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Abstract : The abstract, usually not exceeding 200 words, should indicate the scope and significant content of the paper, highlighting the principal findings and conclusion. It should be in such a form that abstracting periodicals can use it without modification.

Introduction : Long and elaborate introduction should be avoided. It should be brief and state the exact scope of the study in relation to the present status of knowledge in the field.

Figure : Figures should be numbered in order of mention in the text. Each figure should have a descriptive name.

Mathematical Expression : Wherever possible, mathematical expressions should be typewritten, with subscripts and superscripts clearly shown. It is helpful to identify ambiguous symbols in the when they first occur. Equations must be displayed exactly as they should appear in print and numbered in parentheses placed at the right margin.

Tables : Tables should have short descriptive caption and numbered consecutively.

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Dear Readers

It is with much joy and anticipation that we had launched the inaugural issue of our International Journal "**EXPRESSION- A Journal of Social Science**". It is a bi-annual peer reviewed/refereed research journal of social science. Now, we are bringing out the second issue of this journal. The aim of journal is to disseminate knowledge and information in the area of management, social sciences & allied subjects and to provide a forum for discussion on advancement.

On the behalf of **EXPRESSION**'s Editorial Team, I would like to extend a very warm welcome to the readership of **EXPRESSION**, I take this opportunity to thank our authors, advisors, editors and reviewers, all of whom have volunteered to contribute to the success of the journal.

The successful publication is the result of the cooperation of contributors, reviewers, editors & advisory board and the printing house.

I hope the journal becomes an essential reference tool for the policy-makers, corporate executives, academicians, students and researchers.

I look forward to your valuable suggestions and contributions.

Wishing you a happy reading.....

Dr. Nisha Singh
Principal, MCPS

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Founded in 2003, Modern College of Professional Studies, Ghaziabad has already established a reputation as a medium to expand one's knowledge & enhance skills to achieve success. The strength lies in the strong academic faculty, focus on research and collaboration with industry.

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Through this journal, we would like to share globally our experiences and learning with other education assessors or evaluators. The basic objective is to provide opportunities for all those interested in learning more about in the field of Social Science.

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Food Security and Sustainability in Indian Agriculture

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Abstract:

Attaining food security is a matter of prime importance for India where more than a-third of its population is estimated to be absolutely poor, and as many as one half of its children have suffered from malnourishment over the last three decades. Several important issues have emerged in the context of food security in India.

Food security is thus a multi-dimensional concept and extends beyond the production availability, and demand for food. This paper deals with the definite and significant paradigm shift in the concept of food security from mere macro level availability and stability to micro level household food insecurity. It also from an assessment of energy intake to measures and indicators of malnutrition.

Keywords: Food security, Public Distribution System (PDS), Sustainable development, Poverty alleviation and Intellectual Property Rights (IPR).

I. INTRODUCTION

The concept of Food Security mainly involves three things:

1. The availability of food, 2. Economic access to food i.e., purchasing power to buy food and 3. The biological absorption of food in the body. Food availability includes the sufficient quantities of appropriate, necessary type of food from domestic production and commercial imports to be made available in reasonable proximity. Food access implies that the consumer has adequate income or other resources to purchase or barter to obtain the level of appropriate food needed to maintain consumption of adequate diet. Food utilization means food is properly used and proper food processing and storage techniques are employed.

I (A). Need of Food Security

Food Security is a function of balance between the demand and supply of food. The demand for food is dependent upon growth in population and changes in the purchasing power of the consumers. The supply, on the other hand, depends on food production and its distribution. The need of food security gained prominence because of a number of developments. Increase in population, urbanization and increase in real income led to the growth of consumption of animal products. These resulted in the increase of demand for food and fodder. The balance between demand and supply for food was maintained by "Green Revolution" in the sixties and seventies. Now population is still increasing whereas productivity per unit of area is more or less stagnant. This trend is posing great challenges for the governments of the world to make available food which is adequate, affordable and easily digestible and as and when required.

According to the World Bank more than half of all children under the age of four are mal-nourished, 30 per cent of the new born are significantly under weight and 60 per cent of women are anemic. The National Advisory Council headed by Mrs. Sonia Gandhi has recommended to the government to grant differential legal entitlement of food grain to 75 per cent of the population or nearly 800 million through a reformed public distribution network. The government is thinking to bring in a legislation which will be called "Right to Food" for all the people. It is also estimated that during the next 25 years, 70-80 million people will be added annually to the World's population and 98 per cent of them will be in the developing countries. These countries are projected to increase their demand for food grains by 80 per cent between 1990-2020 and for livestock products by 160 per cent. At the same time we are seeing climate change and environmental degradation which is threatening the prospects of food production in future. Therefore, the two opposite impacts have raised the demand for food security in the world.

The United Nations Report 2001 indicates that the world population will grow from 7.2 billion in 2015 to 9.30 billion in 2050. The Indian Projections of population show that food security can be ensured only when agriculture grows over 4.5 per cent. The major reasons of food insecurity are: 1. Increase in population 2. Low rate of growth in agriculture sector 3. Over exploitation of natural resources, 4. Mal- functioning of public distribution system and 5. Natural calamities such as droughts, floods, epidemics, wars etc.

Dr. Amartya Sen, the Nobel Laureate is of the firm view that large proportion of the World's underfed population starves not because of general good shortage but because of the insufficient access to food supplies or insufficient income to purchase food.

Citing the case of the Great Bengal Famine, he attributed the death of millions due to non-existence of an official policy to cope with the food supply crises.

I (B). How to Ensure Food Security?

Food Security can be ensured when we fully understand its concept and the reasons of food insecurity. According to the concept of food security, food should be made available at affordable prices and easily digestible. The implications of the concept are that both production and distribution systems should be streamlined and at the same time it should be nutritious and healthy for human body. As stated above, the reasons of food insecurity are increase in population, low agricultural growth, climate change, environmental degradation, defective public distribution system, natural hazards and so on. Based on the concept and reasons, the main factors of ensuring food security can be the following:

1. Increase in production and productivity of agricultural sector.
2. The public distribution system should be efficient so that food is available to all at times as and when required.
3. Food should be affordable. To achieve this objective, the purchasing power of the consumers and especially that of the weaker sections should be increased.
4. Efforts are needed to reach the weaker sections of the population which are in greater need.
5. The "Food Basket" should contain those items which are popular among the people. The weaker sections differ in food items as compared to the well-off sections. Therefore, preference should be given to the "Food Basket" of the lower income group which is in majority.
6. Food should be nutritious and digested. The controversial food items such as genetically modified foods (GMF), fast foods etc. should not be encouraged.
7. Steps should be taken to regulate population growth.
8. The agricultural growth rate should be raised. This can be done only when adequate investment is made in agriculture sector. Investment in agricultural research, education and extension system should be stepped up. Adequate infrastructural investment is also required.
9. Environmental degradation and climatic changes are responsible for low productivity in agriculture. For this purpose there is need to check excessive use of pesticides, insecticides, chemical fertilizers, over withdrawal of underground water resources etc. Natural farming and other biological practices should be encouraged.
10. Contingent plans should be kept ready to meet natural hazards such as droughts, floods epidemics etc.
11. Easy export – import policies should be followed to facilitate liberal trade policies.

12. Demand — supply projections should be made based on different assumptions of production, rate of population growth, rate of growth in income and price levels and so on.

II. ROLE OF PUBLIC DISTRIBUTION AND FOOD CORPORATION OF INDIA

II (A). Brief History

Public distribution system (PDS) is an important link in food security chain in India. Indian PDS is one of the largest distribution networks of its kind in the world. It has evolved over the years in its various manifestations. Originally, it was introduced by the Britishers in India as an instrument against famines which took place in India from time to time. It was known as rationing system to the victims of famines. It got prominence in the great famines of Bengal in early 1940s. This was also implemented during the war periods of the Second World War. The Essential Commodities Act. Was passed by the legislature to discourage hoarding and black marketing by anti-social activities during the period of food shortage.

After independence the objectives of PDS were changed. In the 1950s and 60s the objectives were to ensure food availability to the poor at cheaper rates and remunerative prices to the producers as an incentive to produce more. After the declaration of poverty alleviation programmes, the PDS became an important tool in the hands of the government as a public policy implementation. The PDS system was further improved when it was renamed as Revamped Public Distribution System (RPDS) in 1992. Under this RPDS, geographical targeting was done to reach the difficult areas such as people living in deserts, hilly areas, drought-prone areas, and the areas inhabited by Adivasis and the Tribals which were hitherto out of the purview of the PDS. From urban and semi-urban areas and easily accessible villages, it was taken to the remote inaccessible areas of the country. The system was further improved in 1997 by renaming it as Targeted Public Distribution System (TPDS), under this new arrangement, people were divided into below poverty line (BPL) and above poverty line (APL). BPL population was given ration at lower prices and the number of items was also increased as compared to the people APL.

II (B). Evaluation of PDS

PDS is an effective instrument in the hands of the government to ensure food security system in the country. It has also proved a powerful weapon to fight poverty and bring in social and economic justice to the neglected sections of our population. It is periodically being improved based on the experience of its functioning. It is one

of the biggest networks of food chains in the world. At present about 5 lakhs ration shops are functioning in the country. However, a number of weaknesses have emerged in this system. Most of the problems arise due to huge size of the network, rampant corruption, high cost and poor governance. The main problems with the system can be pinpointed as under:

1. A large number of people below poverty line are still out of its purview. The estimate of left out population varies from 50 per cent to 75 per cent.
2. There is large diversion of allotted food and other items from PDS to the open market.
3. There is lack of transparency in the procurement and distribution of food and other items.
4. Rampant corruption prevails at various levels of PDS.
5. The cost of distribution is unreasonably high which is drain on government subsidization budget.
6. There is large difference between the quantities off take and quantities allotted.
7. There are regional differences in the successful functioning of the system. It is functioning better in southern states as compared to the northern states.
8. The quality of the items is also not up to the standard as demanded by the consumers.

In spite of the shortcomings, the PDS has greater potential and pillar of food security system in the country. There is need to monitor it more closely and rigorously to make improvement periodically according to the needs of the time.

III. AGRICULTURAL SUSTAINABILITIES AND FOOD SECURITIES

The world commission of Environment and Development or generally known as Brundt land commission in its Report in 1987, defined sustainability as the principle that the needs of the present generation must be met without compromising the ability of future generations to meet their own needs. By sustainable development it is meant that real income, production and economic welfare of an economy should increase in such a manner so as to maintain environmental conservation and quality of life and as a result of which present and future generations may enjoy maximum net advantage. Sustainable development occurs only when goals and actions are ecologically viable, economically feasible and socially desirable. The underlying concept of sustainability is that of productivity and quality of the environment and the natural resources.

Sustainability in agriculture implies that it is ecologically sound, economical viable and socially just, humane and adaptable, According to the Food and Agricultural Organization (FAO),

sustainable agriculture is that form of farming which produces sufficient food to meet the needs of the present generation without eroding the ecological assets and the productivity of the life supporting system of future generations. It implies conservation of land, water, plant and genetic resources and is environmentally non-degrading, technically appropriate, economically viable and socially acceptable. The farm bill passed by the U.S. congress in 1990, legally defined sustainable agriculture as an integrated system of plant and animal production practices. The System should satisfy the human needs of food and fibre, enhancement of environmental quality, make the most efficient use of non-renewable resources, sustain the economic viability of farm operations and enhance the quality of life of farmers and society as a whole.

III (A). Need for Sustainable Agriculture

The Green Revolution was unheard in the Sixties. It made India self-sufficient in food grains. The green revolution was due to the miracle seeds which were high yielding. These high-yielding seeds depended critically on irrigation, pesticides and insecticides, chemical fertilizers, mechanization etc. In eighties the adverse effects of the green revolution started becoming visible. Agricultural productivity started stagnating and yields started declining. Water logging, salinity and alkalinity due to over-irrigation started becoming a problem. Water table started declining resulting in drought and land degradation increased. Extensive use of chemical fertilizers, insecticides and pesticides polluted ground water, underground water and air. It caused environmental and health hazards.

The major problems of unchecked growth gave rise to the problems of poisoning of food chain, salinity and water logging, soil erosion, decline in good water table, water pollution, deforestation, loss of bio-diversity and so on. Economic and social problems of inequality of distribution of gains aggravated. These adverse effects of green revolution coupled with reckless economic growth of other sectors, resulted in environmental degradation and climate change. On the other hand, increase in world population and rising level of income led to the more demand of all types of goods and services. Higher level of production and services were required. The earth's resources, with present degree of techniques, were unable to cater to the demand. Food security and sustainability started becoming the buzzword. Conferences, Conventions, Protocols and international agreements started among the various nations of the world. Many commissions were set up by the international bodies and the national governments to recommend the ways and means of bringing together economic growth and sustainability in the world for better standard of living.

Since agriculture is the biggest and basic sector of the world

economy, the first priority of growth and sustainability was accorded to this sector. Food, water, shelter, bio-diversity were the biggest problems of humanity. Even non-agricultural sectors directly or indirectly, made use of land resources. It is ultimately the mother earth which is the source of all things. All these issues concretized in two issues i.e., food security and suitability because these twin issues which are basis for life were threatened by the development of the world so far. In other words enough food should be made available all the times at affordable prices which is easily digestible to the living species. This is food security. In the same way the needs of the present generation should be adequately met without compromising the ability of the future generations. This is called sustainability. The future policies of the individual nations and the world should be directed to achieve these twin goals of food security and sustainability for the survival of our planet.

III (B). How to Maintain Sustainability?

A sustainable agriculture is a great challenge for the governments and the scientists of the world. Forecasts about doom's day in future are increasing. The Union of Concerned Scientist from 70 countries issued a warning to the U.N. Conference on Environment and Development held at Rio de Janeiro in 1992. It warned that "human beings and the natural world are on collision course". It further said that "if not checked, many of our current practices being followed will put at serious risk the future that we wish for human society and the plant and animal kingdoms, and may so alter the living world that it will be unable to sustain life in the manner that we know." Of late the concept of "Common Heritage" which greatly impacts environment has undergone a fundamental change. Traditionally, the atmosphere, the oceans and the bio-diversity were treated as the common heritage of humanity. Under the provisions of recent global convention. Intellectual property Rights of the W.T.O. and the Exclusive Economic Zones concept under the U.N. Convention, the idea of common heritage has now become the responsibility of the individual countries. It implies that global resources should be utilized in equitable manner only through the collective efforts among countries.

The new problems which are likely to be prominent in future are the following:

1. Increase in population, reduced per capita availability of arable land and irrigation water, will be the major obstacles to produce more food.
2. There will be increase in demand for per capita availability of food due to urbanization, higher level of income and increased consumption of animal products.
3. Marine fish production will become stagnant as coastal aquaculture is facing environmental problems.
4. There will be adverse change in climate due to damage to land,

water, forests, bio-diversity and the atmosphere.

5. The implications of biotechnology are not fully revealed so far as their environmental, health and social aspects are concerned.
6. The new technologies will be monopolized by the private sector. Earlier green revolution technologies were public goods made available by research in public sector.

The main emerging technologies are: 1. Geographical Information System (GIS), 2. Global Position System (GPS), and 3. Information and Communication Technologies (ICT). Geographical Information system is an effective method for solving complex planning, management and priority-setting problems. Global Positioning System (GPS) are used for early detection of diseases and pests and to target the application of pesticides, fertilizers and water to those parts of the field that need them urgently. In future, farming will be knowledge-intensive, using information from remote sensing. Biotechnology will hold the key for strengthening agricultural production in future. Already new controversies have cropped up with regard to genetically modified (GM) food in the case of health and its other side effects.

All sections of population comprising of the farmers, the scientists, the consumers, the environmentalists, the civil society etc. should be associated to study the effects of GM crops. Regarding the protection of bio-diversity, the role of primary conservers, largely tribals, rural women and men is very important. These people should be adequately rewarded for their contribution. These people mostly live in countries which are bio-diversity-rich but bio-technological-poor. Therefore, there is need to evolve a mechanism in which these early conservers are properly rewarded. The World Intellectual Property Right Organization (WIPO) is working on this mechanism based on ethics and equity principles. The three major revolutions in science and technology are fast evolving. They are:

1. The Gene Revolution with great potential for the understanding of new processes and products for agriculture.
2. The eco-technology evolution which promotes the blending of new technologies with traditional technologies and
3. The information and communication revolution which allows the access to new information universally at low cost. These evolutions require high degree of management and governance to be adopted and flourished smoothly. Heavy investment is required in these technologies. The developing countries must be properly aided as these countries have major agricultural sector.

In addition to these technological possibilities, there are many other things which should form the policy package of the government. The major suggestions include the following:

1. Institutional arrangements should be strengthened to

- implement the initiatives taken by the government.
2. For water — Saving devices, drip and sprinkling methods of irrigation should be encouraged.
 3. Consumers and farmers should be properly educated about the pesticide residues in food grains, vegetables and fruits.
 4. Logos and symbols should be popularized and even made mandatory on the products ready for sale.
 5. Diversification and crop rotations should be encouraged to promote bio-diversity.
 6. Alternative biological pesticides and insecticides should be devised which are more eco-friendly.

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Profitability Analysis - A Study of Steel Authority of India Limited

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Abstract:

Business is an economic activity. The main aim of business is to earn profit. Profit is required for the expansion and diversification of business. Profit shows the real strength of the business enterprise. To know the real strength of business, profitability ratios are calculated. Profitability Ratios are concerned with the end results of the business operation. The study is based on steel authority of India limited. To find out the financial strengths and weaknesses of the SAIL this paper is designed to find out different profitability ratios. Profitability ratios are used to assess a business's ability to generate earnings as compared to its expenses and other relevant costs incurred during a specific period of time. For most of these ratios, having a higher value relative to a competitor's ratio or the same ratio from a previous period is indicative that the company is doing well. The study is based on the accounting year of the SAIL from 2007-08 to 2011-12. The accounting year of SAIL ends on the 31st March of every year. On the basis of available data and profitability ratio analysis technique the important thing that comes to light is that profitability position of SAIL is in declining phase and measure suggested in study should be followed by the organization so that the efficiency and profitability can be raised.

I. INTRODUCTION

Steel is playing a major role in our lives. The cars we drive, the buildings we work in, the homes in which we live and countless other things. Steel is used in our electricity transmissions, natural gas pipelines, machinery tools, military weapons, this list is endless. Steel has also earned a place in our homes in protecting our families, making our life more convenient. Steel touches every aspect of our lives. No other material has the same unique combination of strength, formability and versatility. Steel is everywhere present in our life.

According to the report of World Steel Association almost 200 billion cans of food are produced every year. Steel cans help in saving energy as it does not require any refrigeration. The housing and construction sector is the largest consumer of steel today, using around 50% of world's steel production. Approximately 25% of an average computer is made up of steel. Steel surfaces are hygienic and easy to clean. Surgical and safety equipment's and commercial kitchens are all made with steel. Steel has laid the backbone for many developing countries like India. SAIL is the largest STEEL Enterprise in India; SAIL has emerged as a synonym for steel. SAIL is a Maharatna Company, owned and controlled by government of India. Chandrasekhar Verma is the chairman of the company. SAIL produces steel for construction, engineering, power, railway, automotive and defense industries and caters to India and international steel market. SAIL has 5 integrated steel plants, 4 special steel plants and 1 subsidiary to support growth and

development of the steel industry in India. SAIL is playing a leading role in strengthening the Indian economy.

II. LITERATURE REVIEW

Profitability analysis is important to assess the performance of any undertaking. In this paper an attempt has been made to assess and evaluate the profitability of Steel Authority of India Limited. It is very difficult to review the entire literature.

Therefore few studies have been reviewed in the preceding paper.

Murty and Misra (2002) conducted a study on "Cash Flow Ratio as an Indicator of Corporate Failure". The present study aimed at designing a cash flow model to predict corporate sickness. A sample consisting of 35 sick and 35 non-sick companies were selected and their sickness was reported during 1977-87. The sample companies were drawn at random from 13 different industry groups. The financial information of the sample companies was collected from the Bombay Stock Exchange's Official Directory. From the financial statements 9 cash flow ratios were calculated for both sick and non-sick companies. The important ratios were (i) cash flow to total assets (ii) cash flow to total liabilities (iii) cash flow to total sales (iv) cash flow to net worth (v) cash flow to current assets (vi) cash flow to current liabilities (vii) cash flow to interest (viii) cash flow to capital employed (ix) cash flow to working capital. The study indicates that the cash flow ratios are good indicators of corporate health.

Reserve Bank of India (2004) in their article "Performance of

Private Corporate Business Sector”, in the first half of 2003-04 i.e. April-Sep 2003. It covered 1150 non-financial, non-government public ltd. companies. The article also briefly touches upon the performance of 161 financial non-government public ltd. companies during the first half of 2003-04. Ratios were used in the study as an important tool. This article showed that out of the 1150 companies covered in the study, 356 companies (each with the sales 100 crore or more) contributed 90% in the total sales.

Reddy (2002) conducted a study on “Financial Performance of Paper Industry in Andhra Pradesh”. The study confines itself to the issues related to the financial performance of some selected paper mills in Andhra Pradesh. It excludes non-financial areas such as production, marketing, personnel and research and development from its preview. The objective of the study was to review the performance and suggest measures to improve profitability. Ratio analysis, trend, common size and comparative financial statement analysis were used in the study. It was concluded from the study that modernization of the technology for better operating performance, use of fixed assets efficiently, adoption of sound credit policies, implementation of cost reduction and minimization programmes will increase the possibility of industry development and will touch new heights in future.

Krishnaveni (2005) conducted a study on “Performance Appraisal of an Indian Chemical Industry after Liberalization”, with the objective to study the liquidity and profitability position of the selected sectors of chemical industry in India after liberalization. Ratio analysis was used an important tool in the study. It was concluded from the study that profitability trend of drugs, fertilizers, paints and pesticides sectors were in declining phase during the study period. In this regard, reduction of the excise duty, tariff and surcharge of sales tax and steps to control the operating expenses are measures suggested for the improvement of profitability trend.

Maran and Kumar (2009) conducted a study on “Financial Performance of Software Companies in the Global Recession with reference to India.” The study was conducted to analyze the financial performance of software industry in India. Out of the 10 software companies in India enlisted by NASSCOM, the selected companies were Tata Consultancy Services, Wipro, Infosys Technologies Ltd., and Satyam Computers. The study was mainly based on secondary data collected from the annual published reports. The study period was mainly intended to examine the financial performance of software companies for 8 years in the period between 2000-01 to 2008-09. Based on the study the overall performance of TCS was found to be comparatively good with the other software companies and Infosys position was found to be not satisfactory, even though they have gained a better net profits. The results of the study reflect the global economic downturn.

Pandya (2012) analysed the financial performance of Tata

Steel Limited using the framework of ratio analysis. The study reveals that Tata Steel performed well in terms of return available to all the investors measured as return on average capital employed. It also revealed that during the study period Tata Steel offered a higher return to equity shareholders measured in terms of ROE and EPS. However, declining return on average net worth on year basis is a cause of concern for TSL.

III. OBJECTIVES OF THE STUDY

- (i) To examine the general profitability of SAIL
- (ii) To analyse the overall profitability of SAIL.
- (iii) To suggest the measure to increase the profitability SAIL.

IV. METHODOLOGY

The study is based on secondary data collected from financial statements of sail between 2007-08 to 2011-12. In order to achieve the objectives of study 13 different ratios are used. to know the general and overall profitability of business gross profit ratio, net profit ratio, operating profit ratio and expenses ratios are calculated. On the other hand to measure the overall profitability of sail return on shareholder’s investment, return on capital employed, earning per share, dividend per share and price earning ratios are calculated.

V. RESULT AND DISSCUSSION

(v) PROFITABILITY ANALYSIS

- (A) General Profitability Ratios
- (B) Overall Profitability Ratios

$$\text{Gross Profit Ratio} = \frac{\text{Gross Profit}}{\text{Net Sales}} \times 100$$

Table 1
Gross Profit Ratio of Steel Authority of India Limited

(Amount in Rs. Cr)

Year	Gross Profit	Net Sales	Gross Profit Ratio
2008	12,641.90	39,958.67	31.63%
2009	10,925.79	43,798.58	24.94%
2010	11,871.28	40,595.90	29.24%
2011	9,113.82	42,534.30	21.42%
2012	7,657.62	45,958.66	16.66%

Source: Compiled from financial statements of SAIL (2007-08 to 2011-12).

Table 1 explains the relationship between gross profit and net sales. It is clear from the table 1 that the Gross Profit Ratio fluctuates from year to year, i.e. 31.63% in 2008, 24.94% in 2009, 29.24% in 2010, 21.42 % in 2011 and 16.66% in 2012. In 2012 the ratio is minimum (16.67%) and in 2008 the ratio is maximum (31.63%). There is no standard norm for Gross Profit Ratio and it may vary from business to business but generally a low gross profit ratio indicates high cost of goods sold, due to unfavorable purchasing policies, lesser sales, low selling price, excessive competition and over investment in plant and machinery. Gross Profit Ratio is a reliable guide to the adequacy of selling prices and efficiency trading activities. In 2008 the ratio is maximum (31.63%) which shows the safer and favorable position of organization also it indicates better profitability of organization.

A (II) NET PROFIT RATIO

$$\text{Gross Profit Ratio} = \frac{\text{Net Profit}}{\text{Net Sales}} \times 100$$

Table 2
Net Profit Ratio of Steel Authority of India Limited

(Amount in Rs. Cr)

Year	Net Profit	Net Sales	Net Profit Ratio
2008	7,536.78	39,958.67	18.86%
2009	6,174.81	43,798.58	14.098%
2010	6,754.37	40,595.90	16.638%
2011	4,904.74	42,534.30	11.531%
2012	3,542.72	45,958.66	7.708%

Source: Compiled from financial statements of SAIL (2007-08 to 2011-12).

It is depicted from table 2 that the Net Profit Ratio fluctuates from year to year, i.e. 18.86% in 2008, 14.098% in 2009, 16.638% in 2010, 11.531% in 2011 and 7.708% in 2012. In 2012 the ratio is minimum (7.7%) and in 2008 the ratio is maximum (18.86%). This ratio indicates the firm's capacity to face adverse economic conditions such as price competition, low demand, etc. Generally, higher the ratio, the better is the profitability. According to these norms, in 2008 the ratio is highest (18.86%) which shows the safer and favorable position of business, also it shows better profitability after paying expenses like income tax. The ratio shows the declining trend after 2010 this indicates the

operational inefficiency as compare to 2008.

A (III) OPERATING RATIO

$$\text{Gross Profit Ratio} = \frac{\text{Operating Cost}}{\text{Net Sales}} \times 100$$

Table 3
Operating Ratio of Steel Authority of India Limited

(Amount in Rs. Cr)

Year	Operating Cost	Net Sales	Operating Cost Ratio
2008	30,222.24	39,958.67	75.63%
2009	37,781.47	43,798.58	86.26%
2010	30,016.79	40,595.90	73.94%
2011	36,996.24	42,534.30	86.97%
2012	39,267.27	45,958.66	85.44%

Source: Compiled from financial statements of SAIL (2007-08 to 2011-12).

Operating Ratio is the test of operational efficiency of the business. It is cleared from table 3 that the Operating Ratio fluctuates from year to year, i.e. 75.63% in 2008, 86.26% in 2009, 73.94% 2010, 86.97% in 2011 and 85.44% in 2012. In 2010 the ratio is minimum (73.94%) and in 2011 the ratio is maximum (86.97%). There is no 'rule of thumb' for this ratio but lesser the ratio safer and favorable the position of business. In 2010 the ratio is minimum (73.94%) which indicates the safer and favorable position of business also it shows the cost of operation is low and profit margin is more. Operating Profit Ratio and Operating Ratio are complementary to each other and thus if one of such ratio is deducted from 100 another ratio may be obtained. Table 3 shows that the Operating Cost Ratio is maximum in 2011 i.e. 86.97% it indicates that the Operating Profit Ratio is minimum in 2011. The operational efficiency of SAIL is maximum in the year 2010.

A (IV) EXPENSES RATIO

A (IV) (a) MANUFACTURING EXPENSES RATIO

Manufacturing Expenses Ratio =

$$\frac{\text{Manufacturing Expenses}}{\text{Net Sales}} \times 100$$

Table 4
Manufacturing Expenses Ratio of Steel Authority of India Limited
(Amount in Rs. Cr)

Year	Manufacturing Expenses	Net Sales	Manufacturing Expenses Ratio
2008	492.18	39,958.67	1.23%
2009	643.35	43,798.58	1.468%
2010	870.35	40,595.90	2.14%
2011	1,310.00	42,534.30	3.07%
2012	1,615.29	45,958.66	3.51%

Source: Compiled from financial statements of SAIL (2007-08 to 2011-12).

Table 6
Miscellaneous Expenses Ratio of Steel Authority of India Limited
(Amount in Rs. Cr)

Year	Miscellaneous Expenses	Net Sales	Miscellaneous Expenses Ratio
2008	737.79	39,958.67	1.846%
2009	878.94	43,798.58	2.006%
2010	206.62	40,595.90	0.508%
2011	45.42	42,534.30	0.106%
2012	2160.58	45,958.66	4.70%

Source: Compiled from financial statements of SAIL (2007-08 to 2011-12).

A (IV) (b) SELLING AND ADMINISTRATION EXPENSES RATIO

Selling and Administration Expenses Ratio =

$$\frac{\text{Selling and Administration Expenses}}{\text{Net Sales}} \times 100$$

Table 5
Selling and Administration Expense Ratio of Steel Authority of India Limited
(Amount in Rs. Cr)

Year	Selling and Administration Expenses	Net Sales	Selling and Administration Expense Ratio
2008	1,727.55	39,958.67	4.32%
2009	1,701.52	43,798.58	3.88%
2010	1,754.02	40,595.90	4.32%
2011	1,927.46	42,534.30	4.53%
2012	NIL	45,958.66	NIL

Source: Compiled from financial statements of SAIL (2007-08 to 2011-12).

A (IV) (c) MISCELLANEOUS EXPENSES RATIO

Miscellaneous Expenses Ratio =

$$\frac{\text{Miscellaneous Expenses}}{\text{Net Sales}} \times 100$$

A (IV) (d) TOTAL EXPENSES RATIO

$$\text{Total Expenses Ratio} = \frac{\text{Total Expenses}}{\text{Net Sales}} \times 100$$

Table 7
Total Expenses Ratio of Steel Authority of India Limited
(Amount in Rs. Cr)

Year	Total Expenses	Net Sales	Total Expenses Ratio
2008	29,127.81	39,958.67	72.89%
2009	36,730.01	43,798.58	83.86%
2010	30,223.41	40,595.90	74.449%
2011	37,041.66	42,534.30	87.086%
2012	41,427.85	45,958.66	90.14%

Source: Compiled from financial statements of SAIL (2007-08 to 2011-12).

Table 4, 5, 6 and 7 shows the relationship between different expenses with net sales. Expenses Ratios are categorized in four parts, i.e. Manufacturing Expenses Ratio, Selling and Administration Expenses Ratio, Miscellaneous Expenses Ratio and Total Expenses Ratio. There is no 'rule of thumb' for Expenses Ratios but lesser the ratio safer and favorable will be the position and higher the ratio risky and unfavorable will be the position. According to these norms Manufacturing Expenses Ratio for the year 2008 is lowest (1.23%), Selling and Administration Expenses Ratio for the year 2012 is nil, Miscellaneous Expenses Ratio for the year 2011 is lowest (0.106%) and Total Expenses Ratio for the Year 2008 is lowest (72.89%) which shows the safer and favorable

position of business. A low expense generally indicates more profitability for business. Table 7 shows that in 2012 the Total Expenses Ratio is 90.14% which indicates that the profitability is low in that year.

A (V) CASH PROFIT RATIO

$$\text{Cash Profit Ratio} = \frac{\text{Net Profit}}{\text{Net Sales}} \times 100$$

$$\text{Cash Profit} = \text{Net Profit} + \text{Depreciation}$$

Table 8
Cash Profit Ratio of Steel Authority of India Limited
(Amount in Rs. Cr)

Year	Cash Profit	Net Sales	Cash Profit Ratio
2008	8,772.26	39,958.67	21.95%
2009	7,459.93	43,798.58	17.03%
2010	8,091.61	40,595.90	19.93%
2011	6,386.94	42,534.30	15.01%
2012	5,109.75	45,958.66	11.11%

Source: Compiled from financial statements of SAIL(2007-08 to 2011-12).

The Cash Profit Ratio of SAIL fluctuates from year to year. Table 8 indicates that the ratio is 21.95% in 2008, 17.03% in 2009, 19.93% in 2010, 15.01% in 2011 and 11.11% in 2012. In 2012 the ratio is lowest (11.11%) and in 2008 the ratio is highest (21.95%). There is no 'rule of thumb' for this ratio but higher the ratio safer and favorable the position will be and lower the ratio risky and unfavorable the position will be. After 2010 the amount of cash profit is declining and sale is increasing. In 2008 the ratio is highest (21.95%) which shows the safer and favorable position of business. Year 2008 indicates that after paying depreciation the profit is highest (21.95%) when compare to other years, which indicates the better profitability of firm

(B) OVERALL PROFITABILITY RATIO

(B) (I) RETURN ON SHAREHOLDERS INVESTMENT

Return on Shareholders' Investment =

$$\frac{\text{Net Profit (After Interest and Tax)}}{\text{Shareholders Funds}} \times 100$$

Table 9
Return on Shareholders' Investment of Steel Authority of India Limited
(Amount in Rs. Cr)

Year	Net Profit (After Interest & Tax)	Shareholders' Funds	Return on Shareholders' Investment
2008	7,536.78	39,958.67	32.678%
2009	6,174.81	43,798.58	22.06%
2010	6,754.37	40,595.90	20.27%
2011	4,904.74	42,534.30	13.23%
2012	3,542.72	45,958.66	8.89%

Source: Compiled from financial statements of SAIL (2007-08 to 2011-12).

Table 9 reveals the Return on Shareholders' Investment Ratio. The ratio is of great importance to present and prospective shareholders as well as management of the company. It is clear from the table 3.21 that the Return On Shareholders' Investment Ratio fluctuates from year to year, i.e. 32.678% in 2008, 22.06% in 2009, 20.27% in 2010, 13.23% in 2011 and 8.89% in 2012. In 2012 the ratio was minimum (8.89%). This ratio reveals how well the resources of a firm are being used, higher the ratio better are the results. Table 9 reveals that after 2010 the amount of net profit (after interest and tax) is declining but shareholders fund is increasing. In 2008 the ratio is highest (32.67%) and shows the safer and favorable position of business. It also indicates that shareholders will get maximum benefit from their investment in this year (2008).

B (II) RETURN ON CAPITAL EMPLOYED

Return on Capital Employed =

$$\frac{\text{Profit before interest, Tax \& Divided}}{\text{Capital Employed}} \times 100$$

Table 10
Return on Capital Employed Ratio of Steel Authority of India Limited

(Amount in Rs. Cr)

Year	Profit (before Interest, Tax & Dividend)	Capital Employed	Return on Capital Employed
2008	12,968.73	23,121.58	56.08%
2009	10,944.21	23,325.95	38.63%
2010	11,772.04	34,119.24	34.50%
2011	9,003.30	34,322.39	26.23%
2012	7,386.84	27,174.45	27.18%

Source: Compiled from financial statements of SAIL (2007-08 to 2011-12).

It is cleared from the table 10 that the Return on Capital Employed fluctuates from year to year, i.e. 56.08% in 2008, 38.63% in 2009, 34.50% in 2010, 26.23% in 2011 and 27.18% in 2012. Except in the year 2012 the ratio is declining. In the year 2011 it is minimum (26.23%) and in 2008 it is maximum (56.08%). A higher percentage of Return on Capital Employed will satisfy the owners that their money is profitably utilized. In 2008 the ratio is highest (56.08%) which indicates the safer and favorable position, also this year indicates that the total investment made in the business provide maximum return and finally it shows that the overall profitability of business is good. But in the year 2009, 2010, 2011 the ratio shows that overall profitability also decline. Although in 2012 it shows certain improvement of 0.95% (27.18%-26.23%). It is a good sign.

B (III) DIVIDEND PER SHARE

Dividend Per Share =

$$\frac{\text{Dividend Paid To Equity Shareholders}}{\text{Number of Equity Shares}} \times 100$$

Table 11
Dividend per Share Ratio of Steel Authority of India Limited
(Amount in Rs. Cr)

Year	Dividend Paid to Equity Shareholders	No. of Equity Shares	Dividend Per Share
2008	1,528.25	413.04	3.7
2009	1,073.90	413.04	2.59
2010	1,363.03	413.04	3.29
2011	991.30	413.04	2.4
2012	826.13	413.05	2

Source: Compiled from financial statements of SAIL (2007-08 to 2011-12).

Table 11 represents the dividend distributed per equity share. It is 3.7 per share in 2008, 2.59 per share in 2009, 3.29 per share in 2010, 2.4 per share in 2011 and 2 per share in 2012. In 2012 it is minimum (2 per share) and in 2008 it is maximum (3.7 per share). In general higher the dividend per share, better it is and vice versa. In 2008 the ratio is highest (3.7 per share) which shows the safer and favorable position of enterprise. This year also indicates that dividend distributed in this year is more as compare to other years. After 2010 dividend paid to equity shareholders shows a declining trend, which is not a positive sign towards SAIL's profitability.

B (IV) EARNING PER SHARE

Earning Per Share =

$$\frac{\text{Net Profit after Tax-Preference Dividends}}{\text{Number of Equity Shares}}$$

Table 12
Earnings per Share Ratio of Steel Authority of India Limited
(Amount in Rs. Cr)

Year	Dividend Paid to Equity Shareholders	No. of Equity Shares	Dividend Per Share
2008	1,528.25	413.04	3.7
2009	1,073.90	413.04	2.59
2010	1,363.03	413.04	3.29
2011	991.30	413.04	2.4
2012	826.13	413.05	2

Source: Compiled from financial statements of SAIL (2007-08 to 2011-12).

Table 12 indicates that the Earning Per Share ratio has flexible nature and it changes from year to year, i.e. 18.24 per share in 2008, 14.94 per share in 2009, 16.35 per share in 2010, 11.87 per share in 2011 and 8.57 per share in 2012. In 2012 it is minimum (8.57 per share) and in 2008 it is maximum (18.24 per share). This ratio helps in evaluating the prevailing market price of share in the light of profit earning capacity. The more the Earning Per Share, better is the performance and prospectus of the company. In 2008 ratio is maximum (18.24 per share) which shows the safer and favourable position of business. This year (2008) also indicates that earning available to equity shareholders are highest which shows that the overall profitability of company is better.

B (V). PRICE EARNING RATIO/ EARNING YIELD RATIO

$$\text{Price Earning Ratio} = \frac{\text{Marked price per share}}{\text{Earning per share}} \times 100$$

Table13
Price Earnings Ratio of Steel Authority
of India Limited
 (Amount in Rs. Cr)

Year	Market Price Per Share	Earning Per Share	Price Earning Ratio
2008	10	18.24	54.82 times
2009	10	14.94	66.93 times
2010	10	16.35	61.16 times
2011	10	11.87	84.24 times
2012	10	8.57	116.68 times

Source: Compiled from financial statements of SAIL (2007-08 to 2011-12).

It is depicted from table 13 that Price Earning Ratio of SAIL is increasing year by year (except in 2010). It is 54.82 times in 2008, 66.93 times in 2009, 61.16 times in 2010, 84.24 times in 2011 and 116.68 times in 2012. In 2008 the ratio is minimum (54.82 times) and in 2012 the ratio is maximum (116.68 times). This is the most widely used ratio in the stock exchange by the investors. A high Price Earning Ratio indicates the faith of investors and appreciation of company earnings. In 2012 the ratio is maximum (116.68 times) which shows the safer and favorable position of business. It also indicates that more and more investors will buy shares of the company in this year.

VI. FINDINGS

- (i) Gross Profit Ratio is declining year by year (except in 2010). This is not a good sign for enterprise. After 2009 it rises to 29.24% but then it starts declining. It indicates the general profitability of company is falling.
- (ii) Net Profit Ratio is also declining. It is 18.86% in 2008 which is maximum. After 2010 it again starts declining and reaches to its lowest level of 7.708% in 2012. Net Profit Ratio of company shows that the profitability of company is falling after 2010.
- (iii) The Operating Ratio shows the cost of operation or cost to perform sales. Less the ratio better the position. Except in the years 2008 and 2010 it is more than 85%. This shows that cost of perform sales is increasing and profitability of firm is decreasing.
- (iv) The trend of last two years of Total Expenses Ratio shows that it is increasing. This increase indicates that the proportion of total expenses are increasing as compare to sales. This finally shows that profit margin is decreasing. It shows managerial

inefficiency and low profitability.

- (v) Cash Profit Ratio measures the general profitability. After paying depreciation the company has 21.95% profit available with them in 2008. It is a good sign. In 2009, 2011 and 2012 the profit is declining which shows the low profitability of firm.
- (vi) Return on Capital Employed measures the overall performance of business. The overall performance can be judged by this ratio when compared with the previous periods. The ratio is declining every year, this means that overall profitability is also declining.
- (vii) Return on Shareholders' Investment Ratio measures the overall efficiency of a firm. High the ratio better the position will be and low vice versa. In 2008 the ratio is at maximum level of 32.678%. After that there is a decline in this ratio. Finally this decline shows the overall efficiency of firm is declining.
- (viii) The Ratio Dividend Per Share indicates the dividend distributed per equity share. The dividend distributed per equity share is maximum in 2008, i.e. 3.7 per share. This will increase the goodwill of company in the minds of shareholders. Shareholders are more interested in this ratio.
- (ix) Earning Per Share Ratio shows the earning capacity of business concern. Earning Per Share is maximum in 2008, i.e. 18.24 per share, it shows that earnings available to equity shareholders are maximum in this year and after that it is declining. It is not a positive sign of overall profitability of firm.
- (x) Price Earning Ratio indicates how many times is the market price of share to its earnings. High ratio indicates favourable position of enterprise. The Price Earning Ratio of SAIL shows that the investors are ready to pay for future earning prospectus of the company.

VII. SUGGESTIONS

- (i) To improve the Gross Profit Ratio wastages and losses should be minimized. Policies should be made by the management to maintain direct cost.
- (ii) To maintain a balance between net profit and net sales. Net Profit Ratio can be improved. Expenses especially indirect and unproductive must be reduced. Provision and reserves made by the management keeping in mind the profit available. This will reduce the problem of excess provision and excess reserve.
- (iii) To reduce the Operating Ratio measures should be taken to reduce operating expenses. The management should cut off their following expenses up to some extent like administrative expenses and selling and administrative expenses.
- (iv) Measures should be taken by the management to reduce unnecessary expenses. Efforts should be made by the

enterprise to increase the sale capacity.

- (v) To maintain Cash Profit Ratio provision made should be appropriate. It will increase the amount of profit or income and finally the ratio will be better.
- (vi) Reserve and surpluses are used very carefully by the organization. This will increase the overall profitability of firm and finally the ratio Return on Capital Employed and Return on Share Holder Investment will improve.
- (vii) Retained earnings might have been utilized for payment of dividend this will improve Dividend Per Share.
- (viii) Efforts should be made by management to increase the income of the organization. It is possible when sale increases, equity increases and debt decreases. Any increase in the profit will improve Earning Per Share.
- (ix) A high Price Earning Ratio indicates the faith of investors in the stability and appreciation of company earnings. SAIL should follow the prevailing policy regarding price earning ratio because this ratio shows the positive trend and growth.

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Quality of Higher Education with Special Reference to Commerce and Management Education in India

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Abstract:

In developing countries, higher education, and particularly university education is recognized as a key force for modernisation and development. Higher education is very much a part of the development process. It cannot be separated from development process. Higher education in India is undergoing a quantum change. The system is under tremendous pressure to expand. These pressures are diversified and multiple. They vary from curriculum development, quality assurance and endorsement to governance issues. Low quality of education in higher levels is increasingly becoming a cause of concern. Though lots has been written about the physical infrastructure required to increase the quality of our business management institutions, much research has not been done into the other aspects of business schools such as related to the course content, teaching learning process and the basic methodologies of lecture delivery and understanding of the students needs. The main objective of the present paper is to know the historical development of Commerce and Management education in India & to investigate its major issues & concerns. The worlds are required to have the manpower with multi-skills rather than simply knowledge oriented. It is equally imperative to Indian B-Schools to make management education context specific. The aim of this research paper is to explore the variables that are essential in improving the quality of a business management school. The paper is an objective introspection about the Commerce and Management Education – its objectives, problems, job potential, quality and its relevance to the present day needs of our country.

Keywords: Higher Education, Quality, Knowledge, Commerce and Management Education.

I. INTRODUCTION

Education should be a three-fold process of imparting knowledge, developing skills inculcating proper attitudes and values towards life and society in general. It must enable the individual to develop the activity skill. To earn and carry on reasonable standard of living, it must also enable him to develop his creative faculties to the utmost so that intellectually, morally, physically and spiritually he is in a position to enrich his personality. Higher education is becoming a major driver of economic competitiveness in an increasingly knowledge-driven global economy. The imperative for countries to improve employment skills calls for quality teaching within educational institutions. India is next only to China and USA in student enrolment in the higher education sector. It is the largest as far as the number of higher education institutions is concerned. Universities like Visva Bharati University, Banaras Hindu University, University of Allahabad, are a few reputed ones which were established during the pre-independence period. The quality and quantity of the skilled manpower determine the competency of economic leadership of any world society in the global market. Higher education is no longer a luxury. Higher education is essential for any nation for its social and economic development. India is a fast growing democracy with a robust GDP growth of 7.5% in the year 2008 and rising year by year. It is most satisfying to recognize that despite global economic recession, India has maintained its

economic stability reasonably safe and sound.

The higher education in India has grown significantly in the recent years. The number of students enrolled for higher education in India has tremendously increased to become one of the largest systems of its kind in the world in the recent past. However, the system has been grappling with several problems like funds crunch, equity, reorientation of programmes, ethics, value associated to delivering education, teaching learning process, assessment and accreditation of institutions, academic standards of the students, quality of research, innovativeness and creativity. Such factors directly or indirectly affect the student's academic productivity in the educational institutions. It is evident now that we need to improve the infrastructure and teaching methodologies, quality of teachers recruited to teach the teachers to completely overhaul the system. This will only help in providing better educational quality for student's and at the same time attract more students from home and abroad. This research paper tries to focus on the student's perspective of quality initiatives required in a business management institute which can make it competitive in the long run.

Although commerce education started in India almost a century ago, it has witnessed many changes due to change in industrial and economic situation many times education has travelled on waves of changes of economy and industrial advancement. A stabilized form of commerce and management education came into late forties. This paper intends to throw light on the new trends of business

education. Commerce education is a living discipline and is totally different from other disciplines. Hence, it must charter new routes to service the aspiration of the nation. To man the economic development of the country and to meet the growing needs of the society, there is greater demand for sound development of commerce education in Indian Universities. But, what has been going in the name of Commerce education is only liberal and general education. Is that the objective of commerce education? In the process of catering to everybody, we are not able to cater to the needs of any body. Commerce is a very popular subject in India these days. Indian economy is growing at a rapid pace and since Services sector constitutes the largest chunk of India's GDP, therefore there are ample career opportunities for Commerce graduates. One of the most obvious career options available to commerce students is to pursue B.Com and there after work as Accountants. Educational background in commerce also gives an edge to the students interested in a career in Insurance and stock market. The more ambitious and brighter ones can opt to become Chartered Accountants, Cost and Work Accountants and Company Secretary.

II. INDIAN HIGHER EDUCATION: CURRENT SCENARIO

The progress of any society and the people in it heavily depends on Education. Specially, for a country like ours, which is a late-comer to development it is all the more important to emphasize on education to get in pace with the 21st century world. In the quest for development, primary education, with forms the base, is absolutely essential however; higher education undoubtedly provides the cutting edge. Higher Education has made a significant contribution to economic development, social progress and political democracy in independent India. It has and will always remain a source of dynamism for the economy. Economic and Social opportunities to people have been made available through this higher education. Above all this, the single most important contribution of Higher Education to a country like ours, is that, it has triggered the creation of a knowledge society. If India is to make this transition to a knowledge economy, it is important that the quality of higher education in India is dramatically improved. The Indian Educational system needs a systematic overhaul; it needs to educate much large numbers without diluting academic standards. This is imperative because the transformation of economy and society in the 21st century would depend in significant part, on the spread and the quality of education among our people particularly in the sphere of higher education. It is only an inclusive society that can provide the foundations for a knowledge society.

India is a global leader in terms of GDP spent by public and private sources on higher education. India devotes a very high proportion of

its national wealth to higher education. At 3 percent of the GDP (1.2% from public and 1.8% from private sources), Indian spends more than what the United States (1.0% public and 1.6% private) or Korea (0.7% public and 1.9% private) spends on higher education. The present ratio of student: teacher in the country is almost 20:1, colleges having about 4,21,000 teachers and universities 79,000. More than 25% colleges and almost 35% universities teaching positions nationwide are vacant, and 57% of college and 22% university teachers lack either a master's or PhD degree. Similarly, in NIT, IIT, IMM etc. 40% faculty positions are vacant. Out of 20 lakh students, 86% remains to be graduates, 12% acquire master's degree, one percent Ph.D and one percent diplomas/certificates. This dismal trend refers to lack of interest for pursuing post graduation and thereafter research (Ph.D) or for better career option available after graduation. The current scenario of Indian Higher Education is:

- **Accessibility:** The proportion of our population that enters the portals of higher education is approximately around 18 percent which is only one half the averages for Asia. The opportunities for Higher education in terms of the number of places in universities are way below the needs of the country. Thus, accessibility to Higher education in India is a challenge. The Government intends to achieve an enrolment of 35.9 million students in higher education institutions, with a GER (Gross Enrolment Ratio) of 25.2%, by the end of the 12th Five Year Plan period. The National Knowledge Commission has opined that to achieve a GER of just 25% by 2015 requires whopping 1500 universities. The existing statistics is presented in Table 1.
- **Equity:** Education is the fundamental mechanism for social inclusion through the creation of more opportunities. It is vital for the state, therefore to ensure that no student is denied the opportunity to participate in higher education. If no gender or economic bias curtails the entry of a student into higher education, then alone we have provided equality. The representation below clearly shows the gender bias still existing in our education system thus hindering our dream of equality in education.
- **Quality:** The affirmative effects of accessibility and equality will be nullified without the presence of this powerful 'Quality' in Higher Education. Plethora of reforms has been initiated in the last few years to improve quality in Higher Education in India.

Table 1: Indian Higher Educational Institutions (HEI's)-Statistical Glance

S.No.	Nature of the Institute	Total No's
1.	Central Universities Established by Central Act	44
2.	State Universities (Public) Established by State Government Act	318
3.	State Universities (Private) Established by State and Government Act	182
4.	Deemed Universities Funded By Private & Public	130
5.	National Importance Institutions Established by Act of Parliament	50
6.	Institutions Established under State Legislation	05
7.	Total Degree Granting Institutions	729
8.	College affiliated with State and Central Universities	37000

Source: Consolidated Information from UGC, GoI.

Some of the bills that are pending approval and these, when in force are sure to alter the contours of education in India: Higher Education and Research Bill, 2011, National Accreditation Regulatory Authority for Higher Educational Institutions Bill, 2010, Education Tribunal Bill, 2010, Innovation Universities Bill, National Commission for Higher Education and Research (NCHER) Bill.

III. GENESIS OF COMMERCE AND MANAGEMENT EDUCATION IN INDIA

Commerce as a separate subject in India was started in 1886 when the first commercial school was started in Madras (Chennai). This branch of education was developed after the advent of British traders. During the initial years commerce education had limited objectives of providing clerical and accounting personnel with emphasis on training in type writing, shorthand, letter writing and business methods. The government started a school of Commerce in Calicut in the year 1895. In 1903, commerce classes were started in the Presidency College, Kolkata. Between 1903 and 1912 commerce institutions were also established in Delhi and Mumbai. The commerce education at the Collegiate and University level began in Mumbai with the establishment of the Sydenham College of Commerce and Economics in 1913. After independence, revolutionary changes have taken place in commerce education.

However, the expansion of liberal commerce education has resulted in qualitative degradation (Dey; 1999). With the requirements of business and industry, independent professional courses like Chartered Accountancy, Company Secretary Course, Cost Accountancy, Hotel Management, Chartered Financial Analyst and so many other market oriented courses have raised their heads and the cream of general commerce education generally goes to these professional courses and the traditional commerce education exists now only as an academic discipline imparting general and liberal education (Dey; 1996). In order to understand the progress of commerce education in India since Independence and its present position, we have to rely on statistics. There is the increasing number of commerce students since 1950-51. The increase in enrolment is substantial from 0.36 lakh in 1950-51 to 14.10 lakhs in 1995-96 and the same has increased to 20 lakhs now. The enrolment in M.Com and B.Com courses in India during last one and half decades has increases sharply. One important feature of it is that the number of girl students in commerce is on increase in absolute and relative terms both at M.Com and B.Com levels. The percentage of commerce graduate students is more than post graduate students. It shows that 8% students are going for M.Com/higher education and 92% students stop with graduation. Therefore there is a need to make commerce graduation courses more meaningful and purposeful.

Management education in India formally began in 1953 at the Indian Institute of Social Welfare and Business Management (IISWBM) –the first B-School established by Government of West Bengal and Kolkata University. However, a few institutions like Tata Institute of Social Sciences (1936) and Xavier Labour Research Institute (1949) had already started training programmes for managers in personnel function well before the formal launch of first MBA programme at IISWBM. IISWBM experiment of offering two-year, full-time MBA programme was followed by Delhi University (1955), Madras University (1955), Bombay University (1955) and Andhra University (1957). A few other institutions like Administrative Staff College of India Hyderabad (1956), All India Management Association (1957), and National Productivity Council (1958) were established to promote excellence in management practices, research and education. The Government of India launched Indian Institutes of Management (IIMs) as centres of excellence in Management education in early 1960s. The first Indian Institute of Management was set up in Kolkata in 1961 and second in Ahmedabad in 1962. Elite club of IIMs added new members in 1973 (Bangalore), 1984 (Lucknow) and 1997-98 (Kozhikode and Indore). Currently there are 12 IIMs in the country. Over the years, IIMs have evolved as great brand in Management education across the globe and an desirable benchmark for other institutions in terms of quality of faculty, students, curriculum and placement have been noticed.

Commerce and Management education is that area of education which develops the required knowledge, skills and attitudes for the successful handling of trade, commerce and industry. Till yester years, commerce education is business education. But, in tune with the needs of the business and society, independent professions have emerged in the form of chartered accountant, cost and works accountant, company secretary and business administrator (M.B.A.). Thus, the cream of commerce has gone and it remained now as an academic discipline giving general and liberal education. Commerce education is a living discipline and is totally different from other disciplines. Hence, it must charter new routes to service the aspirations of the nation. To man the economic development of the country and to meet the growing needs of the society, there is greater demand for sound development of commerce education in Indian Universities. But, what has been going in the name of Commerce education is only liberal and general education. Is that the objective of commerce education? In the process of catering to everybody, we are not able to cater to the needs of any body. The number of commerce/management students enrolment and the distribution of students in higher education (in percentage terms) has been depicted in the following tables which shows that large number of students have opted commerce and management subjects to pursue their career and number of students who have got their Ph. D awarded.

Table 2: Subject-wise Status of Students as on 2011-12

S.No.	Faculty	Total Enrolment	Percentage to Total
1	Arts	7539495	37.09
2	Science	3789967	18.64
3	Commerce/ Management	3571083	17.51
4	Education	732627	3.60
5	Engineering/Technology	3261590	16.05
6	Medicine	715706	3.52
7	Agriculture	97313	0.48
8	Veterinary Science	28504	0.14
9	Law	373246	1.84
10	Others	217947	1.07
	Total	20327478	100.00

Source: University Development in India-Basic Facts and Figures (2012). Information and Statistics Bureau, UGC, New Delhi.

Table 3: Faculty-wise Status of Doctorate Degrees Awarded in 2009-2010 & 2010-2011

S.No.	Faculty	2009-2010		2010-2011	
		M.Phil	Ph.D	M.Phil	Ph.D
1	Arts	5054	4862	4739	5037
2	Science	5447	4619	4451	5232
3	Commerce/ Management	1841	980	1549	1259
4	Education	458	588	483	645
5	Engineering/Technology	8	1449	119	1682
6	Medicine	12	386	47	601
7	Agriculture	11	652	75	586
8	Veterinary Science	7	162	24	165
9	Law	25	146	17	220
10	Others	879	633	1045	666
	Total	13743	14477	12549	16093

Source: University Development in India-Basic Facts and Figures. Information and Statistics Bureau, UGC, New Delhi.

IV. QUALITY INITIATIVES TO IMPROVE COMMERCE AND MANAGEMENT EDUCATION

Commerce is considered as one of the most popular career options in India. Commerce and Management education is the backbone of the business and serial development of the nation. This education stresses on developing the people and making effective use of available resources and develops the relationship of people with one another. The subject covers wide area of business and society. It also provides to the business and society that how to use it for the betterment of self and oneself. Commerce Education gives to the people for democratic living, good citizenship and proper utilization of resources. It provides skill oriented education to students and society. The aim to disuses various emerging issues of Management Education in India which can helps us getting rid of this gap and produce managers as per requirement of Industry and society, respond to challenges that comes with dynamics of internationalization. In spite of all these achievements, the

commerce and education subject is confronting with many challenges and some:

- **Multiple core level subjects:** It presents business education as a sum total of variety of courses combined together. It does not focus on one particular discipline or area of specialization. It is basically heterogeneous in nature. It is basically covers multiple subject but without giving through and specialized knowledge.
- **Limited exposure to any particular subject:** The concept of specialization is not yet adopted in business education to its fullest extent. Though at post graduate level there are certain specializations, however the course content and proportion of specialization doesn't match with the overall syllabus and total course structure.
- **Lack of practical pedagogical method:** The pedagogy and teaching method presently used emphasis more on lectures and one to many dialogue. There is absence of practical base and creative teaching methods. This affects relevance and utility of the knowledge offered to the students.
- **Lack of training and hands of exposures:** The present day business education emphasizes more on conceptual knowledge without offering insights as to how phenomenon or activity actually functions. This becomes hurdle in developing a required popularity and acceptance of commerce education.
- **The present Commerce education is not covered in the professional educational domain:** Management education as a new branch of learning is highly appreciated and acknowledge as professional education with higher industrial and business relevance. Unless and until commerce education is brought in professional educational domain, it cannot have a right positioning and acceptance in industrial and business sector.

V. STEPS TOWARDS ENHANCING QUALITY OF HIGHER EDUCATION

It is very important to understand the purpose of education before taking about quality enhancement. Since ages we have been following one system or another but we are unable to define the purpose of education. More stress is being given to make a person literate and then informative. As Swami Vivekananda has said "Education is the manifestation of perfection already in man," we must give a thought to it and introspect to find what we are doing to impart such education. The few steps for quality enhancement:

- **Institutions Becoming Universe of Knowledge:** Institutions rather than becoming factory of degrees should become Universe of Knowledge. With the technological advancements, infrastructural growth and global access, an environment be created where the student should come for

acquiring knowledge and not merely the degree or qualification. Equal respect and honour be given to all spheres of knowledge and not only those which fetch money and numbers for the institution. This has been rightly pointed out in Yashpal Committee Report "Universities should be able to excite the creative imagination of the young minds and create an ambiance which helps generate diverse kinds of creative and academic innovations."

- **Knowledge - Wisdom – Power:** Try to impart knowledge which leads to wisdom and not merely to training or skill. Also evolve the method through which the acquired knowledge becomes relevant to the life instead of becoming liability to it.
- **Teacher – Facilitator – Guide:** The role of the teacher has to be transformed. Recent technological advancements have exposed the students to all sorts of knowledge and avenues. It is difficult for a teacher to keep a track of all these, managing his other professionals and social responsibilities. Teaching has never been a profession; it is a noble service and an art. It is not a profession but it teaches all professions. In today's competitive and materialistic world teaching has become more challenging and difficult than ever before. Especially at the higher level where the student is almost at the same wave length and more demanding. In such a situation teacher if becomes facilitator to the student and plays the role of a perfect guide, he would be more effective and commanding.
- **Institution-Centre for Research:** Institution of higher learning should overcome from the dilemma of restricting itself to be it is and strive to be the centre for Research, Investigation and advanced academic attainments in the field of knowledge. Infrastructure and equipments be provided to facilitate good quality research and Institutions of higher learning should make it higher learning in real sense. In the present scenario most of the institutions are only post higher secondary Institutions and not higher learning in true sense.
- **Student-A True Citizen:** Enough emphasis is given in making the student a true citizen of the country and not only a degree holder. Our curriculum must have elements of national interest and social concern and they should be taught with sincerity and priority. As Mahatma Gandhi says in Hind Swaraj that it should not become only t5he knowledge of letters. We must take care in designing and developing our curricula and ensure that we are aiming towards grooming sensitive and responsible citizens.
- **Educate "Bharat" not India:** Our perspective of education should be "Bharat" centric and not "India" centric. We must evolve a system of education which suits to ethos, spirit and culture of our land. We may take a few good things from other educational systems around but the basis should be our own.
- **Road Map of Education:** Draw a roadmap of education, at the

centre and at the state level which should be drafted by common coconscious. That will restrict the imbalance in the infrastructure and facilities and ensure uniform growth all over. Education has to be treated as a service to the society first and anything else later.

- **Improvement in Guidance and Counselling Facility:** Because the lack or dearth of proper guidance and counselling most of our efforts of providing proper education are becoming in vein. Students are not perusing courses of their choice but are focusing only on the emerging job opportunity at that very moment. This has resulted in creating a frustrated and dissatisfied youth force with no mission of their life except earning for their survival. Proper guidance and counselling can ensure students to seek education of their own choice and liking and thus make them happy and wise.

VI. CONCLUSION

Commerce and Management education is facing innumerable problems today. These problems have a direct bearing on the course objectives, course content and course conduct. These problems need serious attention and close scrutiny. It is high time for soul searching for an objective appraisal which will provide the basis for evolving a new strategy for giving a better deal to commerce education in the years to come. Therefore, the need for an all-out effort to re-orient and re-designing the commerce education in such a way that it will be relevant for today and tomorrow. The various alternatives available for re-orientation and quality improvement of Commerce and Management education are:

- Academic Oriented Courses for giving liberal commerce education, for developing quality of mind, logical thinking, initiative, attitude to life and a General understanding of business should be planned.
- Vocational/Self Employment Oriented Courses such as taxation, management accounting, financial analysis, cost accounting may be started.
- Job Oriented Courses such as computer accounting, salesmanship, advertising, secretarial practice etc for small jobs be launched.
- Under graduation courses must be made more meaningful as about 92% of them are graduate and only 8% of them reach in P.G. courses (M.Com) therefore we should have to take it seriously regarding PG classes which look like more rigorous in content, skill and practice aspects with emphasis on Accounting and Finance.
- As Business operations need more knowledge and skill the syllabus must contain knowledge component, skill component and practice.
- Prepare the syllabus in consultation with the industry people.

University–Industry interaction must be encouraged.

- To make the Commerce and management education more relevant and result oriented, there is a need that the students should also be provided with Computer Lab, Commerce; management Lab, Field visits, Industrial tours, Practical records, Assignments, Practical Training/internship etc.
- Even for general updating and posting with latest developments in the field. Training is essential for the teachers especially in Quantitative Techniques, Business Communication and Report Writing, Computer usage, Accounting Packages etc.
- To inculcate training and practical approach by using modern technology amongst the students in the fields of commerce and management education be introduced.

These are some of the ideas for improving the quality of Commerce and Management education especially in India. Of course, a word of caution is that not to proliferate with too many degrees to avoid problems of recognition and equivalence etc. The quality of Commerce Education has become a major marketing issue in the changing environment. As per specialization, a practical training should be provided to the students. By making relevant and practical oriented Commerce Education, the impact of global competitiveness to our students is imperative. As we are in third millennium; India's management education is undergoing a major transition. Internationalization, cross cultures, strategic alliances, partnership & mergers are the new trends in management education. But Compared to US & Japan where do we stand? One of the important reasons of Japan's Climbing to the top ladder of Industrial world is that they believe in "developing people before developing products, Indian management education has to think in this direction.

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A Study on the Awareness and Use of Physical Fitness Activities among Teachers in relation to their Sex, Age and Type of School

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Abstract

The research was designed to study the awareness and use of physical fitness activities among teachers in relation to sex, age and type of school. A self made questionnaire was developed and administered by the investigator. The data was collected from 102 teachers of secondary level from three different types of schools, that is, government, Central and Public schools. The statistical techniques of t-test, χ^2 test and percentage analysis were used for the analysis of the data. The results revealed that there is (a) No significant difference in the awareness of physical fitness activities among teachers in relation to their sex, age and type of school (b) No significant difference in the use of physical fitness activities among teachers in relation to their sex, age and type of school.

Key words : Awareness, Use of Physical fitness activities, Sex, Age, Type of school (on the basis of affiliation)

I. INTRODUCTION

The development of a nation in social, economical, political, cultural and scientific spheres depends upon its people's well being. There is a direct relationship between the development of nation and the well-being of its human resource. A healthy citizen is an asset to the country. From holistic perspective, it may be stated that people should develop a sound body with healthy mind, that is, organized and well integrated personality to live peacefully with other members of the society. Thus, the wisdom imparted to us by the ancient Greeks, "A sound mind dwells in a sound body", still applies today. But, it is a matter of great apathy that in 21st century, physical inactivity has become the serious problem of the world. Approximately, two million deaths every year are attributable to physical inactivity. These relate closely to changes in lifestyle, stress and unhealthy diet. J.F. Kennedy rightly said, "Physical fitness is not only one of the most important keys to a healthy body, but it is also the basis of dynamic and creative intellectual activity." In today's hectic life style, this statement clearly shows that "physical fitness" is emerging as a national need just like other needs namely food, shelter, cloth, knowledge, wealth, security etc. The physical inactivity is of international concern as it is eating up the productivity of the persons and the country as a whole. When something has to be changed in the society at national or international concern, the role of education cannot be ignored. All the educational commissions directly or indirectly emphasized the importance of physical fitness. Like, according to Secondary Education Commission (1952-54), "Unless physical education is

accepted as an integral part of education and the education authorities recognize its need in all schools, the youth of the country which form its most valuable assets will never be able to pull their full weight in national welfare". Also according to Indian Education Commission (1964-66), "Physical education must be emphasized that such education contributes not only to physical fitness but also to physical efficiency, mental alertness and the development of certain qualities like perseverance, spirit, leadership, and obedience to rules, modernization in victory and balance in defeat". The wisdom of each individual would be beneficial if physical fitness becomes not only the concern of the nation, but of the individual too. Physical fitness is defined as "the ability to carry out daily tasks with vigor and alertness, without undue fatigue and with ample energy to enjoy leisure time pursuits and to meet unforeseen emergencies". Achieving health and remaining healthy includes two components, i.e., performing physical fitness activities and nutritious diet. This means that mere thinking, knowing and wishing don't bring good health, one has to be aware about the physical fitness activities and should perform them in order to be fit and healthy. If the future citizens need to be reoriented about the importance of physical fitness in their lives, they are the teachers who can do this task effectively as they are considered role models by the students. But in context of this, along with children being physically fit, it is most important for the teachers to be physically fit themselves, so that they could be idol role models.

II. OBJECTIVES

The objectives of the study were to find out:

1. The awareness of physical fitness activities among the school teachers in relation to their sex, age and type of school.
2. The use of physical fitness activities among the school teachers in relation to their sex, age and type of school.

III. HYPOTHESES

- (1) There will be no significant difference in the awareness of physical fitness activities among teachers in relation to their:
 - (a) Sex
 - (b) Age
 - (c) Type of school
- (2) There will be no significant difference in the use of physical fitness activities among teachers in relation to their:
 - (a) Sex
 - (b) Age
 - (c) Type of school

IV. SAMPLE

A sample of 102 school teachers at secondary level were taken from three different types of schools, that is, two government schools, two central schools and two public schools.

Allocation of sample unit

Type of School	S. No.	Name of the School	No. of teachers	Total Teachers
Government schools	1	Sarvodaya Co.Ed Senior Secondary School	19	35
	2	Sarvodaya Bal Vidyalaya "B Block"	16	
Public Schools	3	Mount Abu Public School	20	37
	4	Prestige Convent Senior Sec. School	17	
Central Schools		Kendriya Vidyalaya, Sec-22	14	30
		Kendriya Vidyalaya, Sec-3	16	
Total Teachers				102

V. RESEARCH DESIGN

The design of the present study was based on sample of 102 school teachers at secondary level. The descriptive survey research method was used.

VI. TOOL USED

For this study the investigator herself framed and administered a questionnaire titled as "We are what we do and eat".

VII. STATISTICAL TECHNIQUES USED

To analyse the data, descriptive and inferential statistics is used. t-test is used to find out the awareness and χ^2 is used to find the use of physical fitness activity by the teachers. Percentage and graphical representation are used to analyze the data.

VIII. FINDINGS OF THE STUDY

Table 1 Awareness about Physical Fitness and Activities in Relation to Teachers' Sex, Age and Type of School

Variables		Mean	S.D	df	t-value
Sex	Male	15.34	7	100	1.66 ^{NS}
	Female	17.7	6		
Age	Adulthood	17.06	2.90	100	0.936 ^{NS}
	Oldage	16.57	2.07		
Type of School	Govt. Schools	35	2.41	70	1.79 ^{NS}
	Public Schools	37	2.72		
	Central Schools	16.6	2.72	65	0.747 ^{NS}
	Public Schools	17.48	2.93		
	Govt. Schools	16.4	2.41	63	0.834 ^{NS}
	Central Schools	16.96	2.93		

NS- Not Significant

1. Awareness about physical fitness and activities in relation to teachers:

(a) Sex

- The teachers' sex don't have any impact on the awareness about physical fitness and activities, that is, both male and

female teachers have more or less same level of awareness.

- There is no influence of teachers' sex on the knowledge enhancement about physical fitness and activities after they entered their profession.
- Both the male and female teachers consider T.V., Magazines and friends as the useful source of knowledge enhancement about physical fitness and activities.
- Most of the female teachers frequently and regularly read health magazines than males.

(b) Age

- The level of awareness about the physical fitness and activities is same for both the adult and old age teachers.
- The knowledge enhancement of the teachers about physical fitness and activities is independent of their age.
- Most of the adult teachers consider all the three i.e T.V, Magazines and friends as the useful source of knowledge about physical fitness and activities than old age teachers.
- The frequency of reading health magazines is same for both the adult teachers and old age teachers.

(c) Type of School

- The awareness about physical fitness and activities is same for the teachers of Government, Public and Central schools.
- Government school teachers are most benefited in reference to knowledge enhancement after entering their profession, than the central and public school teachers.
- The teachers of all the three type of schools consider T.V, Magazines and friends as useful source of knowledge enhancement.
- The teachers of public school are the most regular to read health magazines while the government school and central school teachers read it occasionally or rarely.

Table 2: Use of Physical Fitness Activities among Teachers in Relation to their Sex, Age and Type of School

Variables		df	χ^2
Sex	Male	1	1.47 ^{NS}
	Female		
Age	Adulthood	1	.059 ^{NS}
	Old Age		
Type of School	Govt. Schools	2	.8775 ^{NS}
	Public Schools		
	Central Schools		

NS- Not Significant

2. Use of physical fitness activities among teachers in relation to their:

(a) Sex

- The use of physical fitness activities is more or less same in male and female teachers.
- Male teachers prefer to do jogging, while female teachers prefer to do yoga.
- Both the male and female teachers consider yoga as the most beneficial physical fitness activity.
- Both the male and female teachers consider yoga as the most easily performed physical fitness activity.

(b) Age

- Use of physical fitness activities is comparatively same in adult teachers and old age teachers.
- Most of the teachers in adulthood or old age prefer to do jogging.
- The teachers in adulthood or old age consider yoga as the most easily performed physical fitness activity.
- The adult and old age teachers, both consider yoga as the most beneficial physical fitness activity.

(c) Type of School

- The use of physical fitness activities is comparatively same in the teachers belonging to different type of school
- While the government school teachers prefer to do jogging but the public and central school teachers prefer to do yoga.
- The teachers of three different type of schools consider yoga as the most easily performed physical fitness activity.
- Yoga is considered as the most beneficial physical fitness activity by the teachers of government public and central schools.

IX. CONCLUSION

Physical health and fitness has been reported as an important factor influencing all the aspects of an individual, let it be, intellectual, social, emotional, physical, spiritual and moral. But after analyzing the findings of the above stated research, it is a matter of great apathy that all the teachers although being aware about the importance of being fit and also know the ways of staying healthy, but negligible of the teachers are snatching time from their schedule for their physical fitness. Some of the teachers who are practicing one or other physical fitness activity are not regular, and being fit is not a day action, it is a process and regular task. Thus, this study could be helpful for Educational planners and developers to refocus on the need to make health education an integral and compulsory part of school and college curriculum. Also for the in-service

teachers, there is a need to conduct the refresher courses about being physically fit and for the students, the school administrators can organize summer camps based on the themes of physical education

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Teacher-Student Interactions in Technology-Supported Teacher Education Classrooms

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Abstract :

Teacher-Student interaction is a powerful force that can play a major role in influencing cognitive and affective development of students. This interaction depends on the effectiveness of interpersonal behaviour of the students and teachers. In the modern educational scenario, technology is playing an important role not only in helping to establish this interaction but also to enrich it. This study reports the use of Questionnaire on Teacher Interaction (QTI) for assessing the students' perceptions of their teachers' interpersonal behaviour in a technology-supported teacher education classroom. Data from 317 students studying in a teacher education college was analysed for reliability and validity of the questionnaire in teacher education classrooms. The results of analysis strongly supported the reliability and validity of the questionnaire for use in technology-supported classrooms at the teacher education level. Students' perceptions of teacher-student interactions with respect to their previous qualification, gender and teaching subjects were found to be partially significant on the various scales of the QTI.

Keywords: QTI; Technology-supported classrooms; Teacher student interactions; Teacher education

I. INTRODUCTION

The goal of teaching is to assist students to become independent and self regulated learners capable of taking their own decisions. Teacher-student interaction is a powerful force that can play a major role in influencing cognitive and affective development of students. Wubbels and Levy (1993) reaffirmed the role and significance of teacher behaviour in classroom environment and in particular how this can influence students' motivation leading to achievement.

Previously, teaching meant nothing more than giving information and imparting knowledge. It was the time when teaching was considered as a two way process. The child was altogether ignored. No attention was given to his needs and desires. Child's performance was measured by the adult yardstick. The subject matter was read out, told by the teacher and the child simply memorized. Modern system of education has brought the child into limelight. He stands of radical change. Now teaching is considered as a two-way activity, where both teacher and students play an important role in order to improve the educational system (Ahmed & Naoreen, 2009).

In teaching- learning process, there are different factors which can affect the students, learning. Factors may be related to teachers and their behaviour, students and their socio-cultural background and the environment. As students are very much nearer to the teachers thus it can be said that teachers' related factors are very important to affect students learning. In other words, the behaviour of the teacher influences that of his students, whereas at the same time the

behaviour of the students influences that of the teacher. Thus, it is important for the teacher training institutions to prepare the teachers which may be a source to enhance students' learning and create learning like environment (Walburg, 1990).

Fraser, Aldridge and Soerjaningsih (2010) translated the QTI into the Indonesian language and investigated differences between students attending computer science and management classes in terms of lecturer-student interpersonal behaviour. The sample consisted of 422 university students in 12 research methods classes. It was found that positive interpersonal lecturer behaviour related to students' achievement and attitudes towards the Internet. The QTI was found to be valid and reliable for use in this context. This study shows that even older students' achievement and attitudes relate to their perceptions of their teachers' interpersonal behaviour.

Sivan, Chan and Kwan (2013) studied primary school students' perceptions of teachers' interpersonal behaviour across four school subjects and explores their relationships with students' affective and moral learning outcomes. Self-administered questionnaires, measuring teachers' interpersonal behaviour, students' attitudes toward their teachers, and their learning of attitudes and values from them, were distributed to a sample of 739 Primary Five and Six students in Hong Kong. Results indicated that students' perceptions were predictive of both their affective and moral learning outcomes across the four subjects, indicating the significant role of teachers' interpersonal behaviour in shaping primary students' affective and moral learning.

Maulana, Opendakker, den Brok and Bosker (2014) examined the

associations between students' perceptions of teacher interpersonal behaviour and learning motivation in Indonesia. Participants were 1900 secondary school students (grades 7 to 9) across 66 (Mathematics and EFL) classes from 11 public schools in Indonesia. The results showed that a variety on interpersonal profiles could be distinguished, that teachers perceived themselves more favourably than their students do, and that students' perceptions of teacher interpersonal behaviour and their learning motivation are associated. Influence and Proximity were found to be important determinants of student motivation; both dimensions are related to a more autonomous motivation, while Influence is also associated with a more controlled motivation. Contrary to the existing knowledge base, this study revealed that the relationship between teacher interpersonal behaviour and student motivation is more strongly connected to Influence than to Proximity.

Sivan, Chan and Kwan (2014) validated the Chinese version of the Questionnaire on Teacher Interaction (C-QTI) with two samples ($n_s = 370$ and 369) of primary school students in Hong Kong. The 48-item measure had acceptable internal consistency reliability, but the reliability coefficients of four of the scales were too low. The findings of the study supported the validity of the circumplex model underlying the instrument and verified the ability of the measure to differentiate between students' perceptions in different classes. Confirmatory Factor Analysis was conducted on the 35-item instrument to test its hypothesized factor structure with the refinement of the measure based on reliability analysis and Principal Components Analysis. Findings on model fit indices were mixed, lending some support to the eight-factor structure of the questionnaire.

Shafaque (2015) investigated one of the key elements of quality teaching, the teacher interpersonal behaviour and its impact on pre-service teachers' Self regulatory engagement. Data were collected with two extensively used instruments Questionnaire on teacher interaction QTI and Motivated strategies for learning questionnaire MSLQ. Data analysis revealed that only two of the dimensions have significant negative effect on self-regulatory engagement of trainee-teachers.

II. OBJECTIVES OF THE STUDY

The specific objectives of this research study were:

1. To establish the reliability and validity of the Questionnaire on teacher interaction (QTI) (Wubbels and Levy, 1993) for use with teacher education college students.
2. To investigate students' perception of their teacher-student interactions in a technology-supported teacher education classroom.
3. To investigate students' perceptions of teacher-student interaction with reference to their previous qualification.

4. To investigate students' perceptions of teacher-student interaction with reference to their gender.
5. To investigate students' perceptions of teacher-student interaction with reference to their discipline (teaching subjects).

III. HYPOTHESES OF THE STUDY

To fulfil the objectives of the study, following hypotheses were formulated:

1. There is no significant difference in students' perceptions of teacher-student interaction with reference to their previous qualification.
2. There is no significant difference in students' perceptions of teacher-student interaction with reference to their gender.
3. There is no significant difference in students' perceptions of teacher-student interaction with reference to their discipline (teaching subjects).

IV. SAMPLE OF THE STUDY

The sample for the study was collected from the college of education which fulfilled the criterion of covering 35% of the course coverage with the help of technological tools by Criterion Sampling technique. It was consisted of 317 teacher trainees (both boys and girls). Out of 317 participants, 262 (82.65%) were female students and 55 (17.35%) were male students, 225 (70.98%) of the students were graduate and 92 (29.02%) of the total students were post graduate. In the present sample 197 (62.15%) students had opted for Arts teaching subjects and 120 (37.85%) students had opted for Science teaching subject during the session.

V. TOOL USED

The 48-item version of the QTI (Questionnaire on Teacher Interaction) (Wubbels, 1993) was used to measure students' perceptions of student-teacher interpersonal behaviour. This tool has already been used in Indian school settings (Koul & Fisher, 2003; Gupta & Fisher, 2008) and was found to be a reliable and valid tool for assessment of teacher-student interactions. The questionnaire was administered to the college students without making any changes.

DATA ANALYSIS

Mean, Standard Deviation and a test of significance (t-test) was employed for analysis using SPSS 14 version.

VI. FINDINGS AND RESULTS

A. Validation of the QTI

The students' form of the Questionnaire on Teacher Interaction (QTI) was administered to 317 teacher trainees in a college of education in Jammu, who had studied in a technology-supported learning environment to assess the student's perceptions of their teacher interpersonal behaviour. In order to determine the reliability and validity of the QTI, three statistical computations were done. The first being the Cronbach alpha coefficient (Cronbach, 1951) which is a measure of internal consistency. The second was analysis of variance (ANOVA) which gives an evidence of the ability of each scale to differentiate between the perceptions of students in different classrooms along with eta² statistics, which provides an estimate of the strength of the association between class membership and the dependent variable. The third involved checking the circumplex nature of the QTI.

The statistical data for the QTI are presented in Table 1. The alpha reliability coefficients for the different scales of the QTI using the individual as a unit of analysis ranged from 0.57 for the Strict scale to 0.81 for the Leadership scale. The reliability results of the QTI were consistently above 0.50. This suggested that the QTI could be used as a reliable tool (De Vellis, 1991) in teacher education classroom settings.

Table 1 also reports the ANOVA results showing that five QTI scales differentiate significantly between classes ($p < 0.05$, $p < 0.01$, $p < 0.001$). The eta² statistic for the QTI which indicates the amount of variance in scores accounted for by class membership has also been indicated in Table 1. The scores ranged from 0.02 for the Strict scale to 0.08 for the Dissatisfied scale which shows that the QTI instrument is able to differentiate between students' perceptions in different classrooms. Figure 1 represents the alpha reliability scores on the QTI in a graphical manner.

Table 1: Internal Consistency Reliability (Cronbach Alpha Coefficient) and Ability to Differentiate between Classrooms (ANOVA Results) for the QTI.

Scale Name	No. of Items	Alpha Reliability	ANOVA eta ²
Leadership (DC)	6	0.81	0.044*
Helping / Friendly (CD)	6	0.69	0.048*
Understanding (CS)	6	0.68	0.038*
Student Responsibility / Freedom (SC)	6	0.61	0.033
Uncertain (SO)	6	0.70	0.036
Dissatisfied (OS)	6	0.73	0.084***
Admonishing (OD)	6	0.60	0.068**
Strict (DO)	6	0.57	0.023

* Significant at $p < 0.05$ ** Significant at $p < 0.01$ *** Significant at $p < 0.001$
 n = 317 The eta² statistics (which is the ratio of 'between' to 'total' sum of squares) represents the proportion of variance explained by class membership.

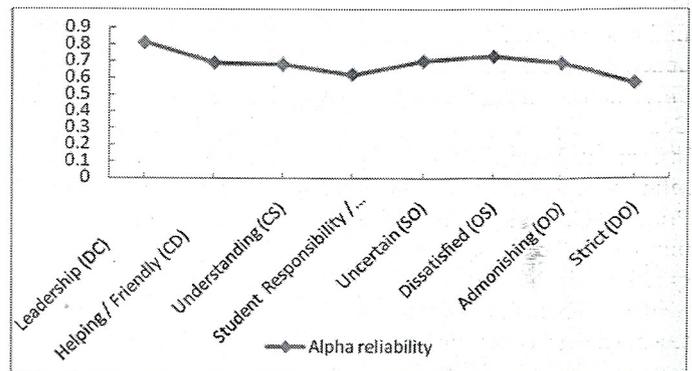


Figure 1. Cronbach alpha reliability scores on the QTI.

A further analysis was also carried out to explore the inter-scale correlations between the different scales of the QTI. The QTI is based on a circumplex model in which the scales are arranged to form a circular pattern of the eight dimensions of interpersonal behaviour and they are expected to be correlated.

The Model of Interpersonal Behaviour (Wubbels & Levy, 1993) predicts that the correlations between two adjacent scales are highest, but correlations gradually decrease as the scales move further apart until opposite scales are negatively correlated. This pattern is reflected in Table 2, where the results of the inter-scale correlations from the study generally reflect the circumplex nature of the QTI and thus further confirms the validity of QTI to be used in teacher education classroom settings. Based on the data given in Table 2, Figure 2 illustrates the circumplex model, as it relates to the Understanding scale.

The Understanding scale is highly correlated to its neighbouring scales, Helping/ Friendly which has a correlation of 0.51 and 0.26 with the Student Responsibility/Freedom scale. The correlation becomes lower with the Uncertain scale which is negatively correlated with a score of -0.32. As the scales move further apart correlations with Dissatisfied and Admonishing scale also become negative with scores of -0.33 and -0.42. The maximum negative correlation is with the opposite scale of Admonishing. The findings in this study support the circumplex model of QTI and hence validate it for use in technology supported teacher education classrooms.

Table 2 Inter Scale Correlations for the Questionnaire on Teacher Interaction (QTI)

Scale Name	Lea DC	HFr CD	Und CS	SRf SC	Unc SO	Dis OS	Adm OD	Str DO
Leadership (DC)		0.57**	0.73**	0.21**	-0.43**	-0.32**	0.01	
Helping/Friendly (CD)			0.51**	0.37**	-0.18**	-0.28**	-0.02	
Understanding (CS)				0.26**	-0.33**	-0.42**	-0.03	
Student responsibility / Freedom (SC)					0.17**	0.17**	0.21**	
Uncertain (SO)						0.58**	0.60**	0.20**
Dissatisfied (OS)							0.57**	0.31**
Admonishing (OD)								0.35**
Strict (DO)								

** Significant at $p < 0.001$ *Significant at $p < 0.01$ n=317

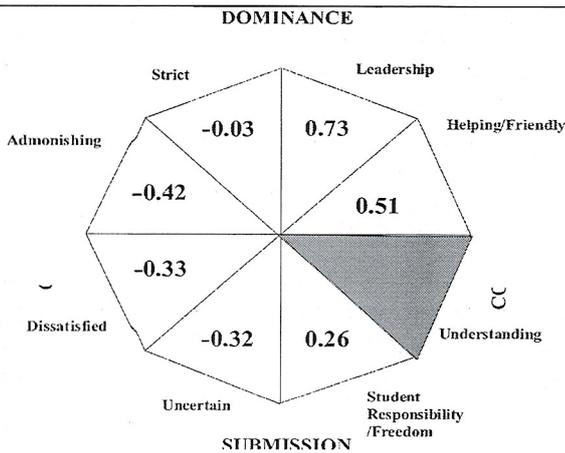


Figure 2. Correlation of Understanding Scale with other QTI scales for showing the circumplex model.

B. Means and Standard Deviations on the QTI

The data for the descriptive statistics concerning QTI were collected from 317 students in 6 classrooms and the values of means and standard deviations are given in Table 3. The least mean value is 2.07 for the Dissatisfied scale and highest mean value is 4.52 for the Leadership scale. Figure 3 represents the means scores of the eight scales of the QTI in a graphical manner.

From Table 3, It can be seen that the standard deviations ranges from 0.57 for the Leadership and Student responsibility and freedom scale to 0.79 for the Dissatisfied scale. Since the values of the standard deviations are less than 1.00, it suggests that there is no major diversity in students' perceptions.

Table 3 Means and Standard Deviations for the QTI.

Scale Name	No.of Items	Mean	S.D
Leadership (DC)	6	4.52	0.57
Helping / Friendly (CD)	6	4.03	0.62
Understanding (CS)	6	4.29	0.60
Student Responsibility Freedom (SC)	6	3.36	0.57
Uncertain (SO)	6	2.15	0.78
Dissatisfied (OS)	6	2.07	0.79
Admonishing (OD)	6	2.19	0.64
Strict (DO)	6	3.16	0.67

n=317

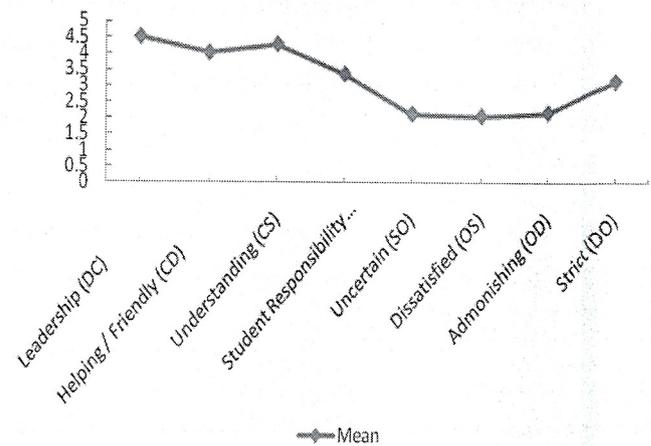


Figure 3. Mean scores on the eight scales of the QTI.

The overall analysis of the above results shows that the students see their teachers as good leaders most of the time and have also rated their teachers in terms of showing helpful and friendly nature, understanding and giving students freedom and responsibility in the classroom. In fact, the positive factors have been exhibited by the teachers quite often in the classroom. Analysis shows that students perceive their teachers to be little strict which is acceptable as a teacher in charge of a class and gives direction to the students in various academic matters. Also, the negative aspects of the teacher-student interactions have been rated quite low by the students as teachers seldom exhibit admonishing behaviour, are less dissatisfied and less uncertain. This shows that the technology-supported classroom environment may help in creating a healthy teacher-student interpersonal relationship and promote positive behaviour.

Figure 4 represents a sector profile depicting students' perceptions of their teacher-student interpersonal behaviour in the technology-supported classroom in a teacher education programme which was developed by plotting the mean scores of the eight scales of the QTI (student questionnaire) in an excel worksheet. The sector profile reveals diagrammatically the degree to which students perceive each behavioural aspect exhibited by the teacher as measured through the QTI.

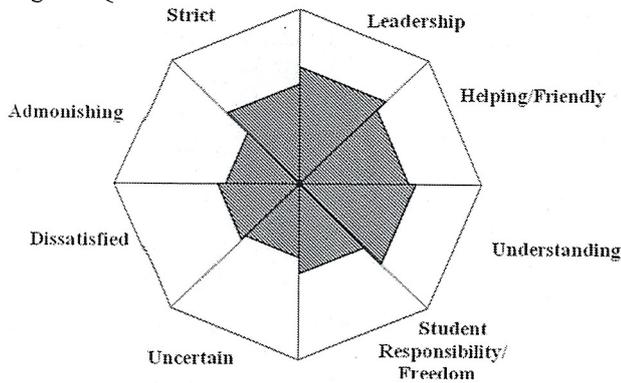


Figure 4. Sector profile diagram of students' perception of their teachers' interpersonal behaviour.

Investigation of the Students' Perceptions of their teacher-student interactions with reference to their previous qualification, gender and teaching subjects. To investigate whether students' perceptions of their teacher student interactions in teacher education classrooms differ with respect to their previous qualifications, gender and teaching subjects, an independent sample t-test would be conducted. The data was collected from 317 students using the Questionnaire on Teacher Interaction (QTI) in technology-supported classrooms. In the below sections, students' perceptions about their teacher-student interactions with reference to their

previous qualification, gender and teaching subjects has been discussed.

A. Significance of the difference between mean on the QTI scales in relation to previous qualification

The means and standard deviations for the two groups were computed followed by a test of significance of difference between means (t-test for separate samples), to find out if there were any differences in the perceptions of students about their teacher interpersonal behaviour on the eight scales of the QTI with respect to their previous qualifications. The data obtained statistically are presented in Table 4. From the information given in Table 4, it can be seen that out of the eight scales of the QTI only two scales, i.e. Helping/Friendly and Student Responsibility/Freedom are statistically significant ($p < 0.05$) with t value 2.27 and 2.57 respectively. On these scales graduate students have a higher mean score than postgraduate students. This means that graduate students feel that in a technology-supported classroom the teachers are more helping and friendly and give more freedom and responsibility to the students. Thus the hypothesis that there is no significant difference in students' perceptions of their teacher-student interactions with reference to their previous qualification is partially rejected. Figure 5 represents mean scores of graduate and postgraduate students on the eight scales of the QTI

Table 4 Means, Standard Deviations and Significance of Difference between Means for Previous Qualifications in Students' Perceptions of their Teacher-Student Interactions as measured by the QTI Scale

Scale	Previous Qualification	Mean	Mean Difference (G-P)	Standard Deviation	t
Leadership	Graduation	4.56	0.14	0.51	1.78
	Post Graduation	4.42		0.67	
Helping/ Friendly	Graduation	4.08	0.18	0.59	2.27*
	Post Graduation	3.90		0.68	
Understanding	Graduation	4.30	0.02	0.60	0.20
	Post Graduation	4.28		0.60	
Student Responsibility / Freedom	Graduation	3.42	0.18	0.58	2.57*
	Post Graduation	3.24		0.54	
Uncertain	Graduation	2.16	0.04	0.80	0.49
	Post Graduation	2.12		0.74	
Dissatisfied	Graduation	2.07	-0.02	0.78	0.21
	Post Graduation	2.09		0.81	
Admonishing	Graduation	2.17	-0.06	0.66	0.76
	Post Graduation	2.23		0.59	
Strict	Graduation	3.16	0.01	0.65	0.10
	Post Graduation	3.15		0.71	

*Significant at Graduation: n=225, p<.05 Post Graduation: n=92

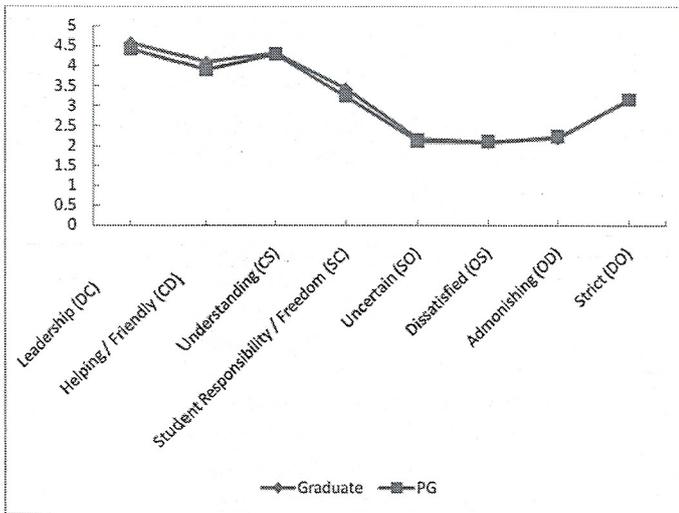


Figure 5: * Mean scores of graduate and post graduate students on the eight scales of the QTI Mean scores of graduate and post graduate students on the eight scales of the QTI

B. Significance of the difference between mean on the QTI scales in relation to gender

The means and standard deviations for the two groups were computed followed by a test of significance of difference between means (t-test for separate samples), to find out if there were any gender differences on the eight scales of the QTI. The data obtained statistically are presented in Table 5. From the data analysis, it can be seen that out of the eight scales of the QTI only four scales, i.e. Leadership with a t value of 3.30, Uncertain with a t value of 4.27, Dissatisfied with a t value of 4.12 and Admonishing with a t value 3.53 are statistically significant ($p < 0.001$).

Out of four statistically significant scales, in Leadership scale, female have a higher mean score than male students and in Uncertain, Dissatisfied and Admonishing scales, male students have a higher mean score than female students. This means that female students consider their teachers as good leaders as their counterparts and males consider their teachers uncertain, dissatisfied and admonishing than their counterparts. Hence the hypothesis that there is no significant difference in students' perceptions of teacher-student interactions with reference to their gender is partially rejected. Figure 6 represents the mean scores of the male and female students on the eight scales of the QTI.

Table 6 Means, Standard Deviations and Significance of Difference between Means for Gender Differences in Students' Perceptions of their Teacher-Student Interactions as measured by the QTI Scale.

Scale	Gender	Mean	Mean Difference (F-M)	Standard Deviation	t
Leadership	Females	4.57	0.30	0.54	3.30*
	Males	4.27			
Helping/ Friendly	Females	4.04	0.07	0.62	0.79
	Males	3.97			
Understanding	Females	4.31	0.11	0.58	1.24
	Males	4.20			
Student Responsibility / Freedom	Females	3.35	-0.10	0.58	1.20
	Males	3.45			
Uncertain	Females	2.06	-0.52	0.74	4.27*
	Males	2.58			
Dissatisfied	Females	1.98	-0.53	0.73	4.12*
	Males	2.51			
Admonishing	Females	2.13	-0.34	0.62	3.53*
	Males	2.47			
Strict	Females	3.16	-0.02	0.67	0.21
	Males	3.18			

*Significant at $p < .001$, Females: $n=262$; Males: $n=55$

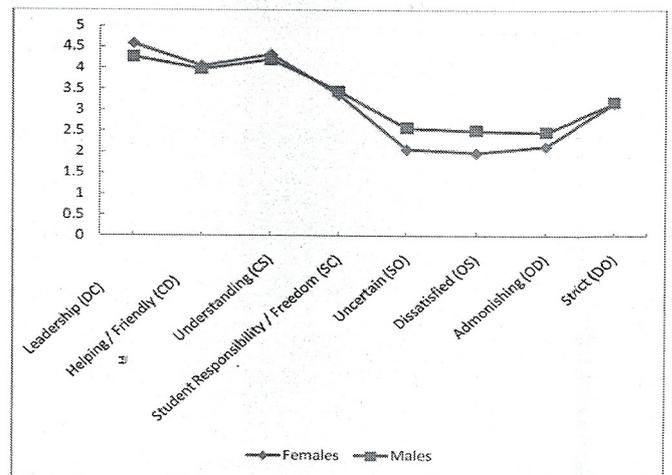


Figure 6. Mean scores of female and male students on the eight scales of the QTI.

C. Significance of the difference between mean on the QTI scales and teaching subjects

The means and standard deviations for the two groups were computed followed by a test of significance of difference between means (t-test for separate samples), to find out if there were any differences between mean on the eight scales of the QTI with respect to teaching subjects. The data obtained statistically are

presented in Table 6. From the data analysis, it can be seen that out of the eight scales of the QTI, five scales, i.e. Leadership with a t value of 2.33 and Strict with a t value of 2.32(at $p < 0.05$), Helping/Friendly with a t value of 3.06 and Admonishing with a t value 2.61(at $p < 0.01$) and Dissatisfied with a t value of 3.41(at $p < 0.001$), are statistically significant. Out of the five statistically significant scales, on Leadership and Helping/Friendly scales, students with science teaching subjects have a higher mean score than the students with arts subjects. This may suggest that science group students consider their teachers as good leaders and helpful and friendly in the classroom as compared to arts students. While on Dissatisfied, Admonishing and Strict scales, Arts students have a higher mean score than Science students. This may suggest that arts students consider their teachers to show dissatisfied and admonishing behaviour and consider them to be strict as compared to the science students. Thus Hypothesis that 'there is no significant difference in students' perceptions of their teacher-student interactions with reference to their teaching subjects is partially rejected. Figure 7 represents the mean scores of the male and female students on the eight scales of the QTI.

Table 6 Means, Standard Deviations and Significance of Difference between Means for Teaching -Subjects in Students' Perceptions of their Teacher-Student Interactions as measured by the QTI Scale

Scale	Teaching Subject	Mean	Mean Difference (S-A)	Standard Deviation	t
Leadership	Science	4.61	0.15	0.50	2.33*
	Arts	4.46		0.59	
Helping/ Friendly	Science	4.16	0.21	0.51	3.06**
	Arts	3.95		0.67	
Understanding	Science	4.37	0.12	0.55	1.82
	Arts	4.25		0.62	
Student Responsibility / Freedom	Science	3.41	0.07	0.54	1.10
	Arts	3.34		0.59	
Uncertain	Science	2.05	-0.16	0.79	1.72
	Arts	2.21		0.77	
Dissatisfied	Science	1.89	-0.30	0.69	3.41***
	Arts	2.19		0.83	
Admonishing	Science	2.08	-0.18	0.52	2.61**
	Arts	2.26		0.69	
Strict	Science	3.05	-0.18	0.66	2.32*
	Arts	3.23		0.67	

* Significant at $p < 0.05$, ** Significant at $p < 0.01$, ***Significant at $p < 0.001$
Arts: n=197, Science: n=120,

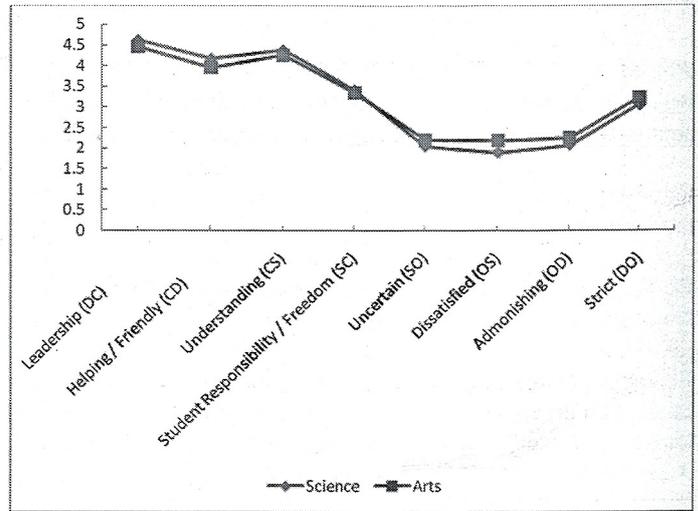


Figure 7. Mean scores of Science and Arts students on the eight scales of the QTI

VII. CONCLUSION

A major contribution of the present study was establishing the reliability and validity of the Questionnaire on Teacher Interaction (QTI) which was used to assess students' perceptions of their teachers' interpersonal behaviour in a technology-supported teacher education classroom.

Students perceived their teachers to exhibit leadership, helpful and friendly nature, sense of understanding and gave students fair amount of responsibility and freedom to express themselves in a technology-supported teacher education classroom. They also felt that the teachers were less uncertain, dissatisfied and admonishing in their behaviour. However, a reasonable number of students felt that the teachers were generally strict in the classroom. Differences were also reported on few scales in the teacher interpersonal behaviour as assessed by the QTI. Such results show that the overall objective of the study has been achieved as the effectiveness of the technology-supported classrooms has been established at the teacher education level. With these results technology-supported classrooms can be used to provide mainstream education in various programme at the higher education level. The findings of this research can be broadly applied for improving teachers' interpersonal behaviour as it provides clues through students' perceptions as to what kind of behaviour students like their teachers to exhibit in the classroom which may lead to improvement in the day-to-day classroom learning environment and make learning more interactive and meaningful.

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Legal and Judicial Perspectives of Sexual Harassment at Work Place

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Abstract:

Women constitute a significant part of the workforce in private sectors of India. Participation of women in workforce has been universally recognized. As a citizen of India, a woman is entitled to equality in all spheres of life. The Constitution of India guarantees justice, liberty and equality to all citizens and prohibits discrimination on the grounds of caste, creed, race, sex and place of birth. Women lag behind men in terms of safe working conditions in private sectors as far as sexual harassment is concerned. The recognition of the right to protection against sexual harassment is an intrinsic component of the protection of women's human rights. Sexual harassment at workplace is a universal problem. Even though the occurrence of sexual harassment at the workplace is widespread in India and elsewhere, it, for the first time, in Vishakha's case has been recognized as an infringement of the fundamental rights of a woman, under Article 19(1) (g) of the Constitution of India. The Government has enacted The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 with an object to provide protection against sexual harassment of women at workplace.

In paper we will discuss the concept of sexual harassment, the role of judiciary in prevention of sexual harassment, the provisions of Constitution of India and Indian Penal Code. We will also discuss in detail the main provisions of The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013.

Key Words: - Sexual Harassment, Working Women, Constitutional rights, Assaults and False complaint

I. INTRODUCTION

Women constitute a significant part of the workforce in private sectors of India. Participation of women in workforce has been universally recognized. Thousand women are working in manufacturing, health services, social services, electricity, gas, water supply, construction, wholesale, retail trade, repair of motor vehicle, personal, household work, hotel, storage, communication, financial information, real administration, business activities, education, health and social work, other community social and personal activity and private households. Working women are very often sexually harassed at work places by their male employers, bosses, colleagues, and others but more often these cases are not reported by them for fear of social ostracism, family pressure or reprisal through threats and discriminatory treatment. As a result, working women often feel insecure at their work places.

II. MEANING OF SEXUAL HARASSMENT

Sexual Harassment at the workplace is a universal problem. It is one of the most complicated and insidious issues to tackle. Victims are often in a position of vulnerability, afraid of damaging their careers or even losing their jobs altogether if they stand up for themselves. Freedom of from sexual harassment is a condition of work that an employee is entitled to expect.

Whether a particular behavior of male member is sexual harassment

or not? It is very difficult to pinpoint. It depends upon the situation of each incident. Offensive Sexual behavior can be considered as sexual harassment. Such behavior may be subtle or obvious, verbal or non-verbal. It includes such type of behavior like from patting a woman's bottom, pinching, verbal sexual jokes or innuendoes, constant leering or ogling, to repeated, intrusive, insistent arms around the shoulder all the way to the explicit propositions that require a woman to either engage in sexual relations, or be terminated or lose deserved promotions.

A man shall be guilty of the offence of sexual harassment if he commits any of the following acts:-

1. Physical contact and advances involving unwelcome and explicit sexual overtures.
2. A demand or request for sexual favours.
3. Showing pornography against the will of a woman
4. Making sexually coloured remarks.

The Supreme Court of India in the case of Vishaka v. State of Rajasthan gave a landmark judgement defining 'Sexual Harassment' as any such unwelcome sexually determined behaviour (whether directly or by implication) like;

- Physical contact or advances,
- A demand or request for sexual favours,
- Sexually coloured remarks,
- Showing pornography, and
- Any other physical, verbal or non verbal conduct of a sexual nature.

III. CONSTITUTION OF INDIA AND SEXUAL HARASSMENT

A woman has the right to claim equality in all spheres of life. The Constitution of India guarantees justice, liberty and equality to all citizens and prohibits discrimination on the grounds of caste, creed, race, sex and place of birth. Status of women in the society is not what it should be. They are abused, misused, and exploited by various agencies/actors.

Sexual harassment at workplace is a universal problem. Even though the occurrence of sexual harassment at the workplace is widespread in India and elsewhere, it, for the first time, in *Vishaka v. State of Rajasthan* has been recognized as an infringement of the fundamental rights of a woman, under Article 19(1) (g) of the Constitution of India. In this case a social activist, Bhanwari Devi, was allegedly gang-raped in a village of Rajasthan. In this case, the Supreme Court has categorically held that sexual harassment results in violation of the fundamental rights of equality of sexes, of right to life and liberty, and of the right to practice any profession or to carry on any trade or business. Safe working environment is very much essential for the exercise of the fundamental right to practice any profession. Every individual the right to practice any profession, or to carry on any occupation, trade or business" as enshrined under Article 19(1) (g). Every woman has a constitutional right to participate in public employment and this right is denied in the process of sexual harassment, which compels her to keep away from such employment. Though this right is only available against the state, it is a recognized right in all the major international conventions. If any action, deed or remark abridges the enjoyment of this right, that act is not justified in any manner, unless it satisfies certain restrictions as imposed under Article 19 (6). In the absence of proper legislation pertaining to this field, the court took upon itself to formulate effective measures to check the evil of sexual harassment of working women at all work places. The contents of international conventions and norms are significant for the purpose of interpretation of Articles 14, 15, 19(1) (g) and 21 of the Constitution and the safeguards against sexual harassment and for the formulation of guidelines to achieve this purpose.

Sexual harassment of women at workplace is also a violation of the right to life and personal liberty as mentioned in Article 21. Article 21 reads as, "no person shall be deprived of his life or personal liberty". Right to livelihood is an integral facet of the right to life. Sexual harassment is the violation of the right to livelihood. For the meaningful enjoyment of life under Article 21 of the Constitution every woman is entitled to the elimination of obstacles and of discrimination based on gender. Since the 'Right to Work' depends on the availability of a safe working environment and the right to life with dignity, the hazards posed by sexual harassment need to be removed for these rights to have a meaning. The preamble of the

Constitution contemplates that it will secure to all its citizens - "Equality of status and opportunity." Sexual harassment vitiates this basic motive of the framers of the Constitution.

The concept of gender equality embodied in our Constitution would be an exercise in ineffectiveness if a woman's right to privacy is not regarded as her right to protection of life and liberty guaranteed by Article 21 of the Constitution." In view of the fact that sexual harassment of women at the work place violates their sense of dignity and the right to earn a living with dignity, it is absolutely against their fundamental rights and their basic human rights.

IV. INDIAN PENAL CODE AND SEXUAL HARASSMENT

Section 354 A of IPC directly deals with the offence of sexual harassment. According to Section 354 A, A man shall be guilty of the offence of sexual harassment if he commits any of the following acts:-

1. Physical contact and advances involving unwelcome and explicit sexual overtures.
2. A demand or request for sexual favours.
3. Showing pornography against the will of a woman
4. Making sexually coloured remarks.

If he commits the above mention acts except making sexually coloured remarks, he shall be punished with rigorous imprisonment for a term which may extend to three years, or with fine, or with both. If he makes sexually coloured remarks to a female, he is the guilty of sexual harassment under Section 354 A IPC, and shall be punished with imprisonment of either description for a terms which may extend to one year, or with fine, or with both. A criminal case can also be registered under different sections of the Indian Penal Code. The sections of the IPC which can be applicable to sexual harassment are as following:-

IV (A). Section 294

Whoever, to the annoyance of others, (a) does any obscene act in any public place, or (b) sings, recites and utters any obscene songs, ballads or words, in or near any public space, shall be punished with imprisonment of either description for a term which may extend to three months, or with fine, or with both.

IV (B). Section 354

Whoever assaults or uses criminal force on any woman, intending to outrage her modesty or knowing it likely that he will thereby outrage her modesty, shall be punished with imprisonment of either description for a term which shall not be less than one year but which may extend to five years, and shall also be liable to fine.

IV(C). Section 509

Whoever, intending to insult the modesty of a woman, utters any word, makes any sound or gesture, or exhibits any object, intending that such word or sound shall be heard, or that such gesture or object shall be seen by such woman, or intrudes upon the privacy of such woman, shall be punished with simple imprisonment for a term which may extend to three year and also with fine.

V. THE SEXUAL HARASSMENT OF WOMEN AT WORKPLACE (PREVENTION, PROHIBITION AND REDRESSAL) ACT, 2013

The legislation covers women in organised and unorganized sector including the private sector. Organizations in health, education, industry, financial services, sports and any conceivable work place where a woman is employed come under the legislature's operation. It applies to private organizations, trusts, societies, educational institutions, NGOs and service providers. The term "employee" includes all persons employed on temporary, permanent, honorary basis along with the consultants, contractors. Hence, complaints can be lodged even against or by the consultants or non-employees working at the workplace. Sexual Harassment at a work-place is considered violation of women's' right is equality, life and liberty. It creates an insecure and hostile work environment, which discourages women's' participation in work, thereby adversely affecting their social and economic empowerment and the goal of inclusive growth. The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 has been enacted to provide protection against sexual harassment of women at workplace and for the prevention and Redressal of complaints of sexual harassment and for matters connected therewith or incidental thereto.

V (A). Prevention of Sexual Harassment

No woman shall be subjected to sexual harassment at any workplace. Presence or occurrence of circumstances of implied or explicit promise of preferential treatment in employment, threat of detrimental treatment in employment, threat about present or future employment, interference with work or creating an intimidating or offensive or hostile work environment, or humiliating treatment likely to affect the employee's health or safety may amount to sexual harassment.

V (B). Constitution of Internal Complaint Committee

Every employer of a workplace shall, by an order in writing, constitute a Committee to be known as the "Internal Complaints

Committee ". Where the offices or administrative units of the workplace are located at different places or divisional or sub-divisional level, the Internal Committee shall be constituted at all administrative units or offices. The employer shall nominate the following members of the internal committee:-

1. A Presiding Officer who shall be woman employed at a senior level at workplace from amongst the employees.
2. No less than two members from amongst employees preferably committed to the cause of women or who have had experience in social work or have legal knowledge.
3. One member from amongst non-governmental organisations or associations committed to the cause of woman. Out of these members at least one-half shall be nominated from amongst women.

The presiding officer and every member shall hold office for such period, not exceeding three years, from the date of their nomination as may be specified by the employer. The Member appointed from amongst non-governmental organisations or associations shall be paid such fees or allowances for holding the proceedings of the Internal Committee, by the employer, as may be prescribed.

V(C). Constitution of Local Complaint Committee

Every District Officer shall constitute in the district concerned, a committee to be known as the "Local Complaints Committee " at the district level to investigate complaints regarding sexual harassment from establishments where the ICC has not been constituted on account of the establishment having less than 10 employees or if the complaint is against the employer. The District Officer shall designate one nodal officer in every block, taluka and tehsil in rural or tribal area and ward or municipality in the urban area, to receive complaints and forward the same to the concerned LCC within a period of seven days. The Jurisdiction of the LCC shall extend to the areas of the district where it is constituted. The members of the LCC will be nominated by the District Officer.

V (D). Complaint of Sexual Harassment

Any aggrieved woman may make, in writing, a complaint of sexual harassment at workplace to the Internal Committee in an organization. If internal committee not constituted, she may complaint to the Local Committee. She may file a complaint within a period of three months from the date of incident and in case of a series of incidents, within a period of three months from the date of last incident. Where such complaint cannot be made in writing, the Presiding Officer or any Member of the Internal Committee or the Chairperson or any Member of the Local Committee, as the case may be, shall render all reasonable assistance to the woman for making the complaint in writing. The Internal Committee/Local

Committee may extend the time limit not exceeding three months for filing the complaint on recording reasons. Where the aggrieved woman is unable to make a complaint on account of her physical or mental incapacity or death or otherwise, her legal heir or such other person as may be prescribed may make a complaint under this section.

V (E). Inquiry in Complaint

The Committee shall proceed to make inquiry into the complaint. During the pendency of an inquiry the Internal Committee /the Local Committee may recommend to the employer to transfer the aggrieved woman or the respondent to any other workplace; or grant leave to the aggrieved woman up to a period of three months; or grant such other relief to the aggrieved woman as may be prescribed on a written request made by the aggrieved woman.

V (F) Relief

If internal committee/Local Committee arrives at the conclusion that the allegation against the respondent has been proved, then it shall recommend to the employer or the District Officer, as the case may be-

-to take action for sexual harassment as a misconduct in accordance with the provisions of the service rules applicable to the respondent or where no such service rules have been made, in such manner as may be prescribed.

-to deduct, notwithstanding anything in the service rules applicable to the respondent, from the salary or wages of the respondent such sum as it may consider appropriate to be paid to the aggrieved woman or to her legal heirs, as it may determine.

If woman file a false complaint, the committee may recommend to the employer or District Officer to take action against the complainant. The Sexual harassment Act casts certain obligations upon the employer to provide a safe working environment at the workplace.

VI. JUDICIAL APPROACH

The problem of sexual harassment at the workplace has assumed serious proportions, with a sudden rise in the number of cases. Surprisingly, however, in most cases women do not report the matter to the concerned authorities.

The landmark case pertaining to sexual harassment at workplace in India is Vishaka v. State of Rajasthan. In this case a social activist, Bhanwari Devi was alleged to be brutally gang raped in the village of Rajasthan. The Supreme Court held that sexual harassment results in violation of fundamental rights of equality of sexes, of right life and liberty, and of the right to practice any profession or to carry on any trade or business. For the first time, the Supreme Court

laid down detailed guidelines to prevent sexual harassment at workplace.

In Rupan Deol Bajaj v. K.P.S. Gill, a Senior IAS officer, Rupan Bajaj was slapped on the posterior by the Chief of Police, Punjab- Mr. K.P.S. Gill at a dinner party in July 1988. Rupan Bajaj filed a suit against him, despite the public opinion that she was blowing it out of proportion, along with the attempts by the all the senior officials of the state to suppress the matter. The Supreme Court in January, 1998 fined Mr. K.P.S. Gill Rs. 2.5 lacs in lieu of three months rigorous imprisonment under Sections 294 and 509 of the Indian Penal Code. In N. Radabhai v. D. Ramchandran, when Radhabai, Secretary to D Ramchandran, the then social minister for state protested against his abuse of girls in welfare institutions, he attempted to molest her, which was followed by her dismissal. The Supreme Court in 1995 passed the judgement in her favour, with back pay and perks from the date of dismissal.

In Manisha Sharma v. Union of India and Ors, It was held that Human right is inbuilt with principles of natural justice. This principle should be more vigorously applied in a case of complaint relating to sexual harassment at work place. The first Fact Finding Committee was not in accordance with guidelines by Supreme Court made in Vishaka case and for that reason, entire proceedings including conclusion and recommendations are vitiated.

In Apparel Export Promotion Council v. A.K. Chopra, Superior officer tried to sit close to female employee and touch her and did not stop despite reprimand. Department enquiry was conducted and officer was removed from service from service for his unbecoming behavior. High Court upset the finding on the ground that officer only tried to molest but officer did actually molest the female employee. Female Employee went in appeal to Supreme Court. The Supreme Court reversed the Order of High Court. It held that High Court should not have substituted its own discretion for that of Disciplinary authority in the matter of facts and quantum of punishment. It was held that it was sexual harassment. The Supreme Court upheld that punishment of removal imposed by Departmental authority.

In Medha Kotwal Lele v. Union of India and others the Supreme Court held that If there is any non-compliance or non-adherence to the Vishaka guidelines, orders of Supreme Court following Vishaka and the above directions, it will be open to the aggrieved persons to approach the respective High Courts. The High Court of such State would be in a better position of effectively consider the grievances raised in that regard.

In Seema Lepcha v. State of Sikkim & Ors., A victim of sexual harassment, failed to get the wrongdoer punished despite guidelines and norms laid down by the Supreme Court in Vishaka vs State of Rajasthan and directions given in Medha Kotwal Lele vs Union of India. High Court disposed of the writ petition by simply relying upon the statement made the Additional Advocate General that the

State Government was prepared to bring a proper legislation in terms of guidelines. Victim filed appeal in Supreme Court. The Supreme Court directed the State Government to take steps for implementation of the guidelines and norms.

In Maharashtra University of Health Sciences & others v. Satchikitsa Prasarak Mandal Un-approved women lecturers filed a complaint of sexual harassment against the approved lecturers to university. A Grievance Committee constituted to conduct inquiry against the guilty approved lecturers. University directed the affiliated college administration to suspend them. Accused appealed against the directions of university in High Court. The Hon'ble High Court partly allowed the writ petition. The Supreme Court held that purpose of setting up Grievance Committee under Section 53 of the Maharashtra University of Health Sciences Act, 1998, is to provide an effective grievance redressal forum to teachers and other employees. Definition of teacher under Section 2(35) of the Act, include even un-approved teachers. Grievance Committee has the jurisdiction to entertain complaint of un-approved teachers also Un-approved teachers need the protection of this forum more than the approved teachers.

VII. CONCLUSION AND SUGGESTIONS

All working women regardless of their age physical appearance, social status, job security may encounter sexual harassment. However, women working at the bottom of the economic scale are subject to more gross expression of sexual harassment. They often encounter crude suggestive comments and physical assaults. Professional and managerial women, on the other hand, receive more subtle treatment. Instead of the outright physical abuse, they are subject to psychological intimidation. Free from Sexual Harassment Free environment is a fundamental right of working woman.

The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 only addresses the issue of protection of women employees and it is not gender neutral. The Act does not stipulate any monetary liability on the employer in case of harassment on the part of an employee against another female employee. Employers may not be comfortable with an external representation in inquiry of sexual harassment matter.

Government should make efforts in awareness of the rights of the female employees. Educated women are helpless due to legal ignorance. They do not know how to use tackle the situation. Employers and Government should make efforts in awareness of the female employee. Many women don't even realize that they are being harassed. Lack of awareness is a major problem. Thus there is an urgent need for education regarding sexual harassment, employer institutions are required to publicize The Sexual Harassment of Women at Workplace (Prevention, Prohibition and

Redressal) Act, 2013.

Technically it is the man who is the accused; it is the woman who is actually put on trial. The victim should be given legal, psychological and other assistance at every stage and be informed and allowed to participate at every stage of the enquiry, instead of being told that she is only a witness and that how the enquiry is conducted is none of her business. NGO and social group should come forward to help the victim legally as well as mentally so that she can be empowered with the legal know how of the enquiry procedure. More over when a women files a complaint or raises her voice against any such incident of sexual harassment, generally authority/ her colleagues and family members show an compromising attitude as it defames the organization , women and family too. This attitude of people need a drastically change. Apart from all legal mechanisms, there is need to character building as well as social check over such harassment. Legal Mechanisms cannot be the sole solution in curbing the increasing incidents of sexual harassment. It is also the responsibility of employer to create a healthy environment at workplace where each and every employee can work with dignity.

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¹Jane Moffat Ed. 2011, Employment Law, Oxford, p. 198.

²Section 354 A of Indian Penal Code, 1860.

³Vishaka v. State of Rajasthan, AIR 1997 SC 3011.

⁴Ibid.

⁵Narendra Kumar v. State of Haryana, JT, (1994) 2 SCC 94.

⁶The Sexual Harassment of Women at Workplace (Prevention, and Redressal) Act, 2013, Section 3.

⁷Internal Complaints Committee hereinafter known as ICC.

⁸Supra Note 7; Section 4.

⁹Local Complaints Committee herein after known as LCC

¹⁰Supra Note 7; Section 6.

¹¹**Id.**; Section 7.

¹²**Id.**; Section 9.

¹³**Id.**; Section 11.

¹⁴**Id.**; Section 12.

¹⁵**Id.**; Section 13. See Also Section 15, For the purpose of determining the sums to be paid to the aggrieved woman the Internal Committee/the Local Committee shall have regard to

- a. the mental trauma, pain, suffering and emotional distress caused to the aggrieved woman;
- b. the loss in the career opportunity due to the incident of sexual harassment;

c. medical expenses incurred by the victim for physical or psychiatric treatment;

d. the income and financial status of the respondent;

e. feasibility of such payment in lump sum or in installments .

¹⁶**Id.**; Section 14.

¹⁷**Id.**; Section 19.

¹⁸Vishaka v. State of Rajasthan AIR 1997 SC 3011.

¹⁹Rupan Deol Bajaj v. KPS Gill 1995 SCC(6) 194.

²⁰N. Radabhai v. D. Ramchandran 1995 SCC(4) 141.

²¹Manisha Sharma v. Union of India and Ors 2013(196) DLT 741.

²²Apparel Export Promotion Council v. A.K. Chopra 1999 AIR (SC) 625.

²³Medha Kotwal Lele v. Union of India 2012(4) R.C.R.(Criminal) 972

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Combating Corruption: Need for Good Governance and Sustainable Development

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Abstract:

'Sustainable development' is defined as the "development that meets the needs of the present without compromising the ability of future generations". Economic development, social development, and environmental protection are the three "interdependent and mutually reinforcing pillars" of sustainable development. Whilst living within the limits of supporting ecosystems the major conception of sustainable development focuses on four conditions: on improving our quality of life and well-being; on meeting the needs of both present and future generations; on justice and equity in terms of recognition, process, procedure and outcome and on the need for us to live within ecosystem limits. These conditions can be fulfilled or possible under good governance. Attainment of good governance is possible through properly organized and guided administration because a government is good, if it is administered well. But the problem of corruption is the major hindrance in attainment of good governance because corruption promotes illegality, unethicalism, subjectivity, inequity, injustice, waste, inefficiency and inconsistency in administrative conduct and behavior. It destroys the moral fabric of society and erodes the faith of the common man. Combating corruption has become the need for sustainable development of a country. This paper will highlight the various forms and extent of corruption at various levels of society as well as measures taken by government and will suggest the ways for removing corruption to attain good governance and sustainable development. Corruption can be need-based or greed-based. The paper suggests that better governance can at least help to check need-based corruption. Better governance can check greed based corruption also because punishment for the corrupt will be very effective and rapid in a better-governed country.

Keywords: Corruption, Administration, Governance, Combating Corruption, Sustainable Development.

I. INTRODUCTION

Corruption is an opponent of democracy. In a narrow sense, corruption is mostly concerned with bribe but it takes several forms. Corruption is a global phenomenon and it is universal. Corruption in India is an outcome of the connections between bureaucracy, politics, judiciary and criminals. There has been a drastic increase in transactions at Central, State and Local Governments, which creates opportunities for corruption. It will not be an overstatement to call corruption as terms of a crisis or a cancer endangering India's society, democracy and economy. People have grown insatiable hunger for money in them and to satisfy this they can go to any extent to get money. When we talk of corruption in public life, it covers corruption in politics, state governments, central governments, "business, industry and so on. Public dealing counters in most all government offices are the places where corruption most evident. If anybody does not pay for the work it is sure work won't be done. India has been ranked 94th out of 176 countries in Transparency International's 2012 Corruption Perception Index (CPI). India is now no longer measured a soft state. At one time, bribe was paid for getting wrong things done but now bribe is paid for getting right things done at right time. Today

corruption in India leads to promotion not prison. It is socially acceptable in India and millions of Indian families bribe public servants for access to basic services, said former Chief Vigilance Commissioner (CVC) Pratyush Sinha at a talk organized by the Federation of AP Chambers of Commerce and Industry in association with the Hyderabad Management Association. Sinha said that while 30% of all Indians are totally corrupt, 50% of them are borderline cases. He added that just about 20 % Indians were honest.

It has become necessary to combat corruption to attain good governance which is essential for sustainable growth of our country. Good governance, conceived here as a system of administration that is democratic, efficient and development-oriented. Good governance has become a suggestive term yet its precise meaning has remained fluid and vague. There are no objective standards for determining good governance: some aspects include political stability, the rule of law, control of corruption, and accountability. It is an attempt to close the gap between policy development and implementation, democracy and efficiency, democracy and the rule of law (constitutions), and between political science and public administration.

II. CAUSES OF CORRUPTION IN INDIA

Corruption became cureless diseases in India having the causes like emergence of political benefit which is interest-oriented rather than nation-oriented programmes and policies, artificial shortage created by people, change in the value system and decent qualities of men. The old ideals of morality, service and honesty are regarded as obsolete, lack of forceful public protest against corruption and the absence of a strong public forum to oppose corruption, vast size of population together with prevalent illiteracy and the poor economic infrastructure, low salaries of government officials vigor them for choice to corruption. Graduates from Indian Institutes of Management (IIMs) draw a far handsome salary even no experience than what government secretaries' draw. Difficult laws and dealings discourage widespread people from seeking help from the government. Election time is a time when corruption is at its peak, big industrialists fund politicians to meet high cost of election and ultimately to seek personal favour.

III. FORMS & EXTENT OF CORRUPTION IN INDIA

Corruption is present in each and every department of India in various forms at various levels. Corruption in India has wings not wheels. Some areas are quoted here which shows the extent of corruption or become reason of corruption. A huge number of court cases are delay in Indian courts. Pending court cases are big reason for corruption in judiciary, as delay in result forces people seeks to adopt bribe.

3.1 Pending Court Cases

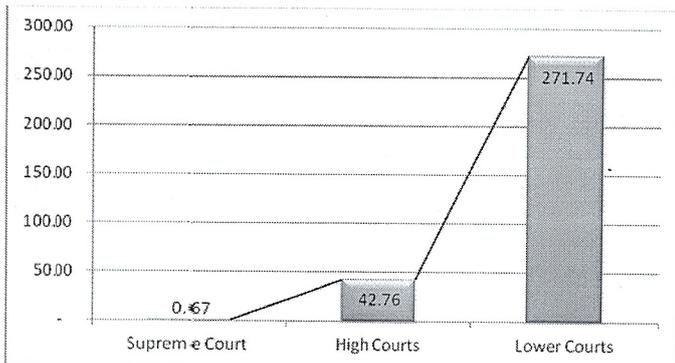


Figure 1: Pending Cases in the Courts of India (in Lacs)
Source: Ministry of Law and Justice, Government of India

In 2002, S.P Bharucha, then India's chief justice said 20% of the higher judiciary might be corrupt. The above figure shows that on

the end of January 2013, the pending cases were 66,569 in the Supreme Court, 42, 76,123 in High Courts and 2, 71, 73727 cases were pending in lower courts in India.

As nation grows, the corrupt also grow to invent new methods of cheating the government and public. In India the level of corruption has increased as compared to past.

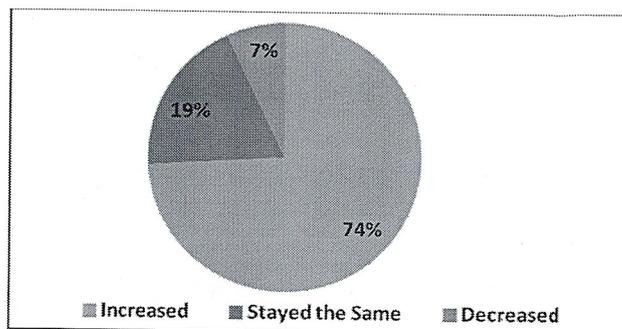


Figure 2: People's Perception about Change in Level of Corruption in India (in %)

Source: Transparency International Report - Daily lives and Corruption, 2011

In India 74 per cent of people answered that they felt the level of corruption has increased over the past three years up to 2010. However 7 percent and 19 percent people respectively reported that corruption had either decreased or stayed the same. The description is shows in figure no. 2.

3.2 Bribery

A bribe is a payment given personally to a government official in exchange of his use of official powers. Bribery requires two participants: one to give the bribe, and one to take it. Bribery to politicians buys influence, and bribery by politicians buys votes. In order to get elected, politicians bribe poor, illiterate people.

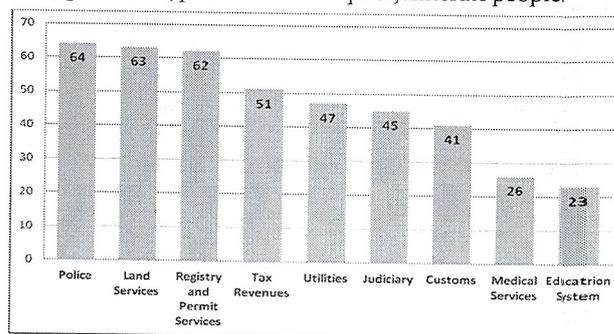


Figure 3: Bribe Payers, by Services in India (in %)
Source: Transparency International Report-Daily lives and Corruption, 2011

The figure no 3 shows that in India people was most likely to pay bribes to the police followed by land services and then registry and permit service. This is consistent with people's perceptions of corruption in different institutions, where the police was seen to be one of the most corrupt institutions in the selected nine services. More than fifty percent people were paid bribe in four out of nine selected services. In next three services the bribe payers were more than forty percent. Only two services i.e. medical and education was less corrupt in terms of bribe paying where 26 and 23 percent people respectively pay the bribe.

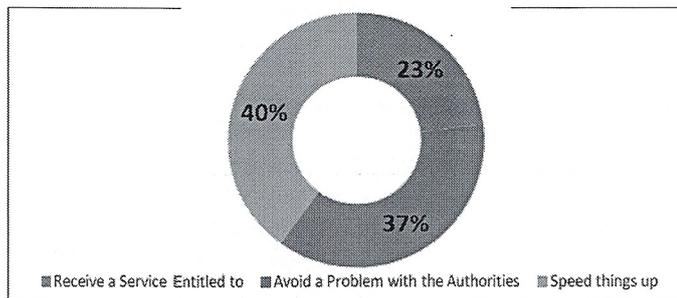


Figure 4: Reasons of Bribe Paid in India (in %)

Source: Transparency International Report - Daily lives and Corruption, 2011

There are different reasons that people paid bribes to access public services. In India the vast majority, 40 per cent of bribes, were reportedly paid to speed things up followed by the most common reason to avoid problems with the authorities where 37 percent people paid bribe. 23 percent people pay the bribe to receive a service entitled to which hold least bribe paying reason.

III (C). Influence Peddling

Influence peddling in some countries refers to the situation where a person is selling his influence over the decision process involving a third party (person or institution). The difference with bribery is that this is a tri-lateral relation. From a legal point of view, the role of the third party (who is the target of the influence) does not really matter although he can be an accessory in some instances. It can be difficult to make a distinction between this form of corruption and some forms of extreme.

III (D). Patronage

Patronage refers to favoring supporters, for example with government employment. This may be legitimate, as when a newly elected government changes the top officials in the administration

in order to effectively implement its policy. It can be seen as corruption if this means that incompetent persons, as a payment for supporting the regime, are selected before more able ones. In non democracies many government officials are often selected for loyalty rather than ability.

III (E). Nepotism and Cronyism

Favoring relatives (nepotism) or personal friends (cronyism) of an official is a form of illegitimate private gain. This may be combined with bribery, for example demanding that a business should employ a relative of an official controlling regulation affecting the business.

III (F). Electoral Fraud

Electoral fraud is illegal interference with the process of an election. Acts of fraud affect vote counts to bring about an election result, whether by increasing the vote share of the favored candidate, depressing the vote share of the rival candidates, or both. Also called voter fraud, the mechanisms involved include illegal voter registration, intimidation at polls, and improper vote counting.

III (G). Embezzlement

Embezzlement is outright theft of assigned funds. It is political when it involves public money taken by a responsible public official. A common type of embezzlement is that of personal use of entrusted government resources; for example, when an official assigns public employees to renovate his own house.

III (H). Kickbacks

Kickback is an official's share of misappropriated funds allocated from his organization to an organization involved in corrupt bidding. For example, suppose that a politician is in charge of choosing how to spend some public funds. He can give a contract to a company that is not the best bidder, or allocate more than they deserve. Another example of a kickback would be if a judge receives a portion of the profits that a business makes in exchange for his judicial decisions.

III (I). Unholy Alliance

An unholy alliance is a coalition among seemingly antagonistic groups for hidden gain. Like patronage, unholy alliances are not necessarily illegal, but unlike patronage, by its deceptive nature and often great financial resources, an unholy alliance can be much more dangerous to the public interest.

IV. MEASURES TAKEN BY GOVERNMENT TO COMBAT CORRUPTION IN INDIA

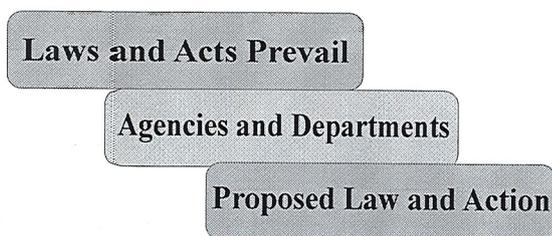


Figure 5: Framework to Combat Corruption in India

IV (A). The Laws & Acts Prevailing In India

The following legal framework prevails to combat corruption in India,

- (i) Indian Penal Code, 1860
- (ii) The Prevention of Corruption Act, 1988
- (iii) The Benami Transactions (Prohibition) Act, 1988
- (iv) The Prevention of Money Laundering Act, 2002
- (v) The Right to Information Act (2005)

This is not a complete list of laws prevail but the major question is their implementation. Following is the information which shows the execution of Indian laws.

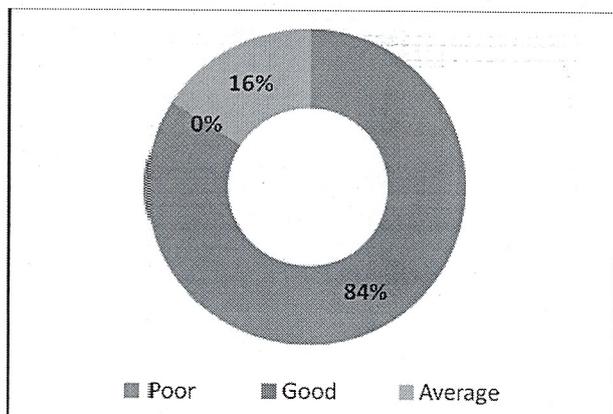


Figure 6: Enforcement of Corruption Laws in India
Source: KPMG's Bribery and Corruption Survey 2011

Figure no 6 shows that the enforcement of anti corruption law in India is very poor, 84 percent of the people believe that the Indian government has not been very effective in enforcing anti-corruption laws and 16 % believes that the implementation is average. The track record of enforcement of corruption laws are zero percent in India or no record found till that conforms the good

implementation.

IV(B). Agencies and Government Departments Setup to Combat Corruption

- State Lok Ayuktas
- Central Vigilance Commission
- Central Bureau of Investigation
- Director General of Income Tax and Other Departments of Ministry of Finance
- i. The Investigation Division of the Central Board of Direct Taxes.
- ii. Directorate of income Tax Intelligence and Criminal Investigation

IV(C). Proposed National Anti-Corruption Laws and Strategy

- UN Convention against Corruption Act, 2003
- The Whistle Blowers Protection Bill, 2011
- The Prevention of Bribery of Foreign Public Officials and Officials of Public International Organisations Bill, 2011.
- The Right of Citizens for Time Bound Delivery of Goods and Services and Redressal of the Grievances Bill, 2011

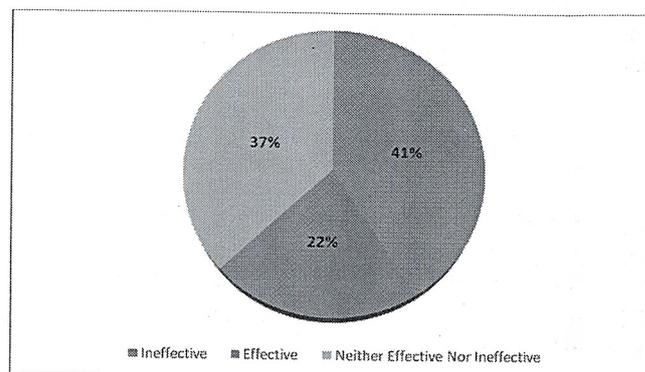


Figure 7: Effectiveness of the Government in the fight against corruption in India (in %)
Source: Transparency International Report - Daily lives and Corruption, 2011

People were asked for their views on the effectiveness of the government in the fight against corruption. The results shows in figure 7 present a mixed picture. While only 22 per cent of respondents felt that their government's efforts had been effective, 41 per cent, felt that they were ineffective, with 37 per cent finding that they were neither effective nor ineffective. The least people are ready to accept the effectiveness of government against corruption.

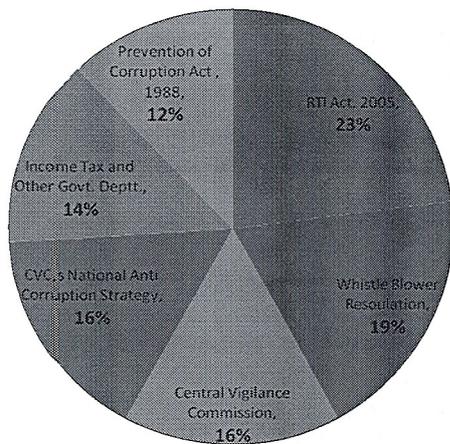


Figure 8: Effectiveness of Measures to Curb Corruption in India

Source: KPMG's Bribery and Corruption Survey 2011

Figure no. 8 shows that amongst the various measures taken by the government, the Right to Information Act, 2005 has emerged as one of the most effective initiative in fighting corruption. This is followed by the Bill on Public Interest Disclosures and Protection of Informer (Whistle blower resolution) and the Central Vigilance Commission (CVC) and its national Anti-Corruption Strategy.

V. RECOMMENDATIONS TO COMBAT CORRUPTION

Fool proof laws should be made so that there is no room for discretion for politicians and bureaucrats. The role of the politician should be minimized. Application of the evolved policies should be left in the hands of independent commission or authority in each area of public interest. Decision of the commission or authority should be challengeable only in the courts.

Cooperation of the people has to be obtained for successfully containing corruption. People should have a right to recall the elected representatives if they see them becoming indifferent to the electorate.

Funding of elections is at the core of political corruption. Electoral reforms are crucial in this regard. Several reforms like: State funding of election expenses for candidates; strict enforcement of statutory requirements like holding in-party elections, making political parties get their accounts audited regularly and filing income-tax returns; denying persons with criminal records a chance to contest elections, should be brought in.

Responsiveness, accountability and transparency are a must for a clean system. Bureaucracy, the backbone of good governance, should be made more citizens friendly, accountable, ethical and

transparent.

More and more courts should be opened for speedy & inexpensive justice so that cases don't linger in courts for years and justice is delivered on time.

Local bodies, Independent of the government, like Lokpals, Lokadalats, CVCs and Vigilance Commissions should be formed to provide speedy justice with low expenses.

The laws are in plenty to tackle corruption but we should strive to focus that in today's globalized, democratized, informative world, incorruptible governments can be constructed only using incorruptible citizens as their bricks and mortar. Respect the law and more importantly the anticorruption laws. The participative decision making should be there between public and policy makers.

VI. CONCLUSION

Corruption is an intractable problem. It is like diabetes, can only be controlled, but not totally eliminated. It may not be possible to root out corruption completely at all levels but it is possible to contain it within tolerable limits. For removing the corruption from its root we need a Strong Leadership Involvement, sound moral architecture and Committed Human Capital towards the nation oriented philosophy. Corruption is an attitude and state of mind and for changing this we need to focus more on mental revolution than other remedial actions.

The Indian government's track record in combating corruption and enforcement of corruption laws has not been very effective. The main reason for this is political interference and delayed justice that spoils the effectiveness of the verdict, opined corporate India. Results also stated that corruption levels are expected to remain at the current level irrespective of the current and impending legislations. Corruption can be need-based or greed-based. Better governance can at least help to check need-based corruption. Better governance can check greed based corruption also because punishment for the corrupt will be very effective and prompt in a better-governed country.

The steps should be taken to correct the situation overall. Declarations of property and assets of the government employees are made compulsory and routine and surprise inspections and raids be conducted at certain intervals. Though it seems very difficult to control corruption but it is not impossible. It is not only the responsibility of the government but ours too. We can eliminate corruption if there will be joint effort. We must have some high principles to follow so that we may be models for the coming generation. Let us take a view to create an atmosphere free from corruption. That will be our highest achievement as human beings.

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Administrative Behaviour of School Heads Working in Different Kind of School

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Abstract:

Secondary education is a crucial stage in the educational hierarchy as it prepares students for higher education and also for the competitive world. There are various kinds of schools in India which serves the educational need, in which government and private schools are commonly known. The head of an educational institution has very crucial role to play in the total quality management of schools, which can provide better service to their students and teachers. This paper study Administrative Behavior of school heads working in government and private school. 48 school heads were selected through purposive sampling method from different senior secondary (10+2) government and private schools situated in rural and urban areas of Agra division (U. P.). Administrative Behavior Scale developed by Dr. Haseen Taj was used for data collection. It was observed that there is no significant difference in Administrative Behavior of School Heads working in government and private school and on the other hand there is significant difference found in Administrative Behavior of School Heads working in schools situated in urban and rural area at the 0.05 level of significance.

Key words: Administrative Behaviour, School Head, Secondary Education.

I. INTRODUCTION

School Head is a master teacher, and serves as a model for excellence both in and out of the classroom. The head works in concert with the faculty for the development of individual success and self esteem among the students and the faculty in his school. Additionally, the faculty and the School Head are dedicated to encouraging, supporting, and nurturing students in their pursuit of excellence.

The headmaster is also the chief executive officer of the independent school. As CEO, the head's most important role is that of personnel director. A school is reflective of its faculty, and any school is only as good as its weakest faculty member. A major responsibility of the head is to attract and retain the best teachers possible. Likewise, he motivates and challenges teachers who are struggling and also makes the very difficult decision not to renew a faculty member's contract. He shapes the very nature of the school by his hiring and firing decisions, and while these decisions are often among the most difficult, they also have the greatest potential for long-term reward. Included in the head's role as chief executive officer, he must also serve as the lead administrator in the school. In total, these individuals are charged with the responsibility of shaping an educational environment which implements the philosophy of the school. The headmaster also serves as chief marketer for the independent school. In every walk of life, the headmaster represents the institution he serves. Thus, community involvement is both a requirement of the job and an opportunity for

greater success on the part of the head. These days, it almost goes without saying that the headmaster is also the school's chief fundraiser. Only a handful of independent schools are financially secure. The vast majority seek funding in addition to tuition revenue in order to make the necessary strides and improvements required for continued growth and development. The headmaster also is the school's visionary. In this role, the headmaster must articulate the school's mission, not necessarily the head's view of that mission but rather the school's accepted philosophy. Finally, the headmaster is the head learner in the school. As the head "learner," the headmaster (like the teacher) looks beyond his subject matter. He strives to see the world through the eyes of their students. The head of the school also exhibits humanity, honesty, and willingness to learn from his humanity mistakes while attempting to fulfill these job expectations.

The head of a school is considered to be the center of all activities happening in the institution. In an institution, all the staff members work under the principal or head. Head leads them to work towards a common goal and to use adequate leadership for achieving overall objectives of the institution. As we know that different kinds of schools situated in different areas have different objectives. To achieve these objectives, every head of school performs some kind of Administrative Behaviour. This Administrative Behaviour is vary from person to person because every person has his/her own unique personality traits. When a person interacts with the environment then he/she makes a unique adjustment because of a distinctive combination of his/her personality traits. In the same

way, when different School Heads interact with various schools situated in different areas, different Administrative Behaviour will be originated.

Halpin (1966) defines Administrative Behaviour as one that includes in its leadership act of any particular person who happens to be the administrator at the time and also the leadership act initiated by group members. On the other hand, Administrative Behavior is behavior of the officially designated administrators in formal organizations. Here, it can be said that Administrative Behaviour also includes Leadership act so leadership behavior of the head and the way through which the head carries out the role has an influence on the way the school functions. Studies reveal that the leadership behavior of the head of schools is highly related to the smooth functioning of the schools (as studied by Darji, 1977; Chayya, 1989; Kalra, 1997; and Diwan, 2000). In a study, Urwick asserts that the whole management of an institution implies the appropriate leadership style of the administrators of those institutions. Without a good leader, an organization cannot function effectively and efficiently, in this way a school is an institution and its work varies according to Administrative Behaviour of School Heads.

After a deep study, Dr. Haseen Taj proposed some major administrative functions that constitute the Administrative Behaviour of Secondary School Head. In her view seemingly corollary administrative functions can be combined together to form one category such as for instance, supervision, co-ordination, direction and evaluation should be merged together to be brought under a canopy theme of 'organization'. Dr. Haseen Taj after consultation and discussion with a few experts, decided to have four major areas which described Administrative Behaviour namely (i) Planning, (ii) Organisation, (iii) Communication and (iv) Decision-making. These four areas cover all the aspects of Administrative Behaviour of secondary schools.



Figure-1.2- Aspects of Administrative Behaviour of School Head

(I) Planning – This area includes all the activities in the school which are decided in advance before the commencement of the school academic year. It includes time- phase, work-phase, sharing and discharge of responsibility for particular activities, mode of conducting these activities and other schedule for the academic year, in term of curricular and co-curricular activities.

(II) Organisation – This area includes how the School Head distributes the work to be carried out by different staff members for the academic year, how he fixes up the responsibility of each staff member and provides physical facilities and materials required to do the work.

(III) Communication – This area includes the communication facilities available in the school as well as the extent of free flow of dyadic communication between the head and the teachers, between the head and the students, between the head and the higher authorities, and between the head and the community.

(IV) Decision- Making – This area includes the decision-making process i.e. the quickness, and speediness of the decisions based on certain facts, experience and rationality etc.

In addition to setting yearly goals based on school data, curriculum mapping is another way provide instructional coherence and direction. And each principal should also ensure that his or her building atmosphere encourage daily collaboration and dialogue about best practices. Whether it is participating in book studies, exchanging journal articles, or conversing in the lunchroom or hallway, the teachers and principals constantly provide guidance and assistance to one another in achieving their professional goals and enhancing their practice. The principal should understand the importance of positive school culture and how it can help student achievement and professional growth in the school building. Principals and teachers alike are confident in their working relationships with one another and feel that, together, they can tackle any challenge set before them. The principals and teachers must be familiar with the mission statement. Each principal acknowledges the mission statement as the guiding force when making decisions. UNESCO report repeatedly emphasizes that teachers have the strongest influence on learning and on a wide variety of other quality factors within schools (UNESCO 2004).

In India, human capital formation has traditionally occurred in government funded schools but since liberalisation in 1991, private schools increasingly offer an alternative. According to household survey data, private schooling participation in rural India has grown from 10% in 1993 to 23 % of the student population in 2007 (Kingdon, 2007). This is much higher than in most developed countries. Private school participation is considerably higher in

urban India.

There are different kinds of schools and they have their unique objectives, governing bodies, management structure, infrastructure and available facilities. On the other hand, School Heads come from different backgrounds and have different personalities. When a School Head interacts with all these school factors like infrastructure, management and available facilities then he/she develops different Administrative Behaviour and decides opportunities for the empowerment of teachers.

Now the following questions arise in this regard:

Is there any difference in administrative behavior of school heads working in government and private school?

In India, now-a-days so many schools are situated in urban areas as well as in rural areas so these schools can be classified on the basis of area, into two categories as rural schools and urban schools. The rural urban differences are present in achievement scores, accessibility, promotion rates, dropout rates and input-output ratio. So, if Administrative Behaviour of School Heads depends on the environment, then the question arises- is there any difference in the administrative behavior of school heads working in rural and urban school?

II. OBJECTIVES

1. To study the administrative behaviour of school heads working in government and private school.
2. To study the administrative behaviour of school heads working in urban and rural school.

III. HYPOTHESES

1. There is no significant difference in administrative behavior of school heads working in government and private schools.
2. There is no significant difference in administrative behavior of school heads working in urban and rural schools.

IV. SAMPLE

The sample in this study comprise 48 Heads from different senior secondary (10+2) government and private schools situated in rural and urban areas of Agra division (U. P.). Private & government schools were taken in this study and it was also considered that the Heads of all these schools have at least 3 years or above working experience from the same school.

For collection of data, tools have been selected on the basis of objectives for taking data from School Heads. So that for measuring Administrative Behaviour of School Heads, Administrative Behaviour scale developed by Dr. Haseen Taj in 1998 was used. Analysis of data has been done through Mean, Standard deviation,

t-test and other relevant statistical measures like graphical representation.

V. INTERPRETATION AND ANALYSIS

The analysis and interpretation are given one by one according to framed hypothesis. Testing of the each hypothesis has been done as below.

Hypothesis-1- There is no significant difference in Administrative Behavior of School Heads working in government and private schools.

Table-1- Administrative Behavior of School Heads on the basis of School Management

Administrative Behavior	School Management	N	M	SD	t-value
	Government	24	295.54	10.92	1.79*
	Private	24	288.33	15.89	

*Not Significant at 0.05 level of Significance

It can be seen in table-1 that the total number of sample comprise 48 School Heads in which 24 working in government school and 24 working in private school. The mean score of Administrative Behavior of School Heads working in Government school is higher than the School Heads working in private school. The calculated t-value is 1.79, which is less than the table value at the 0.05 level of significance.

This indicates that the Administrative Behavior of School Heads working in government and private school do not have significant difference. Therefore, the hypothesis- There is no significant difference in Administrative Behavior of School Heads working in government and private school is selected at 0.05 level of significance.

Hypothesis-2- There is no significant difference in the Administrative Behavior of School Heads working in urban and rural schools.

Table-2-Administrative Behavior of School Heads on the basis of Demographic Area of School

AB*	Demographic are of school	N	M	SD	t-value
	Urban	24	296.37	13.1	2.33*
	Rural	24	287.50	12.60	

*Administrative Behavior

**Significant at 0.05 level of Significance

Table-2 demonstrates that the total number of sample comprise 48 School Heads in which 24 working in urban schools and 24 working in rural schools. The mean score of Administrative Behavior of School Heads working in urban schools is higher than the School Heads working in rural schools. The calculated t-value is 2.33, which is more than the table value at the 0.05 level of significance.

This indicates that the Administrative Behavior of School Heads working in urban and rural schools have significant difference. Therefore, the hypothesis- There is no significant difference in Administrative Behavior of School Heads working in urban and rural schools is rejected at 0.05 level of significance.

On the basis of above analysis, it is clear that all School Heads either working in rural schools or working in urban schools are not similar in Administrative Behavior. There may be many reasons for this significant difference in Administrative Behavior of School Heads like availability of resources i.e. Internet facility, related study material, transportation facilities, and attitude of society. Even expectations of teachers, students and parents towards their School Heads are different in rural schools compare to urban schools. It may be possible that School Heads of urban schools are more

supportive and motivated. They are punctual, provide freedom to teachers and students for communication, done regular follow ups about rules and regulations, consult with teachers about their plans, welcome their suggestions, organize a parents teachers association, encourage students and teachers and appreciate their work. However, School Heads in rural schools most of the time struggle for their basic privileges therefore not so effective in their Administrative Behavior.

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Work Life Balance: A Precondition to Employee Engagement and Organizational Citizenship Behavior

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Abstract:

The circumstances for HR are rapidly transforming in the 21st century. Though beneficial as it may be, this is simultaneously creating pressure on the employees to incorporate people practices in the business place and to bring in the strategic focus quality of work life and public policy practices. Facilitating work life initiatives like flexi-timing, elderly care, leave policy, child care etc. provide an opportunity to the organization to capitalize the same in terms of increased engagement and contextual performance. The contextual performance chains the social and psychological environment in which job performance takes place. Facilitating work life balance for the employees is strategic for gainfully engaging the employees in order to win over the competitive advantage in the market place. In the society filled with number of conflicting responsibilities and commitments, work life balance is the pre-dominant issue in the work place. The best fit between multiple roles one has to perform is very important from personal as well as professional point of view. In the present study an attempt is made to highlight the organizational policies and practices for work life balance and also its relationship with employee engagement. Further relationship between the work life balance and Organization citizenship has been focused to give insight into how an employee, if provided with work life initiatives, engages in the workplace and perform the tasks going out of their contractual obligations.

Keywords: Contextual performance, Organizational Citizenship, Strategic focus, Work life Initiative.

I. INTRODUCTION

Industries are foundation for the development of the country in totality. In recent times economic growth has transpired in the world as a consequence of revolutions in IT technology. Like any other industry, IT industry, has an increased output, hence it is a significant driver of comprehensive economic growth. An IT industry helps many other sectors in growing process of the economy including the services and manufacturing sectors. In India also growth has happened due to IT industries. The growth of India's IT sector has brought about many other constructive variations in the Indian economy. The buying capacity of a large section of Indian population has increased intensely which further resulted into intensification standard of living of the majority of population of the country. The increase in purchasing power of the common man has propelled the growth rate of the other sectors such as construction, automobile etc. and the economy as well. (Jain, Mathew, et.al.2011) In today's competitive world jobs are becoming challenging day by day and it is creating pressure on the employees which in turn is impacting the quality of work. Today's knowledge economy possesses employers that compete for the most eligible employees in their organization. Simultaneously employees desire to be associated with the organization providing workplace culture, cordial relations between managers and co-workers, work-role fit etc. On the part of the organization it is of vital significance to

engage employees. (Karambayya, R. 1990). For this purpose they must focus on work life balance policies and practices, and also must focus on developing the organizational citizenship behavior.

I(A). Types of Organizational Citizenship Behavior

Organizational Citizenship Behavior is the result of the organizational commitment which comes only when there is engagement of the employees in the organization. Organ's classification of various dimensions of OCB may be summarized as under:

- Altruism, "helping other members of the organization in their tasks" (e.g. voluntarily helping less skilled or new employees, and assisting co-workers who are overloaded or absent and sharing sales strategies);
- Courtesy, "preventing problems deriving from the work relationship" (e.g. encouraging other co-workers when they are discouraged about their professional development);
- Sportsmanship, "accepting less than ideal circumstances" (e.g. petty grievances, real or imagined slights);
- Civic virtue, "responsibly participating in the life of the firm (e.g. attending meetings/functions that are not required but that help the firm, keeping up with changes in the organization, taking the initiative to recommend how procedures can be improved); and

- *Conscientiousness*, “dedication to the job and desire to exceed formal requirements in aspects such as punctuality or conservation of resources” (e.g. working long days, voluntarily doing things besides duties, keeping the organization's rules and never wasting work time). (Organ, D.W. 1988a)

Again Podskoff et al in 1990 also identified the same dimensions of Organizational Citizenship Behavior those were Altruism, Conscientiousness, Sportsmanship, Courtesy and Civic virtue.

In the society filled with number of conflicting responsibilities and commitments, work life balance is the pre-dominant issue in the work place. The best fit between multiple roles one has to perform is very important from personal as well as professional point of view. In the present study an attempt is made to highlight the organizational policies and practices for work life balance and also its relationship with employee engagement. Further relationship between the work life balance and Organization citizenship has been focused to give insight into how an employee, if provided with work life initiatives, engages in the workplace and perform the tasks going out of their contractual obligations.

II. OBJECTIVES

1. To study the influence of Work Life Policies practiced by Organization on Employees' Engagement.
2. To study the influence of Work Life Policies practiced by Organization on Employees Organizational Citizenship Behavior.

III. REVIEW OF LITERATURE

The aim of study was to investigate the relation between organizational climate and organizational citizenship behaviour of Mazandaran province physical education offices staff. The results recommend that sport organizations Managers through creating positive organizational atmosphere, goal clarity and more staff interactions, can increase the outbreak of organizational citizenship behaviour in staff, and finally improve organizational efficiency and effectiveness. (Ahmadizadeh, zahra, et, al. 2012). This Study have attempted to evaluate the relationship between Work life balance and Organizational Citizenship. This has been highlighted in the study that these variables are related with each other in a positive way. The study has reported that greater work life balance is associated with organization citizenship behavior of individuals as well as organization citizenship behavior of the organizations, these variables having a strong positive relationship. Further the study focused on potential management practices to reinforce the employee behavior which contributes towards organizational success. (Carlson, D.S. et al. 2013).

The aim of this study was to investigate the relationship between Organizational Climate and Organizational Citizenship Behaviour among the software professionals. The study was conducted among the 555 software professionals working in Multinational companies and Indian companies in Chennai. Data were collected using Organizational Climate (OC), and Organizational Citizenship Behaviour (OCB) scales. The data obtained were analysed by using statistical techniques like 't' test, Karl Pearson's Coefficient of Correlation. The results indicate that the perceived Organizational Climate has been positively correlated with Organizational Citizenship Behaviour, and was found statistically significant. The mean difference of OCB is significant with marital status, type of family, graduation and nativity of software professionals. (Murugesan, s. et, al. 2013). The Study proposed to explore the impact of Quality of Work Life on Organizational Citizenship Behavior. The study was conducted for college teachers in Thirussar District. The study concluded that respondents have average QWL and female employees have better QWL than men. The main problem area found out was intergenerational communication and interpersonal trust among the teachers. (Nair 2013)

The study shows the impact of OCB on Job Satisfaction in Uganda college of commerce including both the academic and the administrative staff members. It is evident from the study that there is a positive relationship between OCB and Job satisfaction and additionally the study suggested that the employees should be developed towards their competencies to further enhance OCB. (Odoch, Hojops & Nangoli, Sudi, 2013). The study explores to identify the main factors of retention management strategies in organizations. The organizations taken into consideration are two heavy engineering manufacturers based in India. The data was collected from 100 employees holding managerial positions in the two organizations. This study used a descriptive analysis design. Findings of this research showed that three factors each have been identified regarding retention management strategies at both the companies. Studies show that "flexibility" empowers individuals to facilitate a healthier balance between work and personal obligations, something that appeals to all ages of employees. (Sinha, et al 2012). The Study aimed to review the evidence of various work life policies and practices that directly impact the work life outcomes, particularly by reducing negative impact of work on family affairs and enhancing the positive effect. The study addresses the four major policy for work life balance i.e. flexible working practices, working hours, leave policy and child care leave. The study suggested that work life balance practices must be accepted and formalized for all the workers and should not be a special consideration for working mothers. The study highlighted that WLB policies are effective measures in reducing the negative impact and enhancing positive effects at the workplace. Further, it is

very crucial that all policies should be followed up to the extent where any social, economical and psychological harm is not associated with the policies. (Skinner Natalie, Chapman Janine 2013)

The Study have highlighted that workplace culture and work life policies in the industries impact the employee engagement, employee productivity and retention. The study suggested that work life policies must incorporate the effects of workplace culture and supervisor support to the employees to develop and retain them. (Susi. S. & Jawaharrani. K, 2011)

IV. WORK LIFE BALANCE POLICIES

Work life balance in the new millennium has become a very popular topic for debate as it is cited from the post liberalized era that work life conflict is rising due to the demanding jobs. Most of the competent employees are discontented in their current situations as they are congested with the task. To overcome this problem work life balance policies should be introduced both at the organizational level as well as at the level of the government. (Purohit M. 2013).

In today's competitive marketplace it is imperative for an organization to retain the competitive talent by keeping employees in their court i.e. by engaging employees in the Organization. Engaged employees will definitely have a positive impact on the success of business in terms of increased sales, turnover increase and low cost of goods sold. There is no clear definition of work life balance; the term usually refers to one of the following: flexi-timing, elderly care, leave policy and child care. Flexi timings means it is at the outset of the employees to choose the working hours within the set limits so that according to their convenience they can devote effective time to the organization. If the employees are provided with the flexi timings it can work as an aid to recruit and retain the effective talent as well as it facilitate the equal opportunity to those employees who are unable to work during the standard hours. Various studies also highlights the positive effect of flexi- timings practices on work life balance, health and well being and outcomes to the organization. Although there are number of ways through which the benefit of flexi- timings can be agreed like compressed hours, job sharing, shift-work, work from home but it totally based on the policies of an organization. Another area where work life interaction can play a pertinent role is paid or unpaid leave, for example parental leave or holidays. Providing paid and unpaid leave is considered best practice to enable workers to meet their paid work and family responsibilities. Many researches also suggested that there must be gender equality at work place i.e. women's participation in the paid work and at home men's contribution to childcare. Additionally to develop and retain the women's in the workplace Maternity leave is the key driver. Further the length of working hours is another area of concern for

maintaining the work life balance, as long hours of stay will build up the pressure and stress among the employees and also it reflects gendered pattern of working as more men working full time and long full- time hours, with women showing more disparity in actual and preferred working hours over the life time, which is very closely knitted with the child care leave. Similar to parental leave, child care leave also provides support for parents to perform their duties efficiently. As it is also evident from various researches that children are the future of the nation, will lead to human capital formation and ultimately to economic development. (Robert, T. 2001). Keeping in view this broad perspective every organization must introduce work life policies and practices which are supported by the organizational culture since it reflects the norms, values of whole organization; moreover the policies in this regard should be effectively communicated to each and every level complemented by the training to the managers on how to implement these policies.

IV (A). Work Life Balance and Employee Engagement

Engagement is the state where employees are committed to the organization emotionally, physically and intellectually to contribute their efforts at full strength. As various research shows that engaged staff produces double effect than unengaged employees, it becomes the primary responsibility of organization to engage their employees to take hold of the competitive advantage. Most of the companies do agree that if they have to be successful must build up the engagement. Work Life Balance is the key driver towards employee engagement and retaining the employees as now day's employees prefer work life policies than salary especially in case of women employees. Owing to these work life initiatives IBM one won an award in 2006 for being the most 'Female Friendly' organization. (Skinner N. & Chapman J. 2013). For employee engagement, work place culture is the foundation that works as a support system for the employees working in the Organization. To gainfully engage employees different programs must be organized at all the levels of the organization in order to empower them and building trust among them. We have attempted to display strong links between employee engagement, work life balance and organization citizenship behavior. Balanced approach to work life policies lead to actualize reduced absenteeism, increased productivity and job satisfaction. Sound, competent and engaged employees are company's assets and a key to win over the competition. (Ram P. & Gantasala V. 2011)

IV (B). Work Life Balance and Organizational Citizenship behavior

In today's fierce competition the need of the organization is to have employees who work not to satisfy their individual rather

organizational interest. Studies reveal that work place culture is significantly associated with organizational citizenship behavior because it is the climate of the organization which helps the employees to develop a perception towards extra role behavior. (Sandhya G.S. 2013). Contextual performance is something an employee is doing for the organization going out of the way, for e.g. giving support to the newcomers, putting suggestions for the improvement. OCB has nothing to do with high salary, good incentives and other rewards as it is out of employee's choice not a mandate, although the employees who develops OCB is reflected in high salary and appreciation by the supervisor.

V. CONCLUSION

The present study has aimed to bring about the relationship between work life policies and employee engagement and further with Organizational Citizenship Behavior. The result of the study shows that there is a positive relationship between Work Life Policies, Employee Engagement and Organizational Citizenship Behavior. In this globalized era it becomes imperative for the organization to introduce extra role behavior which is possible only when employees are being taken in the organizations cover. HR can help the organization in better way to understand employee engagement, enhancing motivation level and retention of the employees. The level of employee engagement will decide that employees will stay in the organization or exit. Thus employee engagement refers to say, stay and strive towards organizational commitment. Further the culture of the organization should be developed in way that it will be helpful in building the trust among the employees. Additionally the focal point should be to give importance to role of supervisors who are playing the role of change agents as they are the mediators meant for making workplace a comfortable place to work upon. Ultimately if employees are facilitated with work life initiatives this will empower the employees to be engaged and helpful in developing the extra-role performance.

VI. LIMITATION

In the present study the major limitation is that researchers gone through restricted number of research papers but besides that there are far more number of literatures available that needs to be studied which might come with different conclusion.

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Stress & Emotional Competence of Education Stream Students

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Abstract:

Stress is an inevitable and unavoidable component of life due to increasing complexities and competitiveness in living standards. The present study was conducted to find out the Personal, Family, Societal and Institutional stress of Education students. The purpose of this study was to assess the impact of real life stressor, that of stress among education students. A sample of 100 education students was taken from two government institutions and two private institutions. These institutions are affiliated to University of Rajasthan, Jaipur. Emotional Competence tool of Dr.H.C.Sharma, Dr. R.L Bhardwaj and a self devised questionnaire of stress were used to collect data from the sample. Emotional competence as the ability to understand, manage and express the social and emotional aspects of one's life in ways that enable the successful management of life. It includes self-awareness, emotional regulations, working co-operatively and caring about one's self and others. Results indicated that stress was more in students studying in Private college as compared to students in Government Institutions with high emotional competence & stress was more in students in Government Institutions as compared to students studying in Private college with low emotional competence.

Keywords:- Personal Stress, Family Stress, Societal Stress, Institutional Stress, Emotional Competence.

I. INTRODUCTION

Stress has been identified as a 20th century disease and has been viewed as a complex and dynamic transaction between individuals and their environments. Stress is defined as a physiological non-specific reaction to external or internal demands. Stress is an inevitable and unavoidable component of life due to increasing complexities and competitiveness in living standards. The speed at which change is taking place in the world today is certainly overwhelming and breathe taking. In the fast changing world of today, no individual is free from stress and no profession is stress free. Everyone experiences stress, whether it is within the family, business, organization, study, work, or any other social or economical activity. Stress is defined as "our reaction to events, environmental or internal, that tax or exceed our adaptive resources." The concept of stress was first introduced in the life sciences by Selye Hans in 1936. It was derived from the Latin word 'stringere'; it means the experience of physical hardship, starvation, torture and pain. According to him, the stress is "the non-specific response of the body to any demand placed upon it". In 1956, stress was further defined by him as "any external event or internal drive which threatens to upset the organismic equilibrium".

STRESS

Good stress

(Eustress)

Desired

Joy of stress

Bad stress

(Distress)

Undesired

Agony of stress

Stress affects not only our physical health but also our mental well being. Mother tongue is a barrier in gaining professional education. Most of the students enrolling for professional education are not technically qualified. Whereas globalization demands more professional, technical approach and it enables candidates to develop competitiveness, these cause a lot of stress on the students. Most of the time, parents have a tendency to forget that their children have their own capabilities. Apart from this, students from Education Stream face lot of problems like vast difference seen in quality of first and last candidate intake. Stressful conditions give rise to unhealthy outcomes. As a whole, it can be said that an education student has four major stresses, like Personal stress, Family stress, Societal stress, Institutional stress. Personal stress may arise due to dissatisfaction due to any reasons which are related to an individual himself/herself due to personality, physique, looks etc, also due to nature and behavior to take the different situations in life. Family stress may arise from conflict of ideas or relationship with parents, ill health of a family member, financial problem or the death of a dear one, high aspiration of parents Societal stress is caused due to the influence of the society or an individual like friends, colleagues, relatives and neighbors.

Institutional stress arise from pressure, due to assignments, uncomfortable classrooms, academic performance, practical work, exam tension, research work, medium of instruction, ragging, unsatisfactory learning process, to get good grades and a degree. Yet emotional competent student not only have a broader range to remove stress, but they also have the wisdom to choose socially adequate and appropriate behavior for the particular situation.

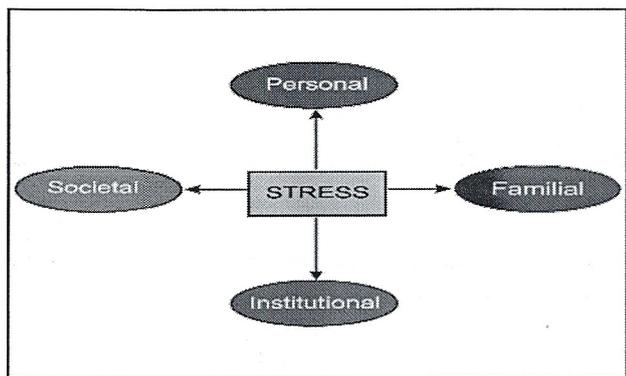


Figure-1 Types of Stress

According to Golman “Emotional competence is a learned capability based one emotional intelligence that results in outstanding performance at work or in any other situation because of relational skills.” In this research emotional competence refers to one’s ability to express or release one’s inner feelings (emotions). It implies an ease around others and determine one’s ability to effectively and successfully lead and express. Emotional competence presumes emotional development, but within any given age group some children or youths or adults function more emotionally competent than others.

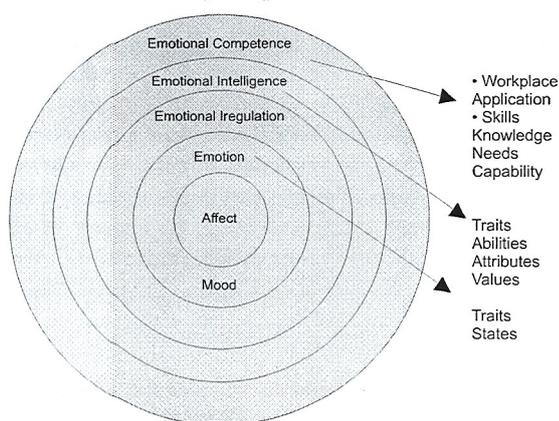


Figure 1- Conceptual foundation of Emotional Competence

II. OBJECTIVES

- To study the emotional competence of students studying in education stream.
- To study the stress of students studying in education stream in reference to emotional competence.
- To know the relationship between stress and emotional competence of students studying in education stream.

III. HYPOTHESES

1. There is no significant difference in Stress of students studying in education streams having high Emotional Competence.
2. There is no significant difference in Stress of students studying in education streams having low Emotional Competence.

IV. RESEARCH DESIGN

A. Research Method

The study could be best described as a quantitative study carried out using the survey methodology of education research.

B. Sample

The researcher has randomly selected a sample of 100 students of Education stream students. The sample comprised of 100 students, out of which 50 students were taken from the private colleges and 50 from government Institutions affiliated to University of Rajasthan, Jaipur by using simple random sampling for this research study.

C. Tools Used

1. Stress Assessment Scale (SAS) was developed by the researcher. The scale consists of 54 statements and has no time limit. An average subject requires approximately 20 to 30 minutes in completing the scale. It is a four-point scale based on the lines of Likert having four alternatives to each item. Scoring of these four alternatives follow a system of 4, 3, 2 and 1 from upper to lower end. Manual scoring is done conveniently. Each item has four points that is 4, 3, 2 and 1. In scoring ‘4’ represents for ‘Always’, ‘3’ represents for ‘Often’, ‘2’ represents for ‘sometimes’ and ‘1’ stands for ‘never’. Therefore, the maximum and minimum scores for the scale are 216 and 54 respectively.
2. Emotional competences scale (ECS) was developed by Dr. H.C.Sharma and Dr. R.L. Bhardwaj. The scale consists of 30 items to measure 5 emotional competences and has no time

limit. It is a five-point scale based on the lines of Likert having five alternatives to each item. Scoring of these five alternatives follow a system of 1, 2, 3, 4 and 5 from upper to lower end. The item wise scores are to be transferred to the table to obtain different competences scores. The addition of item scores horizontally will provide scores of the competences for A, B, C, D and E separately.

D. Statistical Techniques

Data is analyzed through Mean, Standard Deviation, t-test and other relevant statistical measures like table representation are also employed.

V. RESULT & DISCUSSION

Table-1 Stress of Education students studying in Private Institutions and Government Institutions having high Emotional competence

Type of Institutions	N	Mean scores of stress	SD	Mean Difference	t-ratio	Table Value
Private Institutions	50	119.50	10.59	6.47	3.55*	2.01
Government Institutions	50	113.03	10.29			

*Significant at 0.05 level of significance.

The table shows mean scores of stress of education students studying Private Institutions and Government Institutions having high emotional competence. The mean score of Private college students is higher than the students studying in Government Institutions. For finding the significant difference between the mean scores, t- test is used. The calculated t-value is 3.55 which is higher than 2.01, thus the obtained value is higher than the table value at 0.05 level of significance. Hence, the difference between the mean scores of stress of education students who have high emotional competence and studying in Government and Private colleges is significant at 0.05 level of significance

Therefore the hypothesis "There is no significant difference in Stress of students studying in education streams having high Emotional Competence" is rejectet at 0.05 level of significance.

Table -2 Stress of Education students studying in Private Institutions and Government Institutions having Low Emotional competence

Group	N	Mean scores of stress	SD	Mean Difference	t-ratio	Table Value
Private Institutions	50	116.00	19.148	07.36	2.37*	2.01
Government Institutions	50	123.36	10.15			

*Significant at 0.05 level of significance

The table shows mean scores of stress of education students studying in Government Institutions having low emotional competence is higher than students studying in the private Institutions, for finding the significant difference between the mean scores, t- test is used. The calculated t-value is 2.37 which is higher than 2.01. Thus the obtained value is higher than the table value at 0.05 level of significance. Hence, the difference between the mean scores of stress of education students who have low emotional competence and studying in Government Institutions and Private Institutions is significant at 0.05 level of significance Therefore the hypothesis "there is no significant difference in stress of education students studying in universities and Private colleges having low emotional competence" is rejected at 0.05 level of significance.

VI. DISCUSSION ON RESULTS

It can be concluded that the mean scores of stress of education students studying in Government Institutions having high emotional competence are lower than the education students studying in Private colleges, and reference to low emotional competence, education students studying in Private colleges are lower than the education students studying in Government Institutions. On the basis of analysis of data collected, it has been found in this research study that stress was more in students studying in Private colleges as compared to students in Government Institutions with high emotional competence & stress was more in students in Government Institutions as compared to students studying in Private colleges with low emotional competence.

VII. SUGGESTIONS FOR FURTHER RESEARCH

- Stress in reference to emotional competence can be studied on other different streams of professional courses like Bio -Tech, Pharmacy, Hotel management, Journalism etc.
- The study can be done in other cities, metro cities or even in other states.
- The study can be done on school students specifically senior secondary schools, different state boards and open schools (SOS & NIOS).

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Career Preference of XII Class Science Students in Relation to their Intelligence and Academic Achievement

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Abstract:

In the present investigation, an attempt has been made to reveal the relationship of Career preference with Intelligence and Academic Achievement of XII class science students from Ghaziabad Region. The sample of study consisted of 32 students drawn from public school of Ghaziabad Region. Career preference was measured by Career Preference record made by Vivek Bhargava & Rajshree Bhargava (2001). Intelligence was measured by Group test of General Mental Ability by R.K. Tandon (1971) and Academic Achievement was measured by the result cards of XII class students issued by C.B.S.E. Pearson Product Moment was applied to check the relationship between Career preference, Intelligence and Academic achievement of XII class science students. The result revealed that there is no significant relationship between Career preference, Intelligence and Academic Achievement of XII class science students.

Keywords: Career Preference, Intelligence, Academic achievement.

I. INTRODUCTION

Education is the process of developing the capacities and potentials of the individuals as to prepare that individual to be successful in a specific society or culture. From this perspective, education is serving primarily as an individual development function. Education begins at birth and continues throughout life. It is constant and ongoing for all people. Achieving this goal requires understanding of commitment to the proposition that education is a primary instrument for social and economic advancement of human welfare (Verma, 1990).

The world is becoming more and more competitive. The selection of a career or Profession is one of the most important thing in life. Career is a regular occupation or profession in which one is making a living. Career preference is the occupation with the highest positive valence among alternatives form of work value. Planning for career is very essential for the peaceful living and quality of life. It provides the basis of the individual's future life. Although career choices are made by an individual but they are certainly influenced by many social and psychological factors which may include intelligence, personality, achievement, motivation, interest, aptitude, self-concept, academic achievement etc. Thus, career selection is not an exclusively intellectual process in which various possibilities are sorted out in a logical manner. Instead, decisions are based on the interaction of career maturity with various social or psychological factors out of them academic achievement may be regarded as an important factor that shape a particular educational pathway for an individual. In our society, academic achievement is considered as a key criterion to judge one's total potentialities and

capacities. In the same manner, Intelligence implies mental ability of an individual in the selection of career. If a person enters an occupation which requires intelligence more than what he has, he will find himself unsuitable for the type of work.

The same difficulty will occur with individual whose intelligence is greater than what his work requires. He faces dissatisfaction and lack of competitive spirit in his career. The close relationship of intelligence in vocational choice and satisfaction establishes the importance of intelligence in education. Therefore, for the selection of a particular course of studies as well as in occupation, intelligence testing is required. Hence academic achievement & intelligence occupy a very important place in education as well as in the career preference.

II. NEED & SIGNIFICANCE

The present global economic scenario demands one to be very serious in his/ her career planning. In this age of science and technology, one should choose right career in accordance with his/her physical as well as mental abilities, potentialities, interests, academic performance, intelligence to which he belongs. Students of higher education should be competent enough to choose their right career.

We have to bear in mind that secondary education is a complete unit by itself and not merely a preparatory stage. At the end of this period, the students should be in a position to take up some useful vocation. Quality of performance has become the key factor for personal progress. Today, most of the students in higher education are facing career related problems in the form of either career

indecision or wrong decision. In such a situation, identification of most preferred areas of career and their determining factors becomes very important that will help student. A correct choice may lead to happy, prosperous and satisfying career and life. On the other hand, a wrong selection may result in failure, disappointment and sadness in life. Choosing a career is one of the most important decision of a person. Because that is what we will have to do to throughout the life. Therefore, the present study was entitled as "Career preference of XII class student in relation to their Intelligence and Academic Achievement."

III. REVIEW OF RELATED LITERATURE

Yadav, R. (2000) in his study on the vocational preferences of adolescents in relation to their intelligence and achievement revealed that the highly intelligent students prefer to go to jobs related to the area of Physical Sciences whereas the average and below average intelligence groups did not differ significantly in any of the area. The study further revealed that the level of intelligence influenced the vocational preferences to a great extent, showing that achievement and intelligence had good correlations with the area of physical science and executive jobs.

Mona, Jagdeep Kaur (2008) made a study on career maturity in relation to intelligence among the adolescents of plus one stage. The findings revealed that academic group students had higher career maturity and intelligence as compared to their vocational counterparts.

Sara, Safyanu (2010) made a study on effects of learning styles on career preferences of Senior Secondary School students in Jigawastate, in Nigeria. Here, the author revealed existence of significant difference in learning.

IV. OBJECTIVES

1. To find out the Career preference of XII class science students in Ghaziabad region.
2. To find out the relationship between Intelligence and Career preference of XII class science students.
3. To find out the relationship between Academic Achievement and Career Preference of XII class Science students.

V. HYPOTHESES

1. **There is no significant relationship between level of intelligence & most preferred area of career for XII class science students.**

The main hypothesis is divided into four sub- hypotheses-

- There is no significant relationship between level of intelligence of science students and science and technology (sct) as their career preference.

- There is no significant relationship between level of intelligence of science students and Medical (m) as their career preference.
- There is no significant relationship between level of intelligence of science students and Agriculture(ag) as their career preference
- There is no significant relationship between level of intelligence of science students and Education (e) as their career preference.

2. **There is no significant relationship between Academic Achievement and most preferred area of career of XII class science students.**

The main hypothesis is divided into four sub- hypotheses-

- There is no significant relationship between Academic Achievement of science students and Science and technology (sct) as their career preference.
- There is no significant relationship between Academic Achievement of science students and Medicine (m) as their career preference.
- There is no significant relationship between Academic Achievement of science students and Agriculture (a) as their career preference.
- There is no significant relationship between Academic Achievement of science students and Education (e) as their career preference.

VI. RESEARCH DESIGN

A. OPERATIONAL DEFINITIONS

Career Preference: In this study, the term career preference refer to the basis of student in choosing the course he wants weather it comes from his childhood aspiration, relatives, peers, his values in life, interest, specialization & school guidance counsellor.

Intelligence: The general mental ability involved in calculating, reasoning, perceiving relationships and analogies, learning quickly, storing and retrieving information, using language fluently, classifying, generalizing, and adjusting to new situations.

Academic Achievement: Academic achievement is a key mechanism through which adolescents learn about their talents, abilities and competencies which are an important part of developing career aspirations (Lent et al., 2000). Academic achievement and career aspirations in adolescence are often correlated (Abu-Hilal, 2000).

Crow and Crow (1969), defined "Academic achievement as the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which

skill or knowledge has been imparted to him".

B. RESEARCH METHOD

Descriptive survey method of research was employed in the present study to measure the relationship among career preference, intelligence and academic achievement of XII class science students.

C. SAMPLE

Random sampling technique was used to draw the sample which comprised 32 XII class students from public school of Ghaziabad Region.

D. TOOLS USED

The following tools have been used in the present study:

1. Career Preference: Career Preference record made by Vivek Bhargava and Rajshree Bhargava (2001) has been used for data collection. CPR covers ten main areas of vocational interest (1) Mass Media & Journalism, (2) Artistic & Designing, (3) Science & Technology, (4) Agriculture, (5) Commerce & Management, (6) Medical, (7) Defence, (8) Tourism & Hospitality Industry, (9) Law & Order and (10) Education etc.
2. Intelligence Test: Group test of General Mental Ability by R.K. Tandon (1971).
3. Academic Achievement: Academic achievement was measured from the result cards of XII class students issued by C.B.S.E.

E. STATISTICAL TECHNIQUES

The statistical technique for the descriptive analysis were mean, standard deviation, co-efficient of correlation have been used to find the relationship among Career preference, Intelligence and Academic achievement of XII class science students.

VII. RESULT AND ANALYSIS OF STUDY

- Identification of Career Preferences of XII class science students

Table 1: Mean Scores and Ranking Order of Career Preferences of XII Class Students

Areas of Carrer	Mean	Rank
Science & Technology (SCT)	4.75	I
Medicine	3.18	II
Agricultures	3	III
Education	2.62	IV
Defence	2.4	V
Mass Media & Journalism	2	VI
Commerce & Management	1.89	VII
Artistic & Designing	1.87	VIII
Law & Order	1.82	XI
Tourism & Hospitality Management	1.62	X

From the persual of the table-1, it was found that the most preferred career of XII class students of science stream is Science & technology followed by Medical, Agriculture, Education where as other is the least preferred area of careers by XII class science students.

Hypothesis 1

1. There is no significant relationship between level of intelligence and most preferred area of career for XII class science students.

Table 2: Relationship between Most Preferred Four Areas of Career & Level of Intelligence.

Career Preference Area	High Intelligence Level (n=12)			Average Intelligence Level (n=20)		
	M	SD	r value	M	SD	r value
SCT	5.25	2.93	0.09	5.4	2.95	0.1
MEDICINE	2.84	4.64	0.06	2.25	3.47	0.41
AGRICULTURE	2.42	2.57	0.27	2.1	2.11	0.15
EDUCATION	2.21	2.1	0.03	1.8	1.51	0.25

Table- 2 shows that r value of highly intelligent students is 0.09. It means there is low correlation between these students' Intelligence and science and technology as their career preference. Similarly, average students have also very low correlation. Hence, this hypothesis is also accepted. For the second hypothesis, no significant correlation was observed between level of intelligence

and in the career area of medicine but average level of intelligence show positive **significant** relationship at .05.level. Hence, hypothesis is rejected at average level of intelligence.

When the testing of the third hypothesis is done, no significant correlation was observed between level of intelligence and career area of agriculture, hence hypothesis is accepted.

For the fourth hypothesis, no significant correlation was observed between level of intelligence and career area of education, hence hypothesis is accepted.

Hypothesis 2 - There is no significant relationship between Academic achievement and most preferred area of career for XII class students.

Table 3: Relationship between Most Preferred Four Areas of Career and Level of Academic Achievement.

Career preference area	Good Academic achievement (n=18)			Average Academic achievement (n=14)		
	M	SD	r value	M	SD	r value
SCT	4.6	2.93	0.13	5.2	5.31	0.16
MEDICINE	2.57	4.64	0.35	2.86	4.27	-0.1
AGRICULTURE	2.26	2.57	0.29	2.7	2.5	0.36
EDUCATION	2	2.1	-0.05	2.8	2	0.38

Table- 3 revealed that the hypothesis “There is no significant relationship between Career preferences and level of academic achievement, was accepted in the career area of science & technology.

There is no significant correlation was observed between level of Academic achievement and in the career area of medicine. Table shows negative correlation between average level of Academic achievement and career area of medicine.

No significant correlation was observed between level of academic achievement and in the career area of agriculture. Hence, this hypothesis is also accepted.

No significant correlation was observed between level of high academic achievement and in the career area of education. The table also shows negative correlation between average level of intelligence and career area of education. Hence, hypothesis is accepted.

VIII. FINDINGS OF THE STUDY

On the basis of the analysis and interpretation of the data the researcher came to the conclusion that the major findings of the study are as follows:

- 1 No significant correlation was found between Career preference and Intelligence of XII class science students. Positive correlation was found in the career area of medical.It means Career preference and Intelligence are related to each other in few area of career.
2. There is no significant relationship between career preference and Academic achievement of XII class science students. Study shows negative correlation in the area of Medical and Education. Thus, career preference and academic achievement is not related to each other.

The findings of the present study confirm that career preference and intelligence are not related to each other except in few area of Career. In the same way there is no significant relationship show between Career preference and Academic achievement.

IX. DELIMITATIONS OF THE STUDY AND SUGGESTIONS FOR FUTURE RESEARCH

1. The major limitation of the study was that the sample size is very small from Ghaziabad Region. This study can be extended to a large sample from other Region.
2. This study is limited to science stream students of XII class. This study can be conducted on other streams of XII class.

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Legal Education in India: Problems and Challenges with reference to Institutional Infrastructure

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Abstract:

The profession of law is quite special and unique in its own way. This is because the profession is a noble one and has a certain amount of respect attached to it. It is for this reason that Roscoe Pound referred to a lawyer as one pursuing a learned act.

If the perception of the legal profession such, it goes without saying that the quality of study and learning must meet a high standard. The prestige of the profession demands that the curriculum be of a certain rigor and high quality, requiring intense research and a commitment to the cause of justice. Legal education forms the very foundation on which graduates will build reputations not only of themselves but of the profession as a whole.

The provision of high quality legal education is a pre requisite to high quality legal practitioners, judges and Government law officers. The need for such education is felt not only in the developing and underdeveloped countries but also in the developed nations who have deemed it necessary to assess and revise curricula and methodologies of law courses with an objective to update them for meeting new challenges and needs of their societies. Such a need is much greater in India not only due to its developing status but also because of its rapid economic growth.

In this paper, the authors therefore focus on the area of legal education, its origins, the agencies regulating the same, while analyzing the lacunae in the system as prevalent today and finally suggesting certain reforms which can be brought about to enhance standards of education.

This paper is relied both on primary sources of information like case reporters and legislations and secondary sources like books and articles. The style of writing used is descriptive and analytical.

Keywords: - Profession, Legal Education, Legal profession, Agencies, Bar Council of India.

I. INTRODUCTION

India is perceived as a country with a rich tradition in legal education, spanning back as far as the Vedic times. During this period, India was supposed to have had an intricate and comprehensive legal system. This is perhaps why the concept of legal education is based on the notion of dharma and is closely tied with the study of ethics. In those times there was no formal education or training in the field. Knowledge and expertise in the area was acquired through self-study and introspection.

However, once British Rule was established in India, this system was gradually replaced. Thus, the system prevalent in India today is yet another colonial hangover and was instituted after the establishment of British Rule in India. It was only subsequent to this that efforts were started to streamline the profession. This was because then only mukhtars and vakils were permitted to practice in mofussil courts and they were not acquainted with the rules of law at all. Subsequently, they were replaced by pleaders who were allowed to practice at the district level by virtue of having obtained a law degree. Those enrolled as advocates were permitted to practice in any court subordinate to the High Courts. In 1857, three Universities were set up in Calcutta, Madras and Bombay, which took the first steps towards imparting formal legal education by introducing the subject as part of their curricula.

At the outset, the study of law could be coupled with the study of arts and was not a dedicated field of learning. At this point there were little or no standards or tests of aptitude for the course. The legal sphere received an impetus when the British, subsequent to the 1859 revolt, enacted a plethora of statutes which resulted in a legal system in India which paralleled that in the United Kingdom. These statutes were drafted in English resulting in the Court proceedings to be undertaken in English. Since most of the Indian population was rural and illiterate, they faced insurmountable difficulties in responding to the Courts. Even the urban population had trouble making sense of the web of laws that were prevailing. Therefore, there was a dire need for a class of persons educated in the area of law in order that proper access to Court was ensured.

It is necessary to have qualified lawyers in order that the rule of law is preserved. In fact, in *Powell v. Alabama*, the US Supreme Court pontificated on the necessity of an advocate in the following words, "Even the intelligent and educated layman has small and sometimes no skill in the science of law. If charged with crime, he is incapable, generally, of determining for himself whether the indictment is good or bad. He is unfamiliar with the rules of evidence. Left without the aid of counsel he may be put on trial without a proper charge, be convicted on improper evidence or evidence irrelevant to the issue or otherwise inadmissible. He lacks both skill and knowledge to adequately prepare his defence, even though he may have a perfect

one. He requires the guiding hand of counsel at every step in the proceedings against him. Without it, though he may not be guilty, he faces the danger of conviction because he knows not how to establish his innocence. If that be true of men of intelligence, how much more true is it of the ignorant and illiterate, or those of feeble intellect". The same sentiment was echoed by the Supreme Court of India in *Suk Das v. Union Territory of Arunachal Pradesh*, when it opined that the absence of legal awareness was responsible for the deception, exploitation and deprivation of rights and benefits of the poor. In such a situation, law ceased to be a protector because the persons it protects are unaware of the protection extended to them. The need for able advocates therefore cannot be denied and such persons can only enter the field if there were adequate institutions to impart the necessary education and skill.

Legal education came to the forefront ever since the first Government Law School was established in Bombay in 1855. The subject has been examined by Calcutta University Commission of 1917-1919, the University Education Commission, 1948-49, the Bombay Legal Education Committee, 1949, the All India Bar Committee, 1953, the Rajasthan Legal Education Committee, 1955 and the Committee of Judges appointed by the Chief Justice of India as resolved by the Conference of Chief Justices, 1993. The last met in order to propose measures which may be taken in order to ensure that graduates acquired sufficient experience before they were entitled to practice in the Courts. Since legal teaching was undertaken by Universities and colleges affiliated to the universities and since a recognized university law degree was itself a sufficient qualification for entry into the profession, the Bar Council was under a heavy obligation to take necessary steps to enhance the prestige of the legal profession by ensuring a high quality of legal education.

II. MAINTAINING STANDARDS

The Constitution of India initially contained the subject of education in List II of Schedule VII, thereby placing the onus of education on the States. However, this has now been moved to List III, enabling both the Centre and the States to legislate on it. The legal profession as a whole is to be found under Entry 26, List III. Nevertheless, it is the Union which has the prerogative of co-ordinating and determining standards in establishments for higher education or research and scientific and technical institutions. It also has the sole authority to legislate with respect to educational institutions of national importance, professional, vocational or technical training and promotion of special studies or research. It is in pursuance of its power regarding the legal profession that the Parliament enacted the Advocates' Act in 1961, which was the genesis of the education scheme currently in existence.

II (A). The Bar Council of India

In 1962, the Bar Council of India was constituted under the Advocates Act. The Act brought about a much needed uniformity in the scheme of education and provided for the establishment of the Bar Council of India and State Bar Councils. S. 7(1)(h) of the Act grants the Bar Council of India the power to fix a minimum academic standards and s. 7(1)(i) empowers it to recognise Universities which can grant degrees which would qualify a graduate to enrol as an advocate. This provision also entitles it to visit and inspect such Universities to determine whether they meet the requisite standards. Though the BCI has the function of promoting legal education and laying down standards for the same, it can only do so after effectively consulting the Universities and the State Bar Councils, which will also have an interest in the matter. In this regard the Act also envisages the setting up of a Legal Education Committee comprising jurists, lawyers, teachers and so on to advise the Council on policies relating to legal education. By about 1969 the Council could enforce some uniformity and discipline in the system of legal education by giving it the status of professional education, prescribing a basic degree as an essential pre requisite for admission, evolving a uniform curricula, demanding that the course be for a minimum of 3 years and disallowing the pursuit of a legal degree along with other degree courses. The Bar Council of India Rules promulgated under the Act lay down, inter alia, the curriculum to be followed in various colleges, govern the procedural aspects of education like the subjects which must be taught, the mode of examination and the degree which may be conferred on students. It was mandatory for the medium of instruction to be English and if it was not then a qualifying test in English had to be cleared by the candidate before enrolment. Earlier, there was also an apprenticeship period prescribed with a senior. However, in 1969 the Government of India removed this requirement under pressure from law students. The result of this was that any person with a law degree, however obtained and from whichever college obtained could seek enrolment in the Bar. Given that disaffiliation of colleges has been rendered practically impossible, this was very problematic.

II (B). The University Grants Commission

The University Grants Commission, which was set up later, has also evinced interest in rehauling the legal education scenario and has taken a number of steps in that respect in terms of adequate funding and creation of senior posts, among other things.

While the Act empowers the BCI to promote legal education and to lay down the standards of such education in consultation with the universities and state bar councils, the UGC Act, 1956 imposed a mandate on the UGC to take all such measures as they deem fit for

the promotion and co-ordination of university education and for the determination and maintenance of standards of teaching examination and research in universities.

The model curriculum has been claimed as the result of interaction between the UGC and the BCI. In the mid-nineties, the BCI moved in and made striking reforms in the LLB programme with more academic inputs and practical courses. They identified papers essential for shaping professional lawyers and made these a part of the curriculum in law schools imparting professional education. However, they had laid down only the number and title of papers to be offered. The Universities were left to evolve details at their own end. To resolve the dilemma of the dual responsibility of the BCI and the UGC, now the model curriculum has been circulated by the UGC after taking into account the views of several workshops, seminars and meetings conducted in different universities on this subject.

In 1990, the UGC constituted a Curriculum Development Centre (CDC) for designing new curriculum in law with a view to promote human resources development. The CDC recognized 3 main challenges facing legal education: modernization of syllabi in order to make it socially relevant, multi-disciplinary enrichment of law curricula and corresponding pedagogic modifications. The CDC prepared a detailed curriculum and syllabi for a number of courses.

Thus, the BCI and UGC have been reasonably active and desirous of maintaining and improving the quality of education.

III. LACUNAE IN LEGAL EDUCATION

The character and competence of the legal profession depends almost entirely on the quality and content of the legal education that is obtained by the budding lawyers.

The Radhakrishnan Commission University Education Report states that "...our colleges of law do not hold a place of high esteem either at home or abroad, nor has law become an area of profound scholarship and enlightened research". In fact, the Commission, while comparing the Indian with the European and American systems of education and remarked as follows:

"In Europe and America, legal education has long occupied a high niche among the learned curricula. Products of the study of law have frequently risen to positions of distinction in public service or have amassed fortunes in the private practice of law or have acquired wide reputation as scholars even without entering practice. Legal education is on an elevated plane and teachers of law enjoy a high respect, perhaps higher than those of any other field of instruction. We have no internationally known expounders of jurisprudence and legal studies. Our colleges of law do not hold a place of high esteem either at home or abroad, nor has law become an area of profound scholarship and enlightened research.

There are a number of reasons why the standard of education in

India has not reached the heights and prestige associated with the same abroad. These can be broadly classified into problems related to infrastructure, curricula, faculty and students themselves. To elaborate, the issues plaguing legal education today are as follows:

III (A). Infrastructure and Ease of Entry

The number of colleges imparting legal education has increased dramatically. Statistics show that in 1955-56 there were a total of 7 University departments of law and 36 law colleges under 25 universities with 20159 students on their rolls. However, in 1982-82 there were 302 law colleges with over 2,50,000 students on their rolls. What is unfortunate is that this rapid increase was not a result of careful planning and growth. During the 1960s and 70s legal education increasingly came to be perceived as a business, rather than an abode of scholarship. The private Bar made full use of the heightened demand for legal services to start new colleges. Additionally, the market was fairly open and entry accessible to all and sundry. The procedure for setting up an establishment is to get permission from the State Government. At this stage, the only inspection and assessment which occurs concerns the coffers of the interested party and the amount of land available for construction of the building. The Bar Council of India as well as the University to which the law college is affiliated can send teams for inspection also. However these inspections focus only on the building, books available and faculty. While these inspections, if effective, would address the aforementioned problems of infrastructure and good faculty, they often tend to ignore crucial aspects like the qualifications the Chairman or President of the Managing Committee possesses and the extent of his commitment to the cause of legal education. Thus, legal education has fast come to be perceived as a strictly entrepreneurial activity, with the entry of a large number of colleges in order to extract maximum profits out of the market, rather than to contribute to the improvement of legal education.

During this period the Bar Council of India also had no authoritative control over the colleges. Thus, Universities perceived law colleges as a lucrative source of income to finance other activities of theirs which were unconnected to the law college or the profession itself.

III (B). Good Faculty and Teaching Techniques

With the prestige of the profession suffering a downfall and measly pay packages, it is no wonder that most institutions have been unable to attract good fulltime faculty. In addition, since a number of colleges have been set up solely with a profit motive, they obviously do not expend much on their faculty. Therefore, most of the teachers at such colleges are unqualified and part time and engage with the class only in the evenings in a very slipshod

manner. The Advocates Act was amended in 1979 in order to permit full time teachers to practice, thereby resulting in a profusion of part time teachers. Thus, such teachers were unable to pay adequate attention to teaching and the functions associated with it. Legal education requires a certain amount of dedication from the teacher as well and the amount a student imbibes depends on the availability of the teacher for doubt clearing and guidance. This is impossible if the teacher is part time.

III(C). Motivation of Students and the Entrance Examination

When there was no system of an entrance examination, the intake of a number of colleges mostly comprised young people who had been unable to procure employment elsewhere and undertook the course as an interim measure till they found other employment. Not only this, the dropout rate from these colleges is exceedingly high. In Delhi, the drop out percentage was found to be over 50%, which is quite alarming. Therefore, the move to have an integrated course which admits students after their XII Boards is seen to have a better effect on standards because it is perceived as attracting candidates actually interested in the field rather than those who have not managed to procure seats in higher studies in any other field or those who have no other avenues of employment.

III(D). Outdated Curricula and Syllabi

The UGC and the Bar Council have repeatedly requested Universities to revise their syllabi but to no avail. Furthermore there is always a tussle between the introduction of new and contemporary subjects at the cost of focusing on traditionally important and basic subjects. The curriculum does not reflect the changing role of law and teaching does not take into account the social engineering skills which are imperative in a practicing lawyer today. The new scheme which the Bar Council seeks to propose tackles this issue by providing for a pre law school study period of two years in a number of law related social science subjects. The number of optional courses has been increased to include some policy oriented multi-disciplinary courses. Finally a practical training session for 6 months has been prescribed. Curriculum contains syllabi for a three year course when most colleges have shifted to a 5 year course.

III(E). Medium of Instruction

A number of institutions administer education at the undergraduate level in regional languages. As a result, a number of candidates in certain States are admitted to colleges without even having some basic fluency in the English language. Admittedly, a mastery of the

regional language is helpful and sometimes even necessary if one wants to practice in the Trial or High Courts in a particular State. However, it cannot be denied that the quality of education suffers significantly if the medium of instruction is regional. This is because the faculty has to be fluent in the language as well, which precludes the colleges from having good visiting faculty or guest lectures from eminent persons in the area.

Moreover, most of the statutes, cases, books and other material are all in English. There are not enough text books in regional languages to overcome these setbacks. Thus, not only does the student not have adequate depth of understanding of the subject but also fails to develop necessary communication skills necessary to practice the profession properly.

III(F). Drastic Differences among Law Colleges

Though India boasts of some reputed national law schools, there are also a number of institutions which call themselves law colleges and freely give degrees without bothering to give the students a proper education. Thus the quality of students from different institutions is vastly different because of the drastic disparity in the extent and kind of education they receive.

IV. SUGGESTIONS

As we've seen, legal education in India is plagued by a number of problems, which have been attempted to be resolved by the Bar Council and the UGC. However, we have also seen that the efforts of the authorities have been rendered futile due to uncooperative Governments or pressure from advocates or students. Nevertheless, there are still measures which can be taken in order to improve the standard of legal education in India.

The Committee of three Judges appointed by the CJI, which discussed the issue, came up with a number of suggestions which could elevate standards. They are as follows:

1. There must be an entrance examination at the stage of admission to the law college in University to the affiliated colleges.
2. Five year system of law course after class XII should be introduced in Government Added College too.
3. Professional ethics is to be made a mandatory subject. The case method must be made compulsory and must carry more marks than theory. Necessary steps should be taken to supplement the lecture method.
4. Student visits to court must be made compulsory in order to provide greater exposure. The examination mechanism should be changed and norms be fixed not only for maintaining quality of questions set but also marks to be awarded for the evaluation of answer sheets.

5. The Bar Council ought to grant a licence to practice to a law graduate only after he has been an apprentice for 12 to 18 months and has passed an entrance examination. Each State should establish colleges of the statute of the National Law Schools.
6. These recommendations are quite old and most of them have already been implemented. For example, there is an entrance examination for a number of good colleges now and many have adopted the 5 year integrated course. The Bar Council has prescribed Professional Ethics as a mandatory subject in the curriculum. However, the author has already discussed the BCI's failed attempts to prescribe a period of apprenticeship before being permitted to practice.

As far as college infrastructure is concerned, the Bar Council has prescribed certain minimum infrastructural and other requirements for law colleges. However, it is obvious that there will be difficulties in procuring state of the art library and building facilities at the outset for many colleges due to financial and other problems. Therefore, the Rules provide for a phased approach in which these goals have to be achieved over a stretch of five years. It can only be hoped that the Governments and colleges co operate with the BCI so that these rules are effectively implemented.

As regards quality of teaching, the Bar Council Rules propose to have at least half the teaching staff to be full time and the principal also to be full time. This is clearly because unless there is some dedication of the principal and faculty towards the cause of enhancing scholarship, increasing standards of education will be an uphill task.

Apart from these, there are some other means by which the quality of education can be given a drastic facelift.

1. The Law Commission of India suggested the regulatory mechanisms of the Bar Council and the UGC be harmonized. Moreover, the Universities and other educational institutions ought to be given some freedom in respect of choosing teaching methodologies and a syllabus suited to the local needs of students.
2. Currently, the inspection is confined to the infrastructure and other facilities. In addition, the commitment of the owner to the cause of education ought also to be kept in mind while granting permission. Thus, entry into the area must be made more difficult.
3. A series of conferences and workshops on teaching technologies and methods must be organized regularly for teachers by the UGC and the Bar Councils.
4. The Universities and Law colleges must incorporate student exchange programmes and encourage teachers to visit other premier legal institutions.
5. The selection of law teachers must rely solely on marks obtained in the LL.M. The procedure must be unfettered and

transparent and include a demo lecture before recruitment.

6. The examination must test the qualities required for moot courts, problem solving and drafting.
7. Strict standards must be followed in recognizing and granting affiliations to law colleges.
8. Law colleges and University departments should be closely connected and integrated with Courts and Advocates. Part time teachers from the Bar and longer court visits must be adopted.

V. CONCLUSION

With liberalization of the legal sector being a hotly debated issue and the advent of globalization, it has become imperative that we produce budding lawyers who deliver a competitive service on an international level. This can only occur if we strengthen the system of legal education prevalent in India and develop a strong training ethic amongst such graduates, as is the norm in various countries like the United Kingdom.

The UGC and the BCI together took over 7 years to come up with the model curriculum which has still not been implemented. Thus, there is a need for a central agency which will monitor the implementation of the curriculum and constantly update it. This could be responsible for the preparation of comprehensive reading material. Currently, there is also no body to regulate admission in post graduate courses teaching and research in various universities. Moreover, the BCI has been armed with only a few delegated powers to improve standards. An apex body called the National Institute of Legal Education and Research could be constituted by an Act of Parliament, comprising representatives from bar councils, judiciary, UGC and universities. It should be entrusted the job of formulating under and post graduate courses and oversee its effective implementation. Every institution imparting legal education should be brought under its umbrella. Affiliation or recognition could be granted by this body.

However, though this will harmonize the functions of the BCI and UGC and fill the regulatory loopholes, this too can only be achieved if the Parliament shows an interest in enacting such a statute. Till then, one will have to wait and watch.

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Corporate Social Responsibility: The Lessons from the Corporate World

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Abstract:

Corporate crime refers to criminal practices by individuals that have legal authority to speak for corporation or company. These can include presidents, managers, directors and chairman, sales people, agents, or anyone person within a company to act on behalf firm or company. Examples of criminal behavior in most jurisdictions include: antitrust violations, fraud, damage to environmental legislation, exploitation of labour in violation of labour laws, and failure to maintain fiduciary responsibility towards shareholder. One form of criminal activity involves individuals within companies and other large organizations using their position and status to commit crimes against the organization, for example to steal money from it.

The main objects of this research work is to focus on concept of corporate social responsibility and corporate crime and also different phases of corporate social responsibility such as historical development of corporate liability, corporate social responsibility in India, approaches to corporate social responsibility, classification of corporate social responsibility, globalization and corporate social responsibility etc.

The research work is based on the data collected by the secondary sources such as Books, Articles, Journals and Newspapers. The collected data has been analyzed through suitable techniques at different places. The area has been studied in depth, and landmark cases in the history of corporate criminal liability have been referred to. Books and articles from the primary data, and internet sites were searched.

Keywords: - Corporate crime, Corporate Social Responsibility, Globalization, Corporation, Legislation.

"A good company delivers excellent products and services, and a great company does all that and strives to make the world a better place." – William Ford Jr., Chairman, Ford Motor Co.

I. INTRODUCTION

The Sanskrit saying 'Atithi Devo Bhava' means- 'the one who comes to you for being served, should be taken to be as God', is considered as the highest order of responsibility is it to individuals or to the society. Thus the phrase Social Responsibility has its roots in Indian context. This Phrase has long been in use with growth of industries and corporate.

Social responsibility of business refers to its obligation to make those decisions and perform those actions which are desirable in term of the objectives and values of our society. Secondly, Social responsibility involves an element of voluntary actions on the part of business people for the benefit of society

Whereas it is the responsibility of every form of business enterprise- be it sole proprietorship, partnership, joint Hindu family, cooperative or a joint stock company to act in socially desirable manner

Corporate social responsibility can be defined as achieving commercial success in ways that honor ethical values and respect people, communities and the natural environment

II. CORPORATE SOCIAL RESPONSIBILITY-DEFINITIONS

"CSR is a concept that an Enterprise is accountable for its impact on all relevant Stakeholders. It is a continuing commitment by Business to behave fairly and responsibly and contribute to Economic Development while improving the Quality of life of the workforce and their families as well as of the local community and society at large".

"CSR is concerned with treating the Stakeholders of the Firm Ethically or in a socially responsible manner. Consequently, behaving socially responsibly will increase the human development of Stakeholders both within and outside the Corporation".

Corporate Social Responsibility as "a concept whereby companies voluntarily decide to respect and protect the interest of a broad range of stakeholders and to contribute to a cleaner environment and a better society through active interaction".

III. CORPORATE CRIME

Corporate crimes are offenses committed by corporate officials for their corporation and the offenses of the corporation themselves for

corporate gain. Typically a corporate criminal bribes a government, dumps toxic industrial waste into rivers. Corporate crimes are often called quiet acts because people not only don't know whom to blame but may not even know that they have been victimized.

Erich Goode describes the corporate crime whereby executive and officers engages in illegal actions intend "to further the interest of that corporations" – actions which thereby become "actions taken on the behalf of corporations". Because individuals in an organization act within a corporate social structure, often the organization and / or industry climate plays important role in whether an actor commits a crime on the behalf of the organization. But if corporate culture secretly rewards such behavior, is that behavior actually deviant? Goode posits that corporate crime is a form of deviant behavior when actions include the harm of the people, sanctions against the actor and/ or company, and the discrediting of the corporate actor. In sum, corporate crime is "an important form of the organizational deviance.

III (A). Corporate Criminal liability in India

Corporations are as much part of our society as are any other social institution. Corporations represent a distinct and powerful force at regional, national and global levels and they wield enormous economic powers. Besides governments and governmental agencies, it is the corporations that are the more and more effective agents of action in our society. But, corporations, as we understand today, have not been same in the past. The multitude of roles the corporations play in the present day human life have been necessitated by the demands of the society, as it kept on 'developing'. The development of the society, at various points of time, has had a direct influence on the structure and functions of the corporation. This had led to an ever increasing demand for the law to recognize the change and suit its applications, accordingly.

Over the last few decades nature and form of a corporate sector has grown complex. In last two decades of 20th century, we saw globalization and privatization of every type of business entities all over the world and this globalization further paved the way for "Global Village", which considerably made the changes in the form of business organization. Today, a corporation is an artificial entity that the law treats as having its own legal personality, separate from and independent of the persons who make up the corporation.

IV. CONCEPT OF CORPORATE SOCIAL RESPONSIBILITY

Business operates in pluristic society. There are different groups in society and each group has some aspiration from business. Business too gains from using resources of the society. Thus there is a interrelationship between business and society. This gives rise to the

concept of social responsibility. In other words of Koontz O' Donnel, "since an obligation can be owed only by one person to another, social responsibility is an interpersonal relationship that exists when people are continuously and discontinuously dependent upon one another in both organized and unorganized way." The modern discussion of social responsibility got a major impetus with the book "Social Responsibilities of the businessmen" by Howard R. Bowen. He suggested that business should consider the social implications of their decisions. Corporate Social Responsibility implies that the companies have an important social role in the various segments of the society who are the directly or indirectly affected by the companies. Corporate Social Responsibility is seriously considering the impact of the company's action on society. Corporate entrisws must not exist only for the sole motive of profit but have to devote some of their precious resources and time for well being of society. Companies decisions, actions affect the social environment. Social benefits out of such actions or decisions improve the company's image. Improvement of the social environment benefits of both society and business. Society gains through better social amenities, such as roads, houses, health, education, employment and recreation, etc.; business benefits from a better community since the community is the sources of its workforce and the consumer. The present attitudes of giant companies are, therefore, to foster public image through social investment. In the corporate sector social involvement may be in interest of stockholders.

A company's involvement particularly in the area of employment generation, health, education and in the formation of social overhead capital discourages additional government regulations and intervention; rather government supports and encourages such actions and the companies enjoys a greater freedom and more flexibility in decision making.

V. HISTORICAL DEVELOPMENT OF CORPORATE LIABILITY

The general belief in the 16th and 17h century was that corporations were incapable of being subject to criminal law. Eighteen-century legal thinkers approached corporate liability with an obsessive focus on theories of corporate personality. Corporate liability took very long to grow for various reasons. For one legal thinker did not believe that corporations could possess the moral blameworthiness necessary to commit crimes of intent. Courts could not hold corporations responsible for crimes that were not provided for in their charters. The most important obstacle was the court's literal understanding of criminal procedure.

Crimes in both England and the United States first imposed corporate criminal liability in cases involving nonfeasance of quasi-public corporations, such as municipalities that resulted in public

nuisance. By the early 1600s, courts began to hold commercial corporations responsible for public nuisance. The principle underlying the ruling was that no individual agent of the company was responsible for the corporation's omissions and that there could be no imputations of guilt from agent to principal because only the corporation was under a duty to perform the specific act in question. As the presence of corporations grew, courts expanded corporate criminal liability from public nuisances to all offences that did not require intent. It was only in the mid 1800s that corporations were held liable for misfeasance. This led to the expansion of liability to crimes that involved intent. As Brickley puts it, "once the principle that corporations could be convicted of misfeasance was established, there was no theoretical impediment to imposing liability for other acts of misfeasance. The doctrine of respondent superior was developed in common law, and this aided the growth of corporate liability.

In 1909, in *New York Central & Hudson River Railroad Co. v. United States*, the Supreme Court clearly held that a corporation could be held liable for crimes of intent. The court based this upon the principle of respondent superior. Following this judgment, all courts were willing to hold corporations criminally liable for almost all wrongs except rape, murder, bigamy and other crimes of malicious intent.

Critics contended that corporate criminal liability for crimes of intent ran contrary to an aim of the criminal law – punishment of the morally blameworthy – because it relied upon vicarious guilt rather than personal fault. Early commentators focused upon the extension of vicarious criminal liability to the criminal context, or the extension of corporate criminal liability to crime of intent.

Most of the early instances of corporate liability came from public harms, such as nuisance, for which private nuisance was unlikely. As a result, public enforcement was necessary to ensure that the corporation properly internalized the costs of their activities to society. From the 1600s to the 1900s, the government conducted public enforcement through criminal proceedings. Public enforcement using civil proceedings arose only after corporate criminal liability reached its present level of applicability. Maintaining optimal deterrence necessitated imposing liability on the corporation. Given the absence of widespread public civil enforcement prior to the early 1900s, corporate criminal liability appears to have been the only available option that met both the needs of public enforcement and the need of corporate liability. Now, since the concept of criminal liability for corporations has been in use for centuries, few have questioned why the liability should be criminal and not civil. It is beyond the scope of this Paper to discuss this; wherever necessary to support my conclusion, there is a brief mention.

Germany does not impose criminal liability on corporations. France and Netherlands have incorporated this liability for corporations.

Though corporate liability is becoming popular in Europe, European standards for imputation of an agent's actus reus or mens rea to the corporate principal differs from the American doctrine of respondent superior. English law only imputes an agent's criminal intent to the corporation if the agent is the directing mind and will of the company. In contrast, in America, respondent superior does not premise imputation of liability upon the rank of the corporate agent who possessed intention. Other standards used in Europe lie between the British alter ego approach and the American law of respondent superior.

The development has been slow in India; we have been slow to even adopt the practices used in any foreign country. As late as in 1964, courts were unwilling to hold corporations responsible for crimes that were done with intent. In *State of Maharashtra v. Syndicate Transport Co., Paranjpe, J.*, held that it would depend on the nature of the offence to hold a corporation responsible for criminal action resulting from the action of its individual members. Section 2, IPC reads that every person shall be held liable under the Code for punishment. Under Section 11, a corporate body is included in the definition of 'person.' It was argued that though a corporate body was included in the definition, there were certain offences that could be committed only by an individual. So where the IPC provided that certain offences were to be punished only with imprisonment, it would not be possible to impose this on companies. The court observed that the definition of a "person" would be read as being subject to the qualifying clause "unless there is anything repugnant in the subject or context," as used in Section 2(42) of the General Clauses Act. Where a provision provided for fine and imprisonment, it was held to be inappropriate for the courts to impose only the fine, therefore, the entire provision would be inapplicable, and the company would not be guilty. This is a very strict interpretation considering that the IPC was codified in 1860 and more than a century has elapsed, the judges should have realized that the legislation would not have provided for corporate crimes and their punishment. It was not until 1975 in the case of *Delhi Municipality v. J.B. Bottling Co.* that this was changed. Dayal J observed that where a punishment imposed both fine and imprisonment, the court could impose only the fine on the corporate body.

In the context of mens rea offences, India seems to have been influenced by England. In *A.K. Khosla v. T.S. Venkatesan*, General Electric Company Limited (GE) was accused by Shaw Wallace Limited (SWL) of resorting to false practises and making false representations in inducing SWL to enter into an agreement to purchase equity in GE. Charges were framed against GE under Sec 415, 420, IPC on grounds of cheating.

The court held that cheating is an offence where mens rea is an essential ingredient. The accused being a corporate body cannot be said the necessary mens rea as such, so it cannot be prosecuted for

an offence under Sec 407, IPC. This unfortunately is the law of the land today. A contrary view however was taken in Keshub Mahindra v. Union of India, and he was held personally responsible on charges of manslaughter as Managing Director of Mahindra & Mahindra.

In M.C.Mehta v. Union of India, or the Bhopal gas leak case, the courts introduced the principle of strict liability. The D.C.M.Shriram Gas leak case went a step further and the Supreme Court enunciated for the first time the principle of absolute liability. The Factories Act, 1948 was amended and the directors of a company were defined as "occupier" of a factory and were made responsible directly for all acts of omission and commission. This definition was challenged by many industries, but the court ruled in favour of making the top management responsible for all actions. The current position in India uses the identification doctrine and holds directors to be personally liable. It is submitted in this Paper that India needs to rethink its liability strategy, and that the identification doctrine is inappropriate for use.

VI. CORPORATE SOCIAL RESPONSIBILITY IN INDIA

"Corporate Social Responsibility Practices in India sets a realistic agenda of grassroots development through alliances and partnerships with sustainable development approaches. At the heart of solution lies intrinsic coming together of all stakeholders in shaping up a distinct route for an equitable and just social order"

CSR in India is in a very nascent stage. It is still one of the least understood initiatives in the Indian development sector. A lack of understanding, inadequately trained personnel, non availability of authentic data and specific information on the kinds of CSR activities, coverage, policy etc. further adds to the reach and effectiveness of CSR programs.

But the situation is now changing. Corporate houses are realizing that what is good for workers – their community, health, and environment is also good for the business.

VII. APPROACHES TO CORPORATE SOCIAL RESPONSIBILITY

So far, there has been no generally accepted concept of corporate social responsibility of business enterprise. Almost everyone agrees that one should be socially responsible though it may be argued that such a view is merely an extension of the universally accepted doctrine that individuals, either singly or in groups, should weigh the impact of their actions on others.

The concept of corporate social responsibility may be distinguished by the following approaches;

The first approach, originates in classical economic theory as

expressed in the hypotheses that the firm has one and only one objective- to maximize profit. By extension, the objective of a corporation should be to maximize shareholder's wealth. It is asserted that in striving to attain this objective within the constraint of the existing legal and ethical framework, business corporations are acting in the best interests of society at large.

The second approach, developed in the 1970's, recognizes the significance of social objectives in relation to maximization of profit. In these view, corporate managers should make decisions which maintain an equitable balance between the claims of the shareholders, employees, customers, suppliers, and the general public. The corporations represent, therefore, a coalition if the only way to ensure that the corporation will attain its long term profit-maximization objective.

The third approach, regards profit as a means to an end and not as an end in itself. In this view the chief executive of a large corporation has the problem of recording the demands of employees for more wages and improved benefit plans, customers for lower prices and greater values, shareholder for higher dividends and greater capital appreciation-all within a framework that will be constructive and acceptable to society.

VIII. CLASSIFICATION OF CORPORATE SOCIAL RESPONSIBILITY

VIII (A). Responsibility towards Itself-

It is the duty of each corporate entity to do business and stay in business. It has to work towards growth, expansion, and stability and earn enough profits.

VIII (B). Responsibility towards Shareholders

The main responsibility of corporate entity is to secure and safeguard the shareholders investment and endeavor to provide a reasonable return on their money. At the same time a careful balance must be maintained between the long term needs of business enterprises and a need to pay current dividends.

Responsibility of management towards owners can broadly be summarized as follows:

- i. Provide fair return on capital
- ii. Maintain safety of investment
- iii. Disclose material information about business and markets.

VIII (C). Responsibility towards State

No doubt business sector is the major source of income in every economy, whether capitalist or socialist. Thus, out of the profit available, the state is entitled to a definite share as per the

income tax act and this commitment has therefore to be performed at priority. Broadly, these responsibilities can be summarized as follows:

- i. Comply with laws and regulations
- ii. Pay its taxes
- iii. Not to follow corrupt practices to obtain undue benefits from government departments.

VIII (D). Responsibility towards Employees

Most intellectuals would probably agree that it is the "human resource of a nation, not its capital, nor its material resources that ultimately determine the character and pace of its social and economic development".

VIII (E). Responsibility towards Consumers

Today there is different kind of concern for the consumers. The consumers and their spokesman are continuously aggressive in demanding and getting better treatment from the business. As the customers are the prime segment of society because of whom a business survives, business owes following responsibility towards them:

- i. Provide goods and services requires to fulfill wants
- ii. Provide quality goods and services
- iii. Both to produce and supply harmful goods and services
- iv. Charge reasonable price
- v. Remain fair in dealings.

VIII (F). Responsibility towards Local Community

Business has a responsibility towards the local community which surrounds it. It should not harm the surrounding environment. It can use its resources and expertise for doing away local problems.

VIII (G). Responsibility towards Community as a Whole

In the context of globalized society, social responsibility of business needs to be extended to community at large. Some examples are:

- i. Protection and restoration of environment
- ii. Preservation, protection and promotion of social and cultural values
- iii. Research and development for well-being of mankind
- iv. Assistance to communities to grow.

IX. GLOBALIZATION AND CORPORATE SOCIAL RESPONSIBILITY

The social responsibilities of business in a market society have been discussed for decades, long before globalization became a catchword. The capitalist system, i.e., voluntary exchange on free and open markets, is widely considered the best societal coordination measure to contribute to individual freedom and the wellbeing of society. Though the functions of the state system have always been a matter of debate it is generally acknowledged that in capitalist societies it is the task of the state to establish the preconditions for the proper working of markets, i.e., to define legal rules such as property rights and contractual rights, to erect an enforcement body, to provide public goods, and to reduce or avoid the consequences of externalities. At the same time, private firms are entitled to own means of production and to run a business, i.e. to supply goods and services for a return in private profits, as it is the "invisible hand" of the market which directs the behavior of firm owners towards the common good. The state, it was assumed, is capable of setting the rules in such a way that the consequences of market exchange contribute to (or at least do not harm) the well-being of society.

Business firms have to obey the law – this has always been a precondition and has been accepted as a minimum social responsibility of businesses, even by the harshest critics of CSR. However, as the system of law and the enforcement apparatus of the state are incomplete there is a likely possibility of regulation gaps and implementation deficits which have to be filled and balanced by diligent managers with prosaically behavior and an aspiration to the common good (e.g., Stone 1975). In as much as the state apparatus does not work perfectly there is a demand for social responsibilities of business, i.e. corporations are asked to comply to the law when the enforcement body is weak and to even go beyond what is required by law, when the legal system is imperfect or legal rules are incomplete.

We hold that the solution of globalization problems is not just a matter of degree of engagement in CSR, i.e. of more or less investment of business firms in CSR projects. Rather we suggest that with globalization a paradigm shift is necessary in the debate on CSR. Current discussions in CSR are based on the assumption that responsible firms operate within a more or less properly working political framework of rules and regulations which are defined by governmental authorities. With globalization, we suggest, this assumption does not hold any more. The global framework of rules is fragile and incomplete. Therefore, business firms have an additional political responsibility to contribute to the development and proper working of global governance.

X. CONSEQUENCES AND CHALLENGES OF GLOBALIZATION: A NEW PHENOMENON

What is new about the current globalization? It is a new phenomenon that our everyday life and activities expand over national borders, that new social networks with mutual dependences are created which lead to emerging new responsibilities. Community, work, and capital are losing their home and locus and we are confronted with different cultures and life styles, while society is pluralized and common traditions, cultural values, and social certainties emerge into a melting pot of various values and life styles. At the same time, we find ourselves in a world society without a world state and without a world government (Beck, 2000). In this new situation the traditional division of labour between nation state politics and private business may not be sufficient to guarantee the efficient and peaceful integration of society. We hold that with globalization business firms become political factors that have social responsibilities beyond their economic role, and the mere compliance to the law and rules of common decency is not the appropriate response to the new challenges. Next we will describe the traditional paradigm of CSR that was implicitly based on the separation of political and economic responsibilities. Following that we will describe the new "post-national constellation" that calls for a new understanding of CSR.

XI. CONCLUSION

CSR is not new to India; companies like TATA and BIRLA have been imbibing the case for social good in their operations for decades long before CSR become a popular cause. In spite of having such life size successful examples, CSR in India is in a very nascent stage. It is still one of the least understood initiatives in the Indian development sector. It is followed by a handful of public companies as dictated by the very basis of their existence, and by a few private companies with international shareholding as this is the practice followed by them in their respective foreign country. Thus the situation is far from perfect as the emphasis is not on social good but rather on a policy that needs to be implemented.

I think that today, more so than ever, corporate responsibility is the best strategic as well as financial path that most businesses can follow. For most businesses there are both compelling reasons to be responsible and compelling statistics that validate that responsible businesses do better according to traditional financial metrics.

By accepting responsibility, we take effective steps toward our goal: an inclusive human society on a habitable planet, a society that works for all humans and for all nonhumans.

By accepting responsibility, we move closer to creating a world that works for all.

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A Load Balancing Techniques in Cloud Computing Environment

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Abstract:

Cloud computing is a structure on internet that allow to access and storing the information and deliver on-demand services for resources. It is a kind of internet based computing by which client pay for using the services. A client sends a request to the cloud server, server respond to his request and deliver on demand services. When you store your photos online instead of on your home computer, or use a social networking site, you are using a "cloud computing" service. Cloud computing is emerging as a new paradigm of large-scale distributed computing. It is a framework for enabling convenient, on-demand network access to a shared pool of computing resources. A Cloud computing can be getting Anything, Anywhere at Anytime. This study discusses the concept of load balancing technique in cloud computing.

Keywords: Cloud Computing; SaaS, PaaS, IaaS, Load Balancing; Parallel and Distributed Computing, Dynamic Load Balancing;

I. INTRODUCTION

Cloud computing is the emerging area in the field of Information technology, As we all know today IT sector is grooming day by day and so many tools and applications are takes places in this field. Cloud computing is a kind of computing in which delivery of on demand resources. It is an application in which any one can uses files and applications over the internet. Cloud computing means that instead of all the computer hardware and software we are using sitting on our desktop, or somewhere inside our company's network, it's provider for us as a service by another company and accessed over the Internet, usually in a completely seamless way. Exactly where the hardware and software is located and how it all works doesn't matter to us, the user – it's just somewhere up in the nebulous "cloud" that the Internet represents. As described by Sidhu and Kinger [1], cloud computing is an emerging computing paradigm. It aims to share data, calculations and service transparently over a scalable network of nodes. Since Cloud computing stores the data and disseminated resources in the open environment. So, the amount of data storage increases quickly. Generally, there is no standard definition of cloud computing. Although, it consists of a bunch of distributed servers known as masters, providing demanded services and resources to different clients known as clients in a network with scalability and reliability of datacenter.

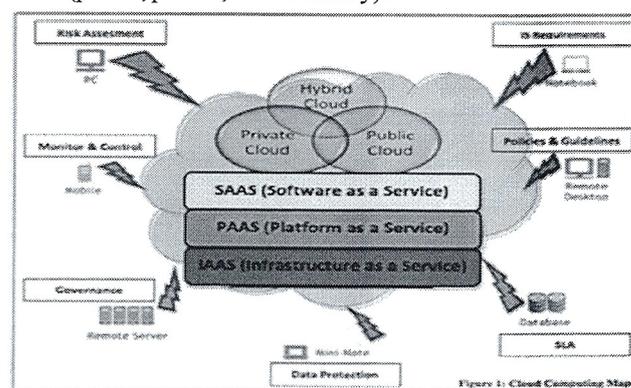
There are four deployment models of cloud.

Public Cloud: Public cloud makes services (such as computing, storage, application, etc.) available to general public. These services may be free or offered as payment as per usage. Major public cloud providers are Amazon, Google, Microsoft, etc.

Private Cloud: Private cloud is a cloud infrastructure operated only for a single organization. It is not available to general public.

Community Cloud: Community cloud shared infrastructure between several organization with common concerns such as compliance, jurisdiction, etc.

Hybrid Cloud: Hybrid cloud is a combination of two or more clouds (public, private, or community).



Cloud computing deployment model [#]

II. CONCEPT OF CLOUD COMPUTING

Cloud computing is the use of computing resources (hardware and software) that are delivered as a service over a network (typically the Internet). The name comes from the common use of a cloud-shaped symbol as an abstraction for the complex infrastructure it contains in system diagrams. Cloud computing entrusts remote services with a user's data, software and computation. End users access cloud-based applications through a web browser or a light-weight desktop or mobile app while the business software and user's data are stored on servers at a remote location. Cloud computing is one of the newest technology. Today lots of business organizations and educational institutions use cloud environment. Cloud computing is the most recent topic in IT industry due to its flexibility in using the computing system. It provides everything as a service [2]. In general, cloud computing refers to the delivery of computing resources over the Internet. Instead of keeping data on your own hard drive or updating applications for your needs, you use a service over the Internet, at another location, to store your information or use its applications. Doing so may give rise to certain privacy implications. In other words, cloud computing is a technology that uses the internet and central remote servers to maintain data and applications. Cloud computing allows consumers and businesses to use applications without installation and access their personal files at any computer with internet access. This technology allows for much more efficient computing by centralizing data storage, processing and bandwidth. A simple example of cloud computing is Yahoo-mail, Gmail or Hotmail etc. All you need is just an internet connection and you can start sending e-mails. The server and e-mail management software is all on the cloud (internet) and is totally managed by the cloud service provider like Yahoo, Google etc. The consumer gets to use the software alone and enjoy the benefits. The analogy is, "if you need milk, would you buy a cow?" All the users or consumers need is to get the benefits of using the software or hardware of the computer like sending emails etc. Just to get this benefit (milk) why should a consumer buy a (cow) software/hardware?

Cloud computing deployment models:

There are three service models of cloud: Infrastructure as a Service, Platform as a Service, Software as a Service. Figure demonstrates the abstraction level of services. Software as a service is taken place at the top. From top to bottom services are more fine grained i.e., more access control to the resources.

- **Software as Service (SaaS)** : In this model, cloud providers install and operate application software in the cloud and cloud users access the software from browser/client interface. Some cloud applications support specific client software dedicated to

these applications (e.g., virtual desktop client, email client, etc.). Elasticity makes a cloud application different from other applications. This can be achieved by cloning tasks onto multiple virtual machines at run time.

- **Platform as a Service (PaaS)** : Cloud providers provide a computing platform typically including operating system, programming language execution environment (such as Java, Python, Go), database, and web server. Application developers can develop and run their software on a cloud platform. Open source implementation for PaaS are cloud foundry, open shift origin.
- **Infrastructure as a Service (IaaS)** : Cloud provider offer computers as virtual machines and other resources. Virtual machines are run as a guest by a hypervisor such as Xen or KVM. Other resources in IaaS could include images in a virtual machine image library, raw (block storage), file based storage, firewalls, load balances, IP addresses, virtual local area network (VLANs) and software bundles. IaaS cloud providers supply these resources on demand from their data centers. For wide area connectivity, the Internet can be used. Cloud provides a hosting environment that does not limit an application to a specific set of resources. To deploy their applications, cloud user install operating system image on the machine as well as their application software. In this model, cloud user is responsible for maintaining the operating system and application software.

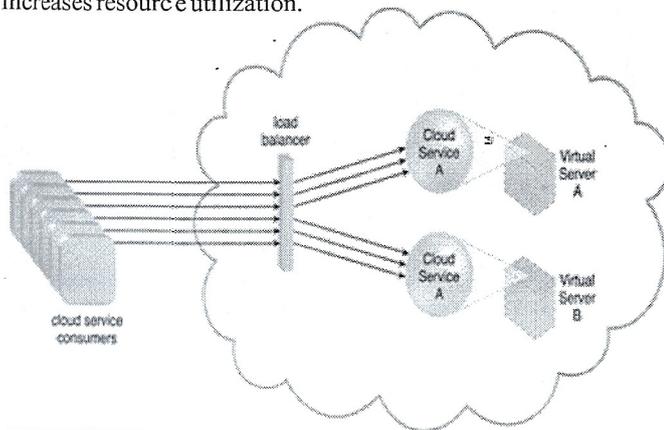
III. PARALLEL AND DISTRIBUTED COMPUTING

The advents in the present micro-electronic technology have resulted in the availability of fast, inexpensive processors and advancement in the communication technology has resulted in the availability of cost-effective and highly efficient computer networks. The net result of the advancement in these two technologies is that the price/performance ratio has now changed to favor the use of interconnected multiple hosts instead of single high-speed processor. These interconnected multiple hosts either loosely or tightly coupled constitutes distributed and parallel computing environment respectively [3]. Today's need for parallel and distributed systems is speedily increasing because of increasing advance in scientific endeavor and the necessity of high-speed processing which may even tend toward the mode of distribution. In many systems there are number of servers but may be the probability of a processor being idle in the system and other processors having a queue of tasks at hand is very high. So there is necessity of the uniform distribution of workload among these servers [4]. An important problem here is to decide how to achieve a balance in the load distribution between processors so that the

computation is completed in the shortest possible time. In parallel and distributed systems the concept of load balancing is used for distribution of workload among servers.

IV. LOAD BALANCING

Load balancing is the process of improving the performance of a parallel and distributed system through a redistribution of load among the processor [5]. The main goal of load balancing is to equalize the workload among the nodes by minimizing execution time, minimizing communication delays, maximizing resource utilization and maximizing throughput. A basic example of load balancing in our daily life can be related to websites. Without load balancing, users could experience delays, timeouts and possible long system responses. Load balancing solutions usually apply redundant servers which help a better distribution of the communication traffic so that the website availability is conclusively settled [6]. In a distributed computer system environment, as described in [7], where two or more autonomous computers are connected via a communication network, resource sharing is a most desirable feature. Apart from sharing data and I/O devices, nodes of a distributed system could further improve system performance by sharing their computational power. Load balancing is a mechanism that enables jobs to move from one computer to another within the distributed system. This creates faster job service e.g., minimize job response time and enhances resource utilization. Various studies have shown that load balancing among nodes of a distributed system highly improves system performance and increases resource utilization.



Load Balancing [28]

IV(A). Issues of Load Balancing and Scheduling

The load balancing mechanism in distributed systems has more issues as there is no centralized authority to allocate the work load

among multiple processors. Some of the issues are described below:

- A good load balancing scheme needs to be general, stable, scalable, and to add a small overhead to the system. These requirements are interdependent [8].
- Load balancing is critical because processes may migrate from one node to another even in the middle of execution to ensure equal workload [5].
- An important problem is to decide how to achieve a balance in the load distribution between processors so that the computation is completed in the shortest possible time.
- Load sharing struggle to avoid the unshared state in processors which remain idle while tasks compete for service at some other processor [5].
- One of the crucial aspects of the scheduling problem is load balancing [8]. The challenge for a scheduling algorithm is that the requirements of fairness and data locality often conflict.
- Load balancing and task scheduling in distributed operating systems is a critical factor in overall system efficiency because the distributed system is non-uniform and non-preemptive, that is, the processors may be different [8].

IV(B). Goals of Load Balancing

Some of the main goals of a load balancing algorithm as pointed out by [9] are:

- To achieve a greater overall improvement in system performance at a reasonable cost.
- To treat all jobs in the system equally regardless of their origin.
- To have a fault tolerance.
- To have the ability to modify itself in accordance with any changes or expand in the distributed system configuration.
- To maintain system stability.

Some other pros of load balancing are as follows:

- Ensures that connections are not directed to a server that is down.
- Good for scaling out for multiple clusters on different segments.
- Is highly configurable, with rules allowing for client affinity, weighting, filtering, availability etc.
- Works as a driver rather than as a service.
- Allows for mixed-version clusters.
- Manages resources efficiently.
- Utilizes all the systems resources as efficiently as possible.
- Improves the application response time by sending traffic round robin.
- If we have two members in load balance pool, with priority function we can send all the traffic to one node and keep other

- node as a backup.
- Helps with disaster recovery.
- OS and application patching is made easier by routing traffic to different during change windows (less customer downtime).

V. DISTRIBUTED LOAD BALANCING

In complex and large systems, there is a tremendous need for load balancing. For simplifying load balancing globally (e.g. in a cloud), one thing which can be done is, employing techniques would act at the components of the clouds in such a way that the load of the whole cloud is balanced. In a distributed system, dynamic load balancing can be done in two different ways: distributed and non-distributed. In the distributed one, the dynamic load balancing algorithm is executed by all nodes present in the system and the task of load balancing is shared among them. The interaction among nodes to achieve load balancing can take two forms: cooperative and non-cooperative [10]. Dynamic load balancing algorithms of distributed nature, usually generate more messages than the non-distributed ones because, each of the nodes in the system needs to interact with every other node. A benefit, of this is that even if one or more nodes in the system fail, it will not cause the total load balancing process to halt; it instead would affect the system performance to some extent. Distributed dynamic load balancing can introduce immense stress on a system in which each node needs to interchange status information with every other node in the system. In non-distributed type, either one node or a group of nodes do the task of load balancing. Non-distributed dynamic load balancing algorithms can take two forms: centralized and semi distributed.

In the first form, the load balancing algorithm is executed only by a single node in the whole system – the central node. This node is solely responsible for load balancing of the whole system. The other nodes interact only with the central node. In semi-distributed form, nodes of the system are partitioned into clusters, where the load balancing in each cluster is of centralized form. A central node is elected in each cluster by appropriate election technique which takes care of load balancing within that cluster. Hence, the load balancing of the whole system is done via the central nodes of each cluster [10].

VI. NEED OF DYNAMIC LOAD BALANCING IN DISTRIBUTED CLOUD ENVIRONMENT?

Dynamic load balancing is a major key for a successful implementation of cloud environments. The main goal of cloud based architecture is to provide elasticity, the ability to expand and contract capacity on demand. Sometimes additional instances of an application will be required in order for the architecture to scale and

meet demand. That means there is a need for a mechanism to balance requests between two or more instances of that application. The mechanism most likely to be successful in performing such a task is a load balancer [11].

There's no other way to assume increased load other than adding new instances and distributing that load with software or hardware. Similarly, when the additional instances of that application are deprovisioned, the changes to the network configuration need to be reversed, but software and hardware load balance is easy to scale up or scale down.

Obviously a manual process would be time consuming and inefficient, effectively erasing the benefits gained by introducing a cloud based architecture. The below is an example of how dynamic load balancing can be implemented [11].

Let's assume that cloud management console, or a custom developed application or cloud tool kit, triggers an event that indicates a new instance is required to maintain availability. How it determines capacity limitations may be based on VM (Virtual Machines) status via VMware APIs (VMware is a virtualization and cloud computing software provider for x86 compatible computers.) or data received from the load balancer, or a combination both.

- A new instance is launched in the cloud environment for same application. This is accomplished via the cloud management console or cloud tool kit.
- The cloud management console or tool kit grabs the IP address of the newly launched instance and instructs the load balancer to add it to the configuration as new resources for same application. This is accomplished by the standards based API which presents the configuration and management control plane of the load balancer to external consumers as services.
- The load balancer adds the new application instance to the appropriate configuration and as soon as it has confirmation that the instance is available and responding to requests, begins to direct traffic to that new instance without disturbing existing instances. This process should be easily reversed upon termination of an instance, load balancer should be able to release termination instance IP. Note that, there may be other infrastructure components that are involved in this process that must also be considered on launch and decommission, but for this discussion we're just looking at the load balancing piece as it's critical to the concept of auto-scaling.

VII. CONCLUSION

In this paper, the author has surveyed the load balancing issue in cloud computing and analyzed various techniques used in load balancing. In cloud computing load balancing is the main issue. Load balancing is required to distribute the excess dynamic local workload evenly to the entire node in the whole cloud to achieve a

high user satisfaction and resource utilization ratio. It also ensures that every computing resource is distributed efficiently and fairly. This study explains the concept of load balancing, general idea about static and dynamic load balancing algorithms and explains various comparative parameters of different load balancing algorithms. This study also gives an overall description of various distributed load balancing algorithms that can be used in case of clouds. We have also compared these distributed load balancing algorithms and concluded that we can use a particular algorithm according to our requirement. There are various researchers who have used the load balancing techniques to propose new strategies. Their work done in the domain of load balancing is analyzed and compared. But the issue of load balancing is still open for research work so that high user satisfaction and resource utilization can be achieved.

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