

## 1. Title of the Practice

Mile Sur Mera Tumhara [ Cross Cultural Sensitization Activity]

## 2. Objectives of the Practice

Both education and culture are shaped by time. So, in this globalized atmosphere, a key challenge for education is to develop individuals with cross-cultural competence. Hence, the primary objective of this practice is to prepare students as intercultural competent workforce for future. This activity is conducted to sensitize the students about diverse cultures. It focuses on increasing the student awareness and knowledge about cultures other than their own, along with the development of teamwork, leadership, and creativity skills. Its purpose is to steer the learners towards becoming tolerant, inclusive, and interested in understanding other cultures.

## 3. The Context Conceptual Framework: -

- Ethnic and cultural diversity has increased significantly at workplaces as well as educational institutions over the years due to growth of global business, technology, and social media.
- Intercultural competence is necessary for harmonious relationships, effective work practice and successful career.
- Not only intercultural competence but teamwork, creativity and leadership skills are also indispensable life skills for success and accomplishment in professional life.
- New and more effective pedagogy for teaching these life skills is necessary for engaging all the learners and making teaching-learning process effective and at the same time enjoyable.

The challenge was the implementation of the same in a formal setting and the involvement of large number of students in the workshop. No challenges were experienced in convincing the students of the learning pedagogy or the objectives of the same.

## 4. The Practice

All 650 students of SY B. Com are asked to form teams of 10 members each, across all five divisions they are associated with. They are asked to select their team members and then they were given ten days to plan their presentation/performance. The presentation/performance includes depicting the culture of any one region, state or country in any form and in any manner. They are expected to do so through food, dresses, festivals, rituals, traditions, dances, songs, languages etc. Each team has to present the same in a time slot of ten minutes. They are also instructed to observe the other groups and get an understanding of what they are representing. They are then evaluated based on presentation and other life skills.

The practice is linked to achieving the POs of the institution and to stimulate holistic development of the students with awareness of our rich diversity and significance of Indian ethos and principles. Education should be an enjoyable learning experience, and that is the main objective behind this activity. It also encourages research on other topics by the students and working in teams as contrasting to working individually or only with their own class peers, thus paving some seeds of multidisciplinary learning. It offers scope for creativity and presentation in different aspects and the same time instils a sense of respect and tolerance for other languages, food, and festivals creating the concept of harmony and unity in diversity. Self-learning and peer learning were also the objectives of this activity which is also what is envisioned in the National Education Policy

## 5. Evidence of Success

The evidence of success is in the fact that almost all students participated in activity whole heartedly and presented their concepts beyond the stereotype expectation. Use of the different aspects of culture beyond language make the whole learning experience really stimulating. Another interesting outcome was the fact that students deliberately chose to represent other states rather than their

own state, took efforts to understand the aspects of culture in that state and present the same which itself is a yardstick of success of the activity. Differently abled students, who normally hesitate much peer interaction also participated with a lot of enthusiasm and peer dynamics which also proved to be a good learning experiment to promote DEI. Discontentment of the senior students of not being able to engage in this kind of learning experience due to Covid pandemic speaks also about the success of this practice. Basically, the results indicate, that a little creativity on part of the educators and the learners can create good learning experiences, beyond classroom teaching. It's important to give that kind of freedom and support to the learners to choose their learning activity. Group activities and peer learning are more stimulating and can be more exciting and engaging rather than individual assignments for evaluation of students' life skills.

#### 6. Problems Encountered and Resources Required

There were no problems encountered which could not be resolved as the only requirement for this was the motivation and persuasion skills of the educator to plan and submit the premise of learning to the students. Since the college has a big hall, implementation of the same in a good infrastructure facility was not an issue. The only problem faced was the change of dates by the students which led to more students presenting on the second day rather than the first day. Resources needed were minimal as the same was facilitated by the students themselves, but the college could maybe support financially some aspects of the same. Capturing the whole activity through AV was the biggest challenge due to the overwhelming excitement and response of the students on the workshop day.

#### 7. Notes (Optional)

Creating such enjoyable learning experiences at the educational institute stimulates all students irrespective of their individual bias, inhibitions, and cultures to engage and participate in the learning process, which paves the path for DEI and creates more sensitive and tolerant global citizens.

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