

Impact of Diversity Equity and Inclusion on Indian HEIs

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ABSTRACT

The papers have evaluated the Impact of Diversity Equity and Inclusion on Indian HEIs. The introduction part has provided a background and purpose of the overall research paper. The second part talks about the method of completion of the whole paper. The next consecutive chapter have analyses the topic and provided the result which states that India has achieved D, E & I across HEI. India needs to put more initiatives to make the D, E & I application more robust and efficient.

Keywords: consecutive, chapter, completion, background

1. Introduction

1.1 Background

Higher Education has a significant role in shaping the Indian community. Diversity, Equality and Inclusion (D, E & I) also has significant impact upon the society. It has transformed the Higher education structure (HEI) in India. The Indian Higher education has evolved over the years and is now more dynamic and inclusive by nature. Since, India has diverse community, embracing D, E & I have been imperative for development and progress globally. There exist numerous factors that can influence the D, E & I of the HEI. To embrace inclusive learning structure, all government policies, social system, and educational spirit needs to be elevated. It can be said that to make HEI more diverse and inclusive, there must be no discrimination on the ground of caste, sex, genders, disability or financial conditions of the learners. Indian Government has embraced D, E & I by introducing "National Education Policy (NEP) in the year 2020". The government is making effort to make an inclusive community by introducing "10% quota" reserved for the Economically Weaker Section (EWS) in HEI.

1.2 Rational

This paper will explore the role of D, E & I which has drastically impacted HEI in India. India has embraced D, E & I to transform the educational structure wholly. The paper will focus on comprehensive evaluation on the various initiatives of the Governmental policies and strategies to enhance D, E & I in the educational system. The Government has also reduced the discrimination which India had witnessed long back. The paper will had also analysed the structural discrimination existed In India like discrimination on ground of caste, sex, race etc. The

paper will highlight the empirical evidences of that the Indian Government have initiated to enhanced D & I in educational institutions.

1.3 Research Aims and Objectives

Aims: The aim of the paper is to evaluate the impact of Impact of Diversity Equity and Inclusion on Indian HEIs.

Objectives: The research objective is as follows:

1. To find out the effect of diversity equity and inclusion on HEI
2. To find out governmental roles in enhancing diversity equity and inclusion in HEI
3. To find out the enablers in adopting the Diversity Equity and Inclusion in HEI
4. To find out the barriers in adopting Diversity Equity and Inclusion in HEI

1.4 Research Questions

The research objectives are as follows:

1. What is the effect of diversity equity and inclusion on HEI?
2. What are the governmental roles in enhancing diversity equity and inclusion in HEI?
3. What are the enablers in adopting the Diversity Equity and Inclusion in HEI?
4. What are the barriers in adopting Diversity Equity and Inclusion in HEI?

1.5 Research Gap

The paper has identified various gaps. There are numerous papers that have defined D, E & I in HEI. But there is dearth of research in terms of D, E & I been treated as a comprehensive model for HEI. There is a dearth if substantial research on the effects of D, E & I which can make the HEI more resilient and robust in India. Most of the paper, have failed to identify the diversity of the whole community including teachers, administrators, learner, institutions etc.

2. Methods

Context and setting of the study: The present paper has been focusing on the HEI of the Indian community. To complete the present paper, analysis has been done on both public-funded and private funded institutions like schools and Universities. The effectiveness of D, E & I across all the institutions have been analysed including urban and rural areas. The paper have also analysed the governmental policies and current scenario of D, E & I in HEI.

Specify the study design: A mixed method have been selected including both qualitative and quantitative approach in completing the present paper. In case of qualitative, it refers to interacting with the population of HEI so as to collect numerous strategies they are adopting in implementing of D, E & I. The qualitative approach would assist in collecting information of the HEI and their initiatives in adopting D, E & I.

Population: The topic relates to the education institution of India. The population that has been preferred and are interacted are students, teachers, professors, institutional administrators and few governmental officers. The information have been gathered and analysed after interacting with all the people from Schools and Universities across both rural and urban areas of India.

Sampling strategy: The paper have identified two form of sampling method to complete the paper. The Purposive and random sampling method has been used to analyse the whole paper. The purposive sampling method is used to identify the initiatives taken by numerous institutions across both urban and rural areas. The random sampling is used to interrogate numerous students, teachers, professors across all institutions.

Intervention: There was no intervention while completing the paper. Along with interaction with students, teachers and professors, numerous policies are been referred like “National Education Policy (NEP) 2020” etc.

Identify the main study variables: The whole paper has 2 types of variables including dependent and independent variables. The dependent variables are students, teachers and professors. The independent variables are schools and universities across rural and urban parts of India.

Data collection instruments and procedures: The data are collected both from primary and secondary sources. Numerous online platforms, websites, governmental websites have been referred to collect data regarding HEI. Semi-structures interviews have also been conducted with students, teachers and professors to collect the data regarding the internal structure of HEI. All the data are collected in an ethical process. The paper has also maintained integrity and privacy in the data collection process.

Outline analysis methods: The method that has been selected as both primary and secondary methodology. The primary data are collected from online sources like Goggle scholar, libraries etc. The secondary data are collected through semi-structured interviews of students, teachers and professors. The qualitative methodology has been used to complete the paper which includes interacting with the population of HEI so as to collect numerous strategies they are adopting in implementing of D, E & I. The qualitative approach has been chosen in collecting information of the HEI.

3. Results

Data Collection: All the data are collected using mixed method which includes both qualitative and quantitative approach pertaining to HEI. A total of 4 months has been allotted in collection of data and finding the outcome of the research paper. Semi structured interviews were conducted of students, teachers and professors to collect different data and their opinions. Students, teachers and professors of 2 private institutions and 2 public institutions were chosen to comprehend the implementing of D, E & I. A total of 10 participants were chosen including of students, teachers and professors to interact and conduct interview. Online statutes, policies were also gathered regarding D, E & I.

Participants: The main participants were students, teachers and professors. There were 2 teachers, 1 from public institution and 1 from public institution. There were 2 professors, 1 from public institution and 1 from public institution. There are 3 students, 3 from public institution and 3 from public institution.

Participants	Public institution	Private Institution
Students	3	3
Teacher	1	1
Professors	1	1
Total	10	

(Self- Made)

Findings: The mixed method including qualitative and quantitative approach has assisted to reach the following findings. From the interview session held by the teachers of the schools both from private and public regarding implementing of D, E & I across HEI.

A teacher from public institution mentioned that they have provided free education for underprivileged and economically backward students. They students are provided with free books, copies and even free meals in the afternoon. The second teacher from private institution mentioned that they have scholarship programs for underprivileged students having merits and good scoring. They have also funded for enhancing education system

through way of NGOs. The mutual statement of both the teacher was that there was zero discrimination on the ground of caste, sex, race, ethnicity etc. It can be said that there equal opportunity provide to all students both in private and public institutions.

When the professors from both public and private institutions, were interviewed, it was recorded that both public and private universities/ colleges have reservation system. They have provided equal opportunities to all sections of the diverse community in India. The seats are reserved for categories like "Scheduled Castes (SC), Scheduled Tribes (ST), and Other Backward Classes (OBC), the Economically Weaker Section (EWS) etc". The seats are reserved based on Governmental policies. It can be said that all marginalised students re provided with equal opportunity in Education building a more inclusive and equal community. The implementation of D, E & I has been effective in HEI.

A total of 6 students were interviewed, out of 3 were from public and 3 from private. Out of 6 students, 2 were female and 4 were male. It can be concluded that student have never been victim of discrimination on ground of sex. Both female and male have received equal opportunities.

Secondary findings: Different secondary sources were also analysed like "*National Education Policy (NEP), 2015*", "*Mandal Commission*", "*Pragati Scholarship for Girls*" and "*Rights of Persons with Disabilities Act, 2016*". These legal rules and regulations were collected from different online platforms ad governmental websites. For instance, NEP, 2015 have helped to create an equal and inclusive community across India. The bill has made compulsory education for all girls and boys. It has also emphasised to provide equal education to marginalised group of children. The Bill has initiated a reform in the education structure in India. "Mandal Commission" has been emphasising on equity based on caste in education, workplaces etc. These are the initiatives that Indian Government has taken to implement D, E & I across HEI. The "Pragati Scholarship for Girls" has created opportunities for female students across HEI. The girls can now enrol themselves in various technical degree like engineering, diploma etc. The girls would receive scholarship around Rs. 50000 to carry out the higher education. The "Rights of Persons with Disabilities Act, 2016" provides the opportunities for physically disabled person across HEI. The Act has reduced the barriers for all disabled person in achieving higher education, and infrastructure.

4. Discussion

4.1 Introduction

The research paper on "Impact of Diversity Equity and Inclusion on Indian HEIs" has conducted both primary and secondary research to come to the conclusion. It can be concluded India has good implementation of D, E & I across all HEI. The rural and urban institutions including both public and private have reduced the discrimination and embraced equality and inclusive community. The Governmental policies have also taken initiatives to create an inclusive communicatory across the nation providing equal opportunity to all.

4.2 Findings

The main findings of the research paper are as follows:

There is lack of awareness regarding D, E & I across all HEI. The students, teachers and professors are not fully aware of the concept of diversity and inclusion and its significance in education al institutions. The student lacks the awareness of equal opportunities. They are more inclined to free educational aids and meals receiving from governmental aids and institution.

The policies of reducing inequality have not been attained in real until today. It is highly superficial in nature. There needs to more robust policies to reduce biasness in academic settings.

The teaching standards need to be enhanced to boost parity for all social groups. The teaching standard of both private and public institutions needs to equal to provide equal education to all.

The main strength and weakness of the present paper is that the paper has executed both primary and secondary research method. The research paper has explored the existing legal structure pertaining to HEI. The semi-structured interview has given an insight of the real application of D, E & I across all HEI. The weakness lies in the general approach been selected due to time limits and monetary constraints. The scope of the paper would have been more wide if more time was allotted in completion of the paper.

4.3 Discussion

The research shows that HEI has been struggling for years to promote D, E & I in the community. It was a long time, when people faced barriers due to preferences, race, caste, money etc. The present appear have identified numerous gaps that are creating discrepancy in attaining real D, E & I across all HEI. There are lot studies that have given an overview of D, E & I across all HEI. But, the domain needs good leadership to create a real inclusion and equal society in HEI. The paper has identified few of the discrepancies with the present analysis and has attempted to reduce it. The paper has successfully provided a overview of the data to enhance D, E & I across all HEI. The paper had attempted to create more equitable learning society across HEI.

The findings have helped to reach the conclusion that HEI have good leadership roles presently. The paper has explored the effect of diversity equity and inclusion on HEI. It has helped to create diverse curriculum in HEI. It has also created inclusive campus atmosphere than before. The institutions across both rural and urban areas are embracing D, E & I to imparting education to all communities of students. The education system in India is enhancing the education level of all students and creating active citizens of the country. All the institution are taking initiatives to have a more D, E & I approach and creating a more fairness and innovative society. The country is taking steady actions in reducing discrimination and barriers for marginalised group of people, maintaining parity in the society.

The paper has explored the governmental roles in enhancing diversity equity and inclusion in HEI. The constant up gradation of the policies and rules by the Government have helped to achieve D, E & I across all HEI. The Indian Constitution has also focused on promotion of D, E & I across all HEI. The paper have highlighted various policies like "National Education Policy (NEP), 2015", "Mandal Commission", "Pragati Scholarship for Girls" and "Rights of Persons with Disabilities Act, 2016" which have created an inclusive society across the nation. The underprivileged section has receiving free education and other monetary support to enhance the education structure in India. HEI have more accessible infrastructure presently.

There are both enablers and barriers in adopting the Diversity Equity and Inclusion in HEI. The best enables is the Governmental effort, leadership and approach. The governmental have been highly focused in initiating D, E & I across all HEI. There has been ample initiative like strategic planning and leadership to boost D, E & I. All the institutions across rural and urban areas are aligning with the specified regulations to create inclusive HEI environment. There are lot of monetary support and Governmental aids provided to for implementing D, E & I across all HEI. There are barriers as well. India needs more awareness program to reduce inequality and provide equal opportunity to all students. There are lot of regulatory compliance but it needs more robust implementation and compliance system for all institutions to adhere it. It is also found that in high tech institution, there exists discrimination in ground on financial conditions of the students.

4.4 Conclusion

It can be concluded here that India has successfully created the unification of D, E & I across all HEI. There are ample opportunities for all section including marginalised society and disabled community and made an inclusive community which is not restricted solely on the grounds of caste, sex, race, ethnicity etc. There is parity in opportunities for all children from rural to urban areas.

5. Conclusions

5.1 Conclusion

It can be concluded that D, E & I has shaped the Indian HEI drastically. India has taken the concept of equality in the HEI section. India has provided lot of opportunities to all the social groups across all communities in India. India has minimized the discrimination on terms of education opportunities on the grounds of caste, race, sex etc. Indian government has taken lot of initiatives to achieve diversity and inclusive educational scenario. India has given opportunities by reserving the seats of “Scheduled Castes (SC), Scheduled Tribes (ST), and Other Backward Classes (OBC)” across all educational institutions. Indian government have held numerous commissions like “Mandal Commission” to reform the education structure across the country. The Government is also focusing on Gender Parity in HEI. The women across India are provided opportunities and scholarship to carry out educational. For instance, “Pragati Scholarship for Girls” is a initiatives taken by Indian Government to provide females to grow and progress themselves at par with men. People with disabilities are also provided with equal opportunity in the HEI. It can be evident from the statutes “Rights of Persons with Disabilities Act, 2016” passed by the Indian Government.

The accessibility if Higher Education in India has increased across all urban and rural portions of India. All the disadvantage groups have access to HEI easily without any much effort in all streams like science, technology, engineering etc. This, the progress of HEI in India has created an inclusive educational scenario within.

5.2 Future Scope

The paper has given an overview of basic comprehension of the applicability of D, E & I across HEI in India. The domain is wide to find out and anises further. Since, the society are joie constantly evolving, the policy and structure of the Indian Government must also evolve with time. In the coming years, the policies must be more robust and make educational structure more efficient. Implementation of technology and innovation is essential to make HEI more digitised. There needs to be more comparative analysis of Indian structure with that of the foreign nations to make India reach top of educational domain.

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