can spend more or more hours say in the workplace or in outside the home etc.

Whereas the ladies they're supposed to take care of the family home so hence they have to maintain the balance similarly we have the gender role specific every culture they have specific gender roll specifications and expectations from the people like for example in some of the countries the ladies are the women they are the bread owners and whereas the whereas the male's they take care of the household and similar in some other cultures it's the just opposite like the males are the brain they go outside for the jobs and the females.

So what is the role specification gender role specification in a particular culture it varies from culture to culture even within India also have different role specification in the east northeast South waist etcetera so negative time perception.

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How do we perceive time length in the waist the people are very particular about time so the if the meeting is supposed to start at 10 o clock it should be softly at 10 o clock but whereas another countries and like in Asian countries in some event we have where our time perception is that it is more important it can it can it can be lately it will happen hour later and it started at 10:30 we do not mind it and but thingies that all of all the keep resource persons are the members would be presents we do not mind being late by half an hour etcetera in attending the meeting and the arm coming to the office the workplace etc.

So that is our time perception again it also varies from countries to countries and a culture toculturesimilarly cultural practices and rituals every culture like every culture they have different cultural practices believes really and rituals and religious practices also and we have to take into account this of this dimensions as well then the cultures collective goals and every culture again they have the collective goals.

Like it is not besides the individual goals they have the collective goals like as a as a country as a people of the country as culture what they want to achieve in the long run and what are the sir short-term goals and what their long-term goals like it may be that in our culture like we give more impulses to the hospitality or how best we can greet our guests and hospitality or maybe that for the spiritual development of our people.

So what are our long term and the short-term goal so every culture they have some collective goals and we have to also understand these kind of things so these are the various dimensions of the cultural awareness and how to increase enhance our cultural awareness by coming across the different perspectives of different cultures and knowing more about their practices their beliefs their role specifications etc.

And in that way we can enhance oursocio-cultural intelligence as well nowhere our primary focus is on our education sector so managing diversity in the education sectors and India being very diverse country and we are having the different types of you know I have been use Institute's colleges call institutional universities etc certainly there is a money on there's large diversity even in the education sector itself now we will be discussing one by one what are these issues what are these challenges.

What is on how to deal within etcetera so our this topic primarily emphasizes on the men using how to mains a diversity in education sector and how to incorporate inclusion so diversity in education represents abroad range of ideas and universities so here diversity is not just confined to the culture cultural background language ethnicity or you know your work experience I can to make degrees are set at certain but different kinds of it is beyond those things and it can be of different kinds of ideas initiatives into create the learning environments.

So diversity intrudes everything and anything and everything so it is not limited to only culture language and no work experience or the academic degrees and diversity education it represent it means that we have to provide such alarming environment which is which are safe inclusive and equitable for as many identities as possible so we have to ensure that the learning environments are very safe it is inclusive.

It can incorporate everybody every all kinds of students and stops and it is equitable in terms of resources opportunities to accommodate n number of staff or the students or the people and in this many millennium diversity is affected nearly every aspects of education again this concept of diversity after post localization this diversity has become very popular and in this millennium it has affected every corner every aspect of education like you know access and equity in terms of access to education equity equal opportunity.

Again teaching methods also diversity has also affected the teaching methods pedagogical methods student learning their learning patterns their ability then quality ofeducationthen again management of muneeducational institutions then research priorities again every institution macadam each institution and university they are having their research priorities social relevance to what extent is academic programs and research practices of xi socially and the kind of autonomy and they enjoy autonomy and finance all kinds.

So diversity has affected and number of issues and aspects in education and then next recognizing fostering and developing sensitivity tithe needs of the people so diversity you know it emphasizes that with a large number of diversity and which has affected to end number of issues and aspects of Education now how to recognize the yes diversity exists in which area it exists what is the range of diversity and we have to foster it.

Host or the diversity but at the sometime we have to develop the sensitivity to the needs of the people because wear different on with the diversity and people are different people will be different not only with regard to their abilities trends potentialities etcetera but with regard to their needs and expectations as well so but we have to develop that sensitivity to the needs of the people in various identity groups like Latina Fey in an institutionkademan association or college at the university people are from the diverse background.

We have to take into account their individual needs there and we have to very sensitive and we try to cater to their needs and the primary aims of the education levels of the educational diversity advocates for being sensitive to the individuals individual needs a real kinds of people who stays our studies resides in that campus their individual needs and cackling to their needs in the campus life.

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Primarily there are two types of diversity second category Isaac there are two types of diversity was first ones the structural diversity and the second one is the interaction level diversity so the structural diversity refers to the name do the numerical and proportional representation of the students from different ethnic and racial groups in the student population. so for example like in a in inverse at Union University our students are enrolled in different kinds of academic programs both PG&E ug and researcher setter etc.

Now what is the proportion of the seats like how many how many what is the no total number of seats and what is the percentage we have distributed or have kept aside for the oil for the different categories of the students and not totally in the discipline wise but from the different socio-economic background from the different ethnic background from the cultural background it again varies from institution to institution like in some of the you know like global universities and centers.

It is open it is open to allot everybody from every country provided the qualifier a particularly entrance examination whereas in some other institution it is like proportionate in terms of giving number of seats to the regional people regional people national people are international proposal like the quota system like a 10% for the outsiders they have 20% for the internal university students or state students are the regional student set.

So it depends on so diverse structural diversity says that the numerical or the proportional representation of the students found all across the groups all across the students community from the globe from the globe Dyke from different culture from different country like so we have for example we have the judge of all our University we have the Delhi University we have the and we have this Nolan the university where some of the prominent universities where we give that means opportunity to all kinds of the students all occur from all across the globe to get the admission and study over there.

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Two Types of Diversity:

- First one is structural & the second one is interactional diversity

- The structural diversity refers to the numerical & proportional representation of students from different ethnic or racial groups in the student population (Hurtado et al., 1999)

- The second type of diversity is characterized by the interactions that students have with difference, diverse ideas & information as well as by the interactions that they have with diverse people

So that is this is called the structural diversity that is the proportion of the seats who have distributed among the students the second type of diversitiescharactersby the interaction that the students have with the diet with the difference like when the students are coming to the campus or to the university from the different culture different background different language ethnic group persons it is its diversity friendly and in that particular context the how that means the interactions among them the interactions among the student community the interactions among the staffs etc.

It really definitely it will be very fertile very constructive very positive so that is called the interaction and interaction interactional diversity that means the more diverse the features of the campus and the students category or the staff will be the more interactions the more diverse interactions will take place and that is more that it encourages the interactional diversity having the different students having the different difference diverse ideas information as well as the interactions.

That they have with the diverse people the more they interact with the diverse people from the different countries different language different ethnic background etcetera etc.The their interactions will be more constructive more fertile more innovative more diverse in terms of exchanging their views ideas opinions information etcetera so structural diversity and the interaction on diversity.

The impact of each type of diversity is complementary and complemented to and enhanced by the presence of those so here we can say both the structural the structural diversity definitely encourages the interaction diversity the more options the more open it is the university structure of student structure or structure of the admission is more encouraging it is for the students different students to get into and the interaction will be more diverse.

So both are structural under international diversity are complemented to each other structural diversity is a necessary precursor for the diverse interaction structure if you give the opportunity to more and more different people different students are to come into your place coming to the University and studies are definitely then it will encourage the interactional diversity.

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So diverse ideas and the information I must largely due to the presence and effects diverse people definitely so the more and more diverse people will be presenting the campus in the institution so though definitely the diverse ideas the diverse informations there was you know research diverse ideas diverse knowledge will be created now here I will just have a look to this YouTube video what it says about the diversity.

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Really hope that this program can change many people if we change everybody will change on behalfofBritish Council my pleasure to welcome you all to Brussels for our inclusion diversity and education event this is moment of real opportunity for you total people who are involved in making decisions in education what you want from your education systems we've all the kind of got charter and with that charter we're gonna discuss it together and try to find one good charter no racism with anyone.

You got to respect a big word you got to do this you got to accept the culture that they do not have oh how they move all they are accepted it shows the way I will chance tonight how much to save said it that is really fun because you know that everyone has the same problem so you can solve it together the idea is about culturally and diversity and what they do thinking about immigration and what school can offer to them.

A I hope this will be a great experience we have a different view of refreshing think they will listen to us as we are like the next generation a special welcome also to the young leaders who are here today with us from right across Europe and confidence in our own identity little prerequisite for successful dialog and I really look forward to get your ideas your proposal your practical proposals to try to put this principle.

In practice and againcongratulationsKumar traditions to the pupils to the teachers and to the project inside and you can have these huge ideas and sometimes it's very hard to put them into practice but in this case I think we can really go back home and start working with them immediately my first impressions are that students have done some really serious work have akin that they would never normally do in the course of their normal schoolwork at the age of 1415 I think today when the kids.

Gave the talk you could see their passion all the clapping and the celebration that went with it and the enthusiasm of the students I am hoping will infuse the MPS to do something thought it'd be nice to come here points of a I can't think of a better project involved in this year too but also in the challenging school's out like thanks Noah chance I am proud of myself and I hope how I can continue this experience with others can make me feel proud actually to be able to carry this responsibility around implementing whole of England if you want to mix school better more cultural diversity they got to listen got to listen got to listen got to listen to listen so let us discuss about what are the outcomes of diversity so.

So we will be discussing some of the research findings okay so three major types of outcomes that emerge from campus diversity so as a result of diversity in terms of structural diversity in terms of international diversity so the campus diversity it has three major outcomes first one is the learning outcomes learning outcomes as we have already discussed as a result of active learning students engagement students motivation.

So what they have learned with these from this interactions active learning processes in which the students become very involved while studying in colleges in college then engagements their engagements learning engagements their motivation that academic skills they acquire the intellectual abilities are the ideas and the innovative ideas the learning and refinement in their intellectual skills the values they possess all these are the our learning outcomes or the outcome attribute learn outcomes are from the diversity campus diversity.

That is then terms of first one is that in terms of learning outcome what the students have gained out of this diversity inters of their intellectual skills learning abilities academic skills values engagements motivation all kinds of things the second one is the democracy outcomes democracy I had come outcomes referred to the ways in which the higher education prepares the students to become involved in the involve less active participant in these you can say the Democratic democracy outcome means.

It prepares the student as a global citizen it's not just being Indian or being Japanese or being Chinese etcetera but democracy outcome it says that now as a result of this diversity the campus diversity the now the students the student they have become the global citizen so they can now very actively participate in any kind of society so in kind of the social issues challenges movements etc.

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Outcomes of Diversity: Research Findings

- Three major types of outcomes that emerge from campus diversity (Gurin, 1999)

- The first one, learning outcomes refer to active learning processes in which students become involved while studying in college, the engagement & motivation they exhibit, the learning & refinement of intellectual & academic skills, the values they place on these skills after they leave the campus;

- The second one, democracy outcomes refer to the ways in which higher education prepares students to become involved as active participants in a society i.e., becoming increasingly diverse & complex ;

- Three major categories of engagements such as citizenship engagements, cultural engagement & compatibility of difference – characterize democracy outcomes (Gurin, 1999)

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And becoming increasingly diverse complex and more socially culturally aware that is the democracy outcomes so three major categories of engagements again as a result of this the democracy campus diversity and as as a part of the democracy outcomes there are different categories of engagements the three major categories of engagements like the citizenship Engagement cultural engagement and the compatibility of difference that characterize the democracy outcome.

So are to be very specific the democracy outcomes itelaboratesthree kinds of engagement that is citizenship engagement cultural engagement and compatibility of difference now let us discuss one by one so citizenship engagement refers to the students interest in active participation in community social service and motivation in influencing the social political orders.

So now as because he has become a global citizen and he thinks himself to be a global citizen so he has these responsibilities and ownership and he takes active interest and participate in all kinds of community affair social services and motivating people to participate in the social activities and he also mortal being is also motivated to rectify the any kind of[Music]inaccuracies or the incorrect behavior in the in the social structures he wants to address the social and political order to justify.

That and to bring the correctness to being the justice to all so that is called the citizenship engagement as a global citizen he would not be engaged in all kinds of social and community services and he wants to bring order in the social structure as well and the cultural engagement
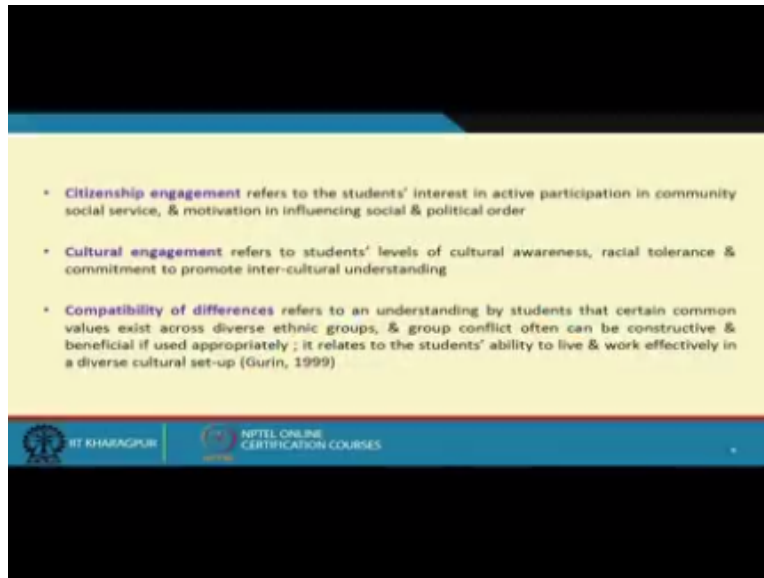
cultural engagement refers to the students level of cultural awareness as because he has interacted with diverse people from different ethnic and cultural background languages after he has also enhanced his cultural awareness.

And he wants to be engaged in different kinds of cultural activities cultural activities so not only enhancing the cultural awareness and Rochelle tolerance etcetera but also committed to promote the intercultural understanding and being a part of the different kinds of cultural practices our intercultural practices so as a part of the cultural engagement his cultural awareness increases his rational tolerance and commitment to the to promote the intercultural understanding also increases then compatibility of difference.

so in the context of diversity in the campus diversity definitely everybody is different all of us all students all the staff everybody all they all of them they are different so there are there's a lot of difference the range of diversity is very large but again even in that context also we have the students have learned to be compatible to that differences so compatibility of difference refers to an understanding by the students that certain common values exist even though that means even though we are from different background different culture different language different things and etc.

But even then some basic values still exist like though we can say the human values the universal values the human values exists or so that is the compare respective of differences among us some common values some common values human values universal values emerged and the students they believe that they believe they understand that the value sexist across the diverse ethnic groups.

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- **Citizenship engagement** refers to the students' interest in active participation in community social service, & motivation in influencing social & political order
- **Cultural engagement** refers to students' levels of cultural awareness, racial tolerance & commitment to promote inter-cultural understanding
- **Compatibility of differences** refers to an understanding by students that certain common values exist across diverse ethnic groups, & group conflict often can be constructive & beneficial if used appropriately ; it relates to the students' ability to live & work effectively in a diverse cultural set-up (Gurin, 1999)

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So when we talk about the value human values and the universal values it exists in every diverse different groupethnic group and group conflict upon cane constructive and even though even though often we face different kinds of conflicts and let us take it as a very positive and constructive conflict composed of destructive cultural conflict and how to how to get the benefits out of it like knowing more about their perspectives their thought processes there are perceptions etc.

So let us convert this group conflict to a very positive and constructive conflict and it relates to the students ability to live and work effectively in a diverse cultural setup now with us now all kinds of MNC is 9multinational companies and they rehiring recruiting the people from all across the globe of different countries so the work place everywhere is diverse now this rooms will be able to know able to learn about how to work effective or effectively collaboratively co operatively with all kinds of diverse people from different backgrounds.

 I ended their diverse cultural set up so these are the three engagements of democracies in democracy outcomes citizenship engagement cultural engagement and compatibility of differences thoroughly then again process outcome is also the process outcomes are measure the student satisfaction perception of campus climate and which reflect the ways in which the students perceive the diversity.

So as it as the students are living in the campus having the wide range of diversity of the kind campus diversity has as a result of the process outcome as a result of the that some of the
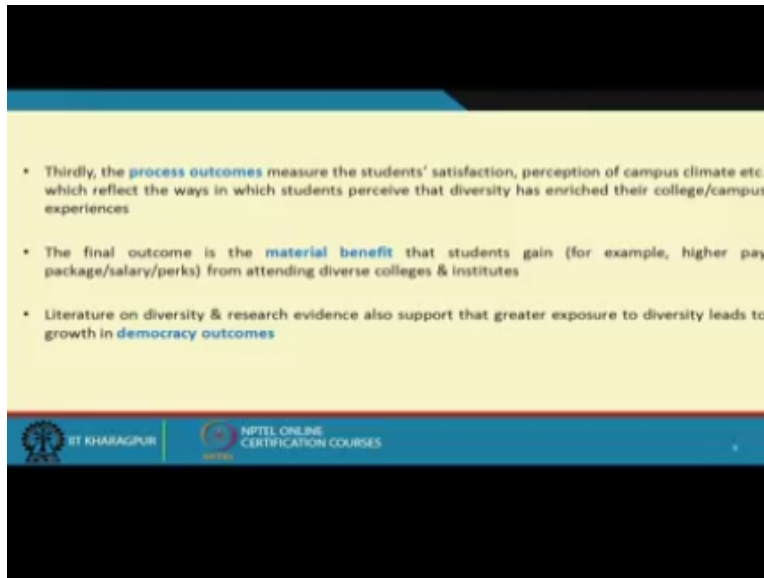
learning outcomes are there but as a part of that campus diversity the process outcomes which says that ultimately it affects to the you know the students lifestyle their perception their satisfaction their you know their information processing their outlook.

There that is the racial tall range so there all kinds of so it has I strengthens their distances the lifestyles their you know their enhances their bro outlooks there are perceptions then they become more much more broad-minded and enrich their thought process and grease their thought process so that is the process outcomes can be measure in terms of student satisfaction they are outcome their perception and which has enriched the thought process and the founder final outcome is not Material benefit like yes because they have already been exposed.

To different people and diverse work culture some material benefit like for example you are a student of this the global university that globally knew so the MIT and export Stanford all this um so it has because it is the global branded institutions assets are definitely you are definitely you will be getting a very good job so material benefit in terms of where pay pack is salary the brand the company job brand command company job and the parks all kinds of things that is the material benefit from attending.

The diverse colleges any new universities etc and again literature on the diversity and research also evidence also support the greater exposure to diversity leads to democracy outcomes so the more and more our students will be exposed to the diverse campus life diverse college.

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- Thirdly, the **process outcomes** measure the students' satisfaction, perception of campus climate etc. which reflect the ways in which students perceive that diversity has enriched their college/campus experiences

- The final outcome is the **material benefit** that students gain (for example, higher pay package/salary/perks) from attending diverse colleges & institutes

- Literature on diversity & research evidence also support that greater exposure to diversity leads to growth in **democracy outcomes**

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Diverse universities diverse institutions etc and again literature and the diverse and the research so definitely the democracy outcomes will be very high now we will stop here in the next class we will discuss about the outcomes of diversity.