

**WORKFORCE SOCIAL DIVERSITY AMONG FACULTIES IN
ENGINEERING COLLEGE, NAMAKKAL DISTRICT, TAMIL NADU**

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ABSTRACT

Workforce diversity plays a vital role in the Engineering College since its employees are from different age, race, gender and religious. To overcome the barriers in between the employees become an issue among the colleges even when the colleges started giving orientation programmed to fill the gaps between the employees of different group. Caste is a form of social stratification characteristic by endogamy; hereditary transmission of a lifestyle which often includes an occupation. The researcher started doing number of research to reduce the workforce diversity among the employees by using many strategies. In this sense this research paper is going to deal with the study of workforce caste diversity among the faculty working in Engineering College, Namakkal District, and Tamilnadu. Finding out the major factors for diversity and the measures to overcome diversity into a unified workforce. In this research Engineering College in Namakkal District has been selected and the primary data collected with the help of standard questionnaire distributed directly to the faculty members and staffs. The sample size of this study is 25. The questionnaire result show that there is a significant relationship exist between the social diversity and employee diversity. From this research there is a high rate of biasness among faculty based on their social diversification and it has to be removed by inclusion of workforce diversification as a topic in their orientation programmed, implementing the discrimination policies and also a presentation by expert for the faculties to remove the caste discrimination among the faculties.

Key Words: Social Diversity, Caste, Workforce Diversity, Religions, Discrimination

INTRODUCTION

Namakkal is a newly formed district from Salem district. Namakkal is not only famous for its poultry but also in the higher education it leads for the past decades. It has 7 taluks, a total of 78,754 males and 71,945 females. In this 20% and 3.3% of the population is occupied by schedule caste and schedules tribes. Namakkal is famous for note only for its lorry, truck body building but

as well as famous for the poultry and dairy. It's also famous for its higher education in addition to its other.

There are 553 engineering college in tamilnadu affiliated to Anna University as per the survey of 2014. In this district there are 32 engineering college one college has taken as sample for this survey.

In the census survey conducted on 2011 the total population is 1,726,601 of Namakkal District: Census 2011 data of which male and female were 869,280 and 857,321 respectively. In 2001 census, Namakkal had a population of 1,493,462 of which males were 759,551 and remaining 733,911 were females. Namakkal District population constituted 2.39 percent of total Maharashtra population.

Caste

It is defined as class or assigning status to individual from the time of birth. There are four classes of caste system in India based on their nature of job they are Brahmin, Kshatriyas, Vaishyas and Sudras. When we go for seeing through the porn and cons of caste only negative effect is reflected in the sense of UN touchability, promote inequality, fake differentia in superiority and increase gap between the upper and lower caste people. While in workplace it becomes a great issue by the way of monetary as well as non-monetary biasness. Even they are professional still they stick on to the caste. They relationship among the colleagues are started by asking a first question of caste. While the preacher of no caste among childhood which is thought by guru they don't follow it among their colleague. The researcher focuses on the Namakkal district for his survey and collected the statistical data for it.

Namakkal Caste Factor

Schedule Caste (SC) constitutes 13.70 % while Schedule Tribe (ST) was 0.50 % of total population in Namakkal (M).

Namakkal Religion Data 2011

Town	Population	Hindu	Muslim	Christian	Sikh	Buddhist	Jain	Others	Not Stated
Namakkal	55,145	88.98%	9.29%	1.48%	0.01%	0.00%	0.01%	0.01%	0.23%

ROLE OF FACULTIES IN COLLEGE

The role of faculty member reflects in their centralizing in addressing the primary education mission among college and universities. The researcher focus on that colleges and universities should not value the faculty based on their publication ability, or strong past of publication, over teaching method and degrade them when it is women and minority with high qualification. The researcher focus on that the diversity among the faculty should not create diversity among the students that will reflects in the diversity in class assignment, mentoring, course content, even scholarly ideas. The importance of faculty on college campus if diversify it leads to a socio diversify among the colleague and students who are the pillars of the country.

OBJECTIVES

- To study about the workforce diversity among the faculties of engineering college.
- To study about the major sources of diversity.
- To study about the major attributes influencing the workforce case diversity among the faculties of the engineering colleges.

REVIEW OF LITERATURE

Rousseau and Eldukhri (2011) introduce a European vision of the essential research areas to deliver future innovations in manufacturing. In particular, these areas are identified as Advanced Production Machines.

David O'Sullivan et al. (2011) reiterate that high-tech manufacturing will continue to be a major player in the landscape of developed economies and how they receive these skills will need to change.

Similar surveys have been conducted by researchers in other parts of the globe such as European manufacturing futures survey (**EMFS: Ferdows et al., 1986; Ferdows & Lindberg, 1987; DeMeyer & Ferdows, 1987; DeMeyer et al. 1989; Ferdows & DeMeyer, 1990; DeMeyer & Ferdows, 1990; DeMeyer & Ferdows, 1991**), World Class Manufacturing Project (**WCMP: Flynn et al., 1997 & 1999**), International Manufacturing Strategy Survey (**IMSS: Voss & Blackmon, 1998; Cagliano & Spina, 2000**), Swedish Manufacturing Futures Survey (**SMFS: Horte et al., 1987; Lindberg, 1990; Tunalv, 1990; Lindberg & Trygg, 1991**), Survey on Business

Operations in Singapore (Ward et al., 1995), Survey of Spanish Manufacturing Companies (Correa, 1998), Survey on Hungarian Industry (Chikan & Demeter, 1995), Survey of Israel Industry (Ragowsky & Adams, 1998), Japan Manufacturing Futures Survey (Mortia & Flynn, 1997), Survey of UK Companies (Neely et al., 1994; Burcher & Lee, 2000; Beach et al., 2000), Survey of Italian Companies (Braglia & Petroni, 2000; Cagliano & Spina, 2000), Survey of Chinese Companies (Li, 2000), and Survey of UAE Companies (Badri et al., 2000).

In the past two decades, the concept of manufacturing strategy has received increasing attention from researchers and the operations managers. As evidenced by the literature, numerous works have been reported on manufacturing strategy in different countries across the globe.

RESEARCH METHODOLOGY

The data are collected by using standard questionnaire. The researcher used the convenience sampling for this research. The sample size is 25 and tools used to measure are simple percentage, standard deviation and weighted average.

DATA ANALYSIS AND INTERPRETATION

TABLE 1: GENDER OF THE RESPONDENTS

S.no	Gender	No of the respondent	Percentage
1	Male	15	60
2	Female	10	40

CHAR SHOWING THE GENDER OF THE RESPONDENTS

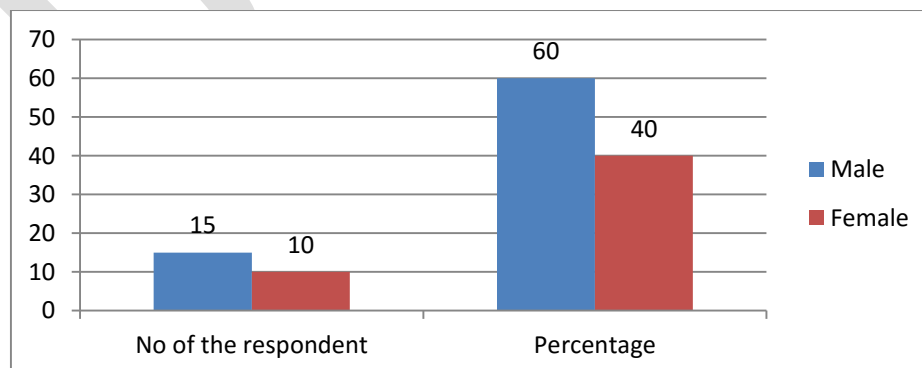


TABLE 2: AGE GROUP OF FACULTIES

S.no	Age group of the faculties	No of the respondent	Percentage
1	25- 30	4	16
2	30-35	12	48
3	35-40	4	16
4	40-45	5	20
5	45 and above	-	0

CHART SHOWING THE AGE GROUP OF THE RESPONDENTS

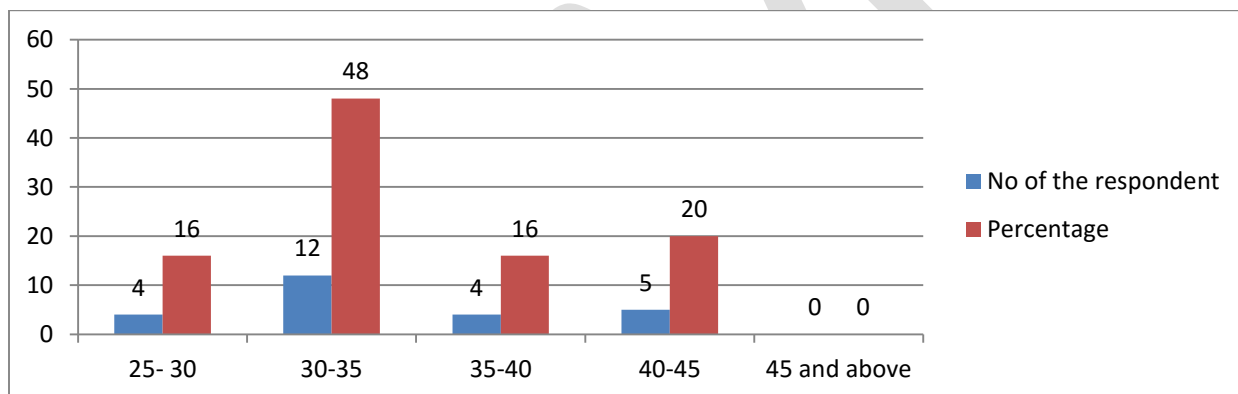


TABLE 3: DESIGNATION OF THE FACULTIES

S.no	Designation of the faculties	No of the respondent	Percentage
1	Professor	2	8
2	Associate professor	6	24
3	Assistant Professor	8	22
4	Lecturer	6	24
5	Others	3	12

CHART SHOWING THE DESIGNATION OF THE FACULTIES

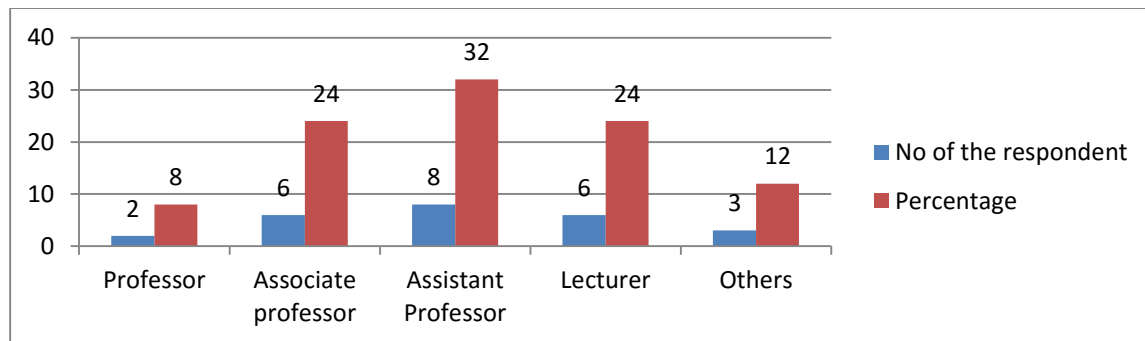


TABLE 4: RELIGIOUS OF FACULTY

S.no	Religious of the Faculties	No of the respondent	Percentage
1	Hindu	12	48
2	Christian	8	32
3	Muslim	3	12
4	Others	2	8

CHART SHOWING THE RELIGIOUS OF FACULTY

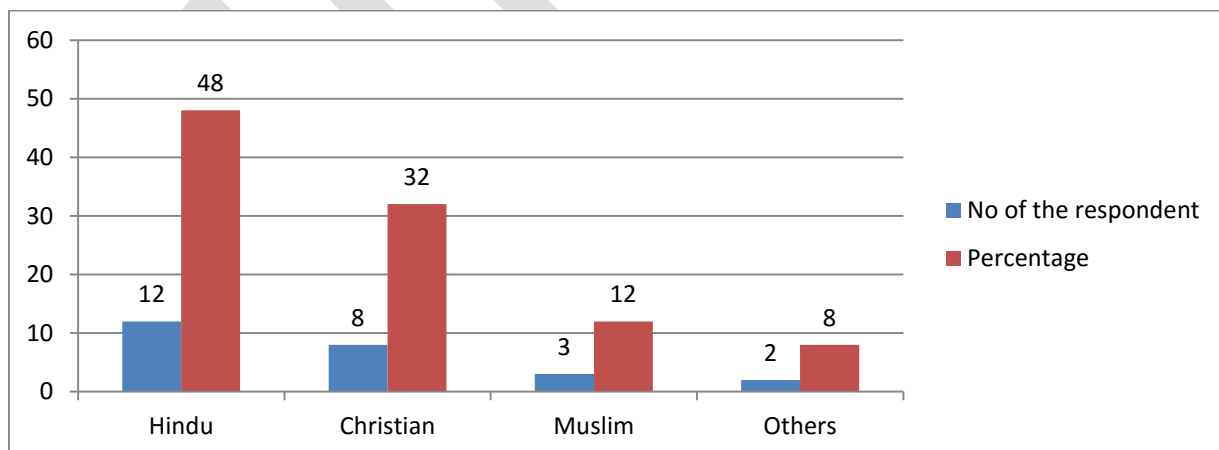


TABLE 5: CASTE OF THE FACULTIES

S.no	Caste of the Faculties	No of the respondent	Percentage
1	BC	4	16
2	MBC	2	8
3	SC	9	36
4	ST	5	20
5	OC	5	20

CHART SHOWING THE CASTE OF THE FACULTIES

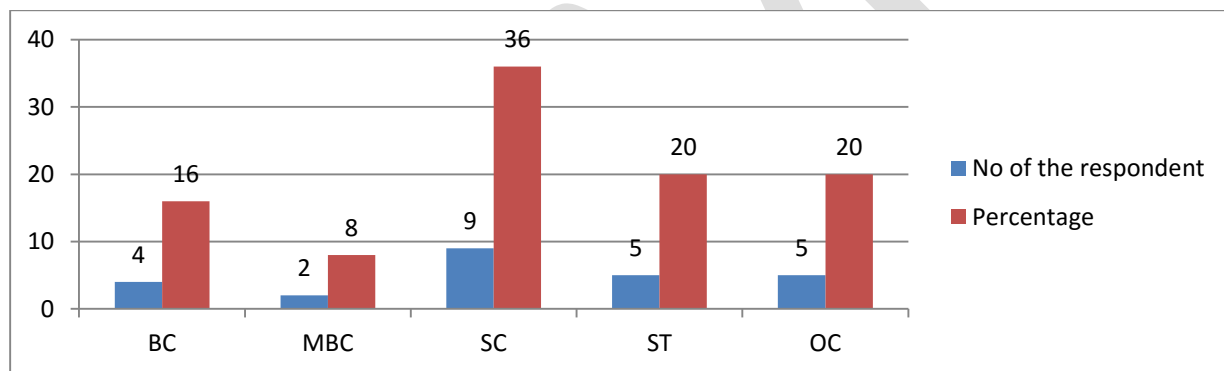


TABLE 6: WORKING OF THE FACULTIES IN THE DEPARTMENT

S.no	Department Working	No of the respondent	Percentage
1	IT/CSE	4	16
2	ECE	7	28
3	EEE	4	16
4	MECH/MECHT	6	24
5	S&H	2	8
6	CIVIL	2	8

CHART SHOWING THE FACULTIES WORKING IN THE DEPARTMENTS

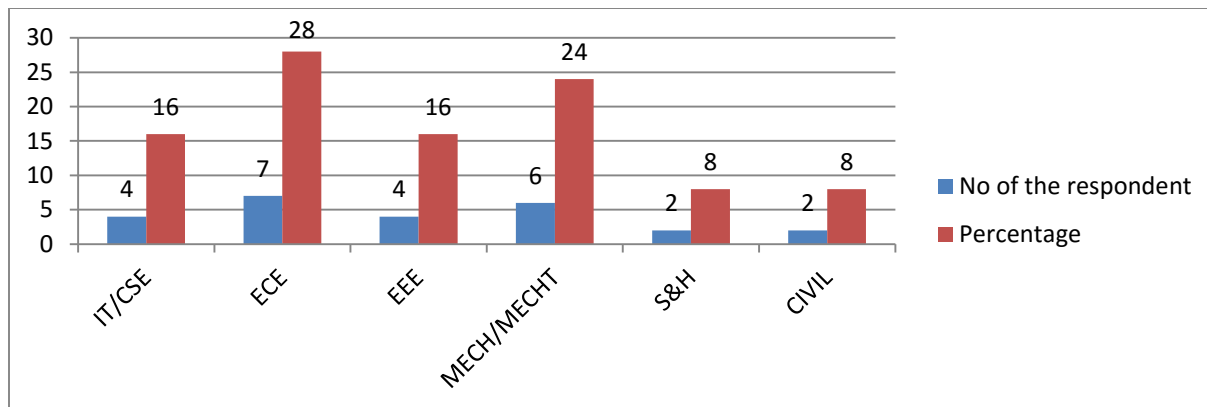
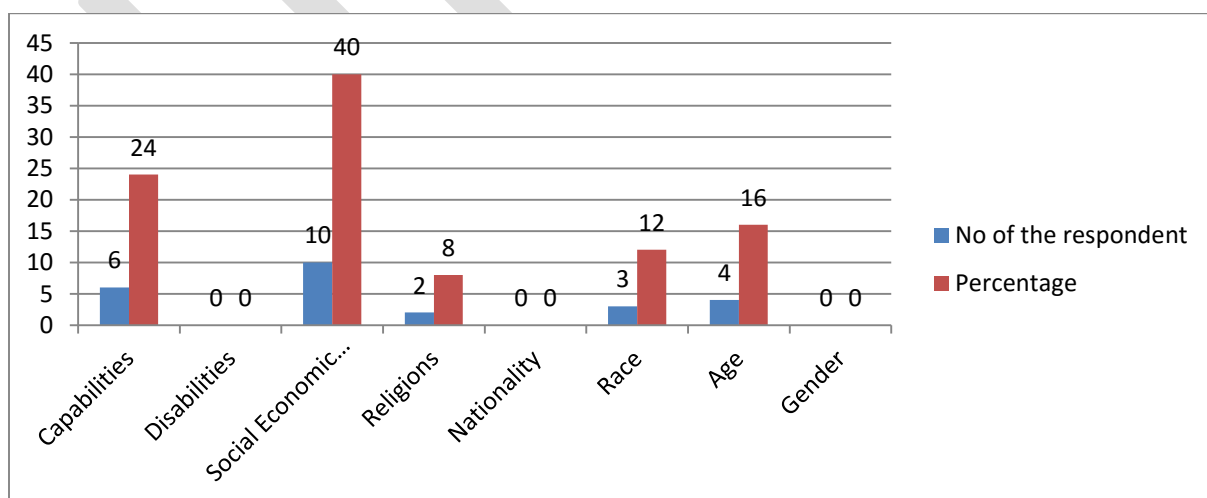


TABLE 7: SOURCES OF DIVERSITY

S.No	SOURCES OF DIVERSITY	No of the respondent	Percentage
1	Capabilities	6	24
2	Disabilities	-	0
3	Social Economic background	10	40
4	Religions	2	8
5	Nationality	-	0
6	Race	3	12
7	Age	4	16
8	Gender	-	0

CHART SHOWING SOURCES OF DIVERSITY



**QUESTION RELATING TO THE WORKFORCE CASTE DIVERSITY AMONG THE
FACULTIES OF ENGINEERING COLLEGE, NAMAKKAL DISTRICT**

S.no	ATTRIBUTES	SA	%	S	%	N	%	DS	%	SDS	%	Total	Mean	WEIGHT
1	Pushed back because of caste	10	40	6	24	2	8	4	16	3	12	25	3.16	88
2	Criticized by my colleague	4	16	2	8	2	8	12	48	5	20	25	4.12	58
3	Disrespected by my young colleagues	9	36	7	28	4	16	3	12	2	8	25	2.92	91
4	Biasness in my organization	14	56	5	20	4	16	1	4	1	4	25	5.34	104
5	Work to gather and solve the problem	8	32	10	40	2	8	4	16	1	4	25	3.87	94
6	Area of the work is separated because of my caste	4	16	4	16	2	8	9	36	6	24	25	2.65	60
7	Holidays for festivals by my supervisors	12	48	6	24	2	8	4	16	1	4	25	4.36	98
8	Aged and Experience is not considered before younger	14	56	4	16	1	4	2	8	4	16	25	5.20	93

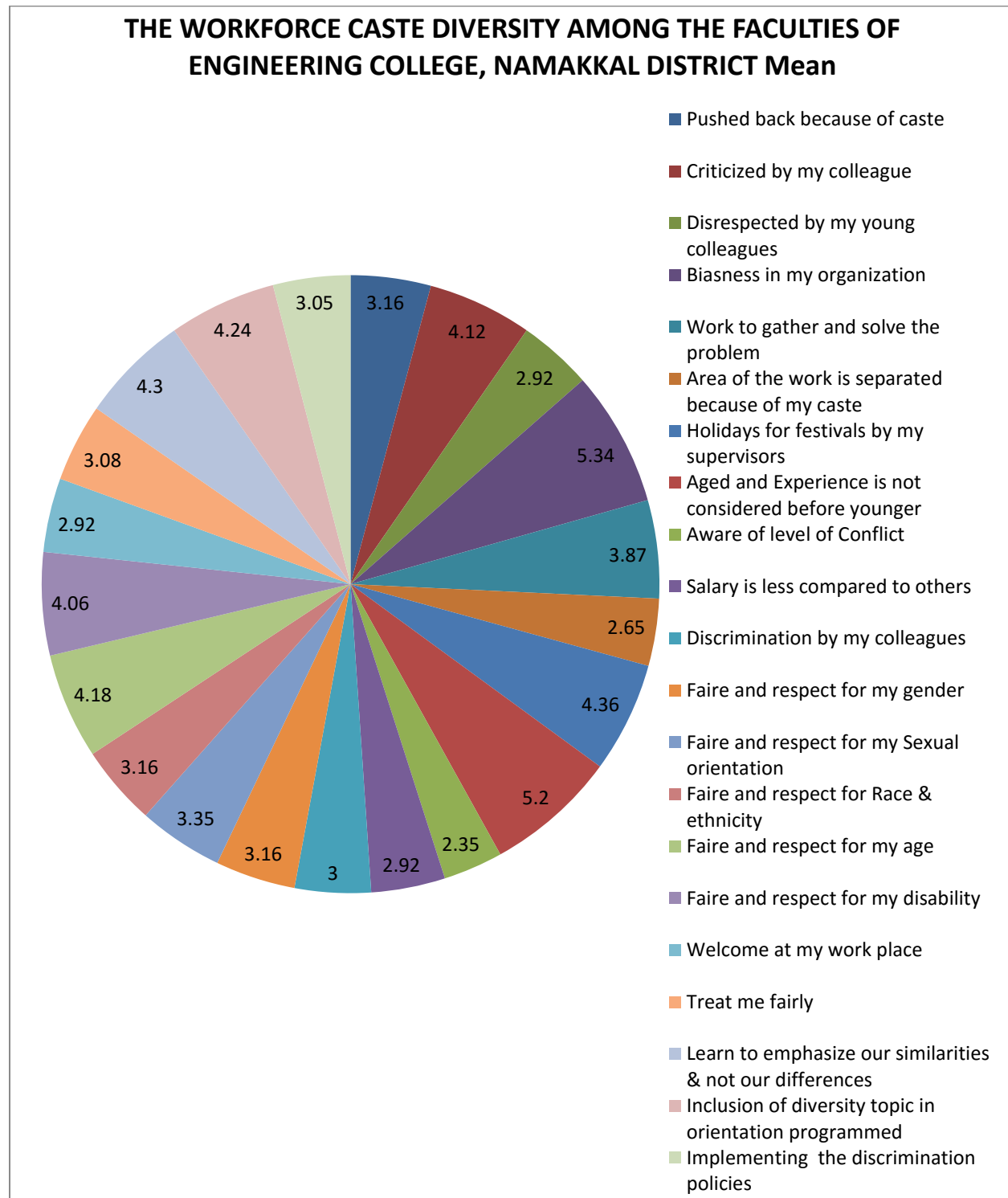
9	Aware of level of Conflict	9	36	5	20	4	16	4	16	3	12	25	2.35	85
10	Salary is less compared to others	6	24	8	32	7	28	3	12	1	4	25	2.92	89
11	Discrimination by my colleagues	10	40	4	16	5	20	4	16	2	8	25	3.00	89
12	Faire and respect for my gender	7	28	9	36	1	4	5	20	3	12	25	3.16	84
13	Faire and respect for my Sexual orientation	10	40	2	8	2	8	6	24	4	16	24	3.35	76
14	Faire and respect for Race & ethnicity	3	12	5	20	1	4	7	28	9	36	25	3.16	53
15	Faire and respect for my age	12	48	5	20	1	4	4	16	3	12	25	4.18	91
16	Faire and respect for my disability	11	44	1	4	2	8	4	16	7	28	25	4.06	73
17	Welcome at my work place	4	16	7	28	3	12	9	36	2	8	25	2.92	75
18	Treat me fairly	9	36	7	28	2	8	5	20	2	8	25	3.08	89
19	Learn to emphasize our	12	48	3	12	1	4	3	12	6	24	25	4.30	81

	similarities & not our differences													
20	Inclusion of diversity topic in orientation programmed	12	48	6	24	2	8	3	12	2	8	25	4.24	96
21	Implementing the discrimination policies	13	52	6	24	3	12	1	4	2	8	25	4.3	100
22	Presentation by expert for faculties	10	40	6	24	2	8	2	8	5	20	25	4.2	84

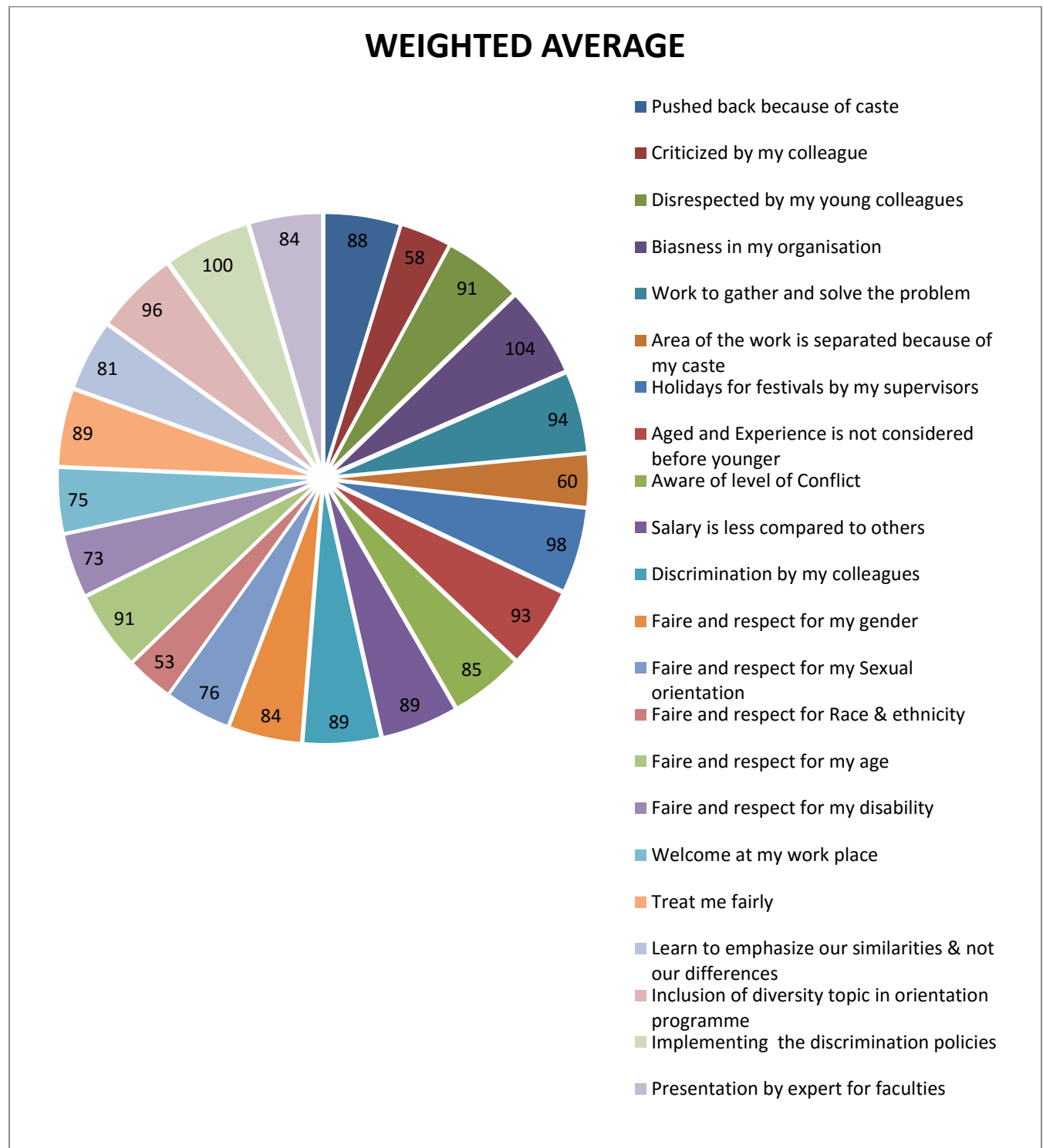
From the above table the mean value is higher in the factors such as emphasizing our similarities and not difference, training programmed inclusion of topic diversity presentation by experts, holiday, and foremost thing is biasness among the faculties and low respect form colleagues based on their caste. They also stick on to the implementation of discrimination policies amendment in the colleges to make awareness about it.

In the analysis of weighted average given the highest score for the attribute such biasness among them, holiday, implementation of discrimination policies, inclusion of diversity topic in orientation programme and also disrespect by young colleagues, the least weight age is given for the area of the work is separated because of my caste, Criticized by my colleague, Faire and respect for Race & ethnicity.

**CHART SHOWING THE ATTRIBUTES OF THE WORKFORCE CASTE DIVERSITY
AMONG THE FACULTIES OF ENGINEERING COLLEGE, NAMAKKAL DISTRICT**



**CHART SHOWING THE WEIGHTED AVERAGE OF ATTRIBUTE OF THE
WORKFORCE CASTE DIVERSITY AMONG FACULTIES OF ENGINEERING
COLLEGES, NAMAKKAL DISTRICT**



FINDING AND SUGGESTION

The major findings from this research is that the majority of the respondents strongly disagree about the criticized by their colleague, separate area for the work because of the caste, fair and respect for their race and ethnicity.

The majority of the respondent strongly agrees that there is biasness in their organization, drawback in problem solving, age and experience is not considered before younger, fair and respect for the age and inclusion of the topic in the orientation programmed about diversity.

CONCLUSION

From this the researcher concluded that the organization wants to focus on the topic inclusion of the workforce diversity in their orientation programmed and they still feel that there is a biasness and age and experience is not considered before the younger. From this study that most of the respondents are satisfied about the criticism is not there among the employees, fare and respect based on the race, ethnicity and disability.

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