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Vimarsh

An Endeavour to share Knowledge
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श्रेयान्द्रव्यमयाद्यज्ञा ज्ञानयज्ञः परन्तप
सर्व कर्माखिलं पार्थ ज्ञाने परिसमाप्यते॥

Shrimad Bhagwat Gita, Chapter 4 (33)

"Attaining knowledge is superior to
accumulation of all sumptous substances.
As all acts finally conclude into wisdom."

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From the Editorial Board

Dear Reader

Vimarsh has entered its fifth year of publication. During this period, it has established itself as a revolutionary journal of repute. It has engrossed articles from both the active managers and the researchers as well.

The journal offers a display place to the contributors to address the evolution and new areas of interest in their specialty. In this era full of challenges, it is very important for different stakeholders to unite and collaborate on issues which confront the social order. This journal endeavors to file and ponder upon the research focused on management in context of emerging economies.

It has now been known as an important journal in the field of management. All this has been made possible by the pains of contributors, reviewers and the editors.

We thank the editorial board and the advisory board for making noteworthy contributions towards building quality and the reputation of this journal. Our editorial board and the reviewers have spent myriad hours examining manuscripts for the Journal over the past years, and we continue to outshine as a direct result of their efforts.

As a consequence, the journal has enjoyed wider circulation and readership from across the nation. Handling the responsibility of editing this journal is an arduous job but we look forward to to put our best at it.

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We value your support immensely and invite you to be a part of this research movement.

Warm Regards

The Vimarsh Team

Intellectual Infrastructure in Private Management Institutions: A Stock Taking

Prof. Alok Kumar Rai*
Medha Srivastava**

ABSTRACT

Education, at the least, is the essential force behind growth and improvement of a country's citizens. It drives the change that is required to achieve higher standards of knowledge, skills, attitudes and behaviors. It has often been professed that the ultimate goal of education is to build good character. This, however, depends upon the three core aspects of education: (a) quality of education, (b) quality of educators and, (c) quality of teaching-learning process. Teachers play most significant role in determining the shape of education as the soundness of other two elements is dependent upon the professional competency of teachers which makes them an indispensable element of whole educational system.

Thus, it becomes imperative to evaluate the professional competency of teachers in order to draw the real picture of state of management education. The present study emphasizes on the role and significance of quality of teachers in management education. It also offers an appraisal of teachers' educational qualifications and work experience to determine the quality of education that can be expected from the management institutions under study.

Keywords: *management education, quality of teaching, professional competency, qualification, experience*

INTRODUCTION

Education, at the least, is the essential force behind growth and improvement of a country's citizens. It drives the change that is required to achieve higher standards of knowledge, skills, attitudes and behaviors. It has often been professed that the ultimate goal of education is to build good character. This, however, depends upon the three core aspects of education: (a) quality of education, (b) quality of educators and, (c) quality of teaching-learning process.

The role management education plays in modern Indian society, especially after liberalization, does require attention by government and other regulatory bodies because there is a lot at stake. The time, career, money, efforts of various affected parties and above all, the dreams and aspirations of students are together linked with the state and quality of education. Teachers play a great role in determining the shape of education which makes them an indispensable element of whole educational system. Regarding the role of the teacher, Indian Education Commission (1964 - 66) stated that 'of all different factors, which influence the quality of education and its contribution to national

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development, the quality, competence and character of teachers are undoubtedly the most significant'.

The Secondary Education Commission (1953) expressed that 'we are however, convinced that most important factor in the contemplated educational reconstruction is the teacher - his quality, his educational qualifications, his professional training and the place he occupies in the school as well as in the community. The reputation of a school and its influence on the life of the community invariably depend on the kind of teachers working in it'.

Indian Education Commission (1964-66) also opined that teachers' quality, capability, character and job satisfaction are undeniably the most vital factor that affects the quality of education and its role in national development.

Thus, it becomes imperative to evaluate the professional competency of teachers in order to draw the real picture of state of management education. The present study emphasizes on the role and significance of quality of teachers in management education. It also offers an appraisal of teachers' educational qualifications and work experience to determine the quality of education that can be expected from the management institutions under study.

TEACHING: THE CONCEPTUAL FRAMEWORK

Teaching is the core and the most important aspect of education. This is also the most important reason for existence of an educational institution. Good Teaching is defined as instruction that leads to effective learning, which means thorough and lasting acquisition of the knowledge, skills and values the teacher or the institution has set out to impart. The education literature presents a variety of good teaching strategies and research studies that validates them (Campbell and Smith, 1997); (Johnson et al., 1998); (Mckeachie, 1999)

Teaching has following categorization:

- Teaching is the activity of lecturing to the students.
- Teaching is the activity of transferring a body of knowledge to the students.

- Teaching is the activity of causing the students to learn.

So, the most comprehensive and effective teaching is something that results in learning. If the teaching activity does not result in learning, there has been no learning. Likewise, if the learning is lacking in the quality, the teaching is unsuccessful to that extent. In the literature of Management, Learning is defined as "the process that creates relatively permanent change in the behavior and has come out of one's own experience". It has following four components:

- i) Learning Creates Change.
- ii) This change is relatively permanent.
- iii) The change comes out of one's own experience.

Learning is a process that takes place in the mind of the learner and hence cannot be directly observed. In order to evaluate the success of teaching in terms of the learning process, we need to examine a set of observables.

Teaching has always been considered as one of the noblest professions. In its most basic sense, teaching is mere transfer of knowledge from holder to receiver. It can take form of lectures, training, study material or technology enables processes.

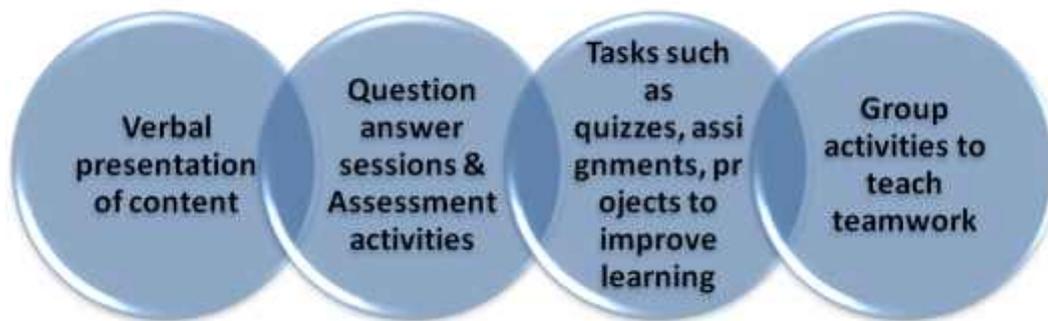
Lectures are a significant component of teaching. Presentation and communication of knowledge influences the understanding of students to a great extent. Not only lectures, but knowledge sharing and transferring are possible through distributing study material or e-learning as well. An important feature of teaching is the ability to disseminate knowledge by various means of knowledge sharing. The way information is transmitted decides a great deal of teaching effectiveness. Facilitation of learning is one step ahead of knowledge sharing. It insinuates that teaching doesn't get over with mere transfer of knowledge but it needs to ensure that the knowledge transferred enhances students' understanding and contributes to their learning. The effectiveness of teaching largely depends upon effectiveness of learning created through teaching. There are other mediums other than lectures to assist the learning process among students which should be used while teaching. Teaching as a process must result in learning in the minds of the students. To activate learning process during teaching, following steps can be taken:

1. Formulating the objectives of teaching and designing the syllabus based upon those objectives.
2. Preparing hand outs to be distributed while teaching and sorting out the most appropriate reading material to supplement the class room interactions.
3. Designing an interactive session by devising interesting classroom activities.
4. Appropriate means of assessment.
5. Provision for student feedback.
6. Planning of assignments, business quizzes, live projects and classroom simulation.
7. Unconventional mode of examinations.

To summarize, we can say that teaching is based upon certain objectives which results in activation of learning through effective usage of handouts, reading supplements, study material, projects,

assignments, various individual as well as group exercises, quizzes, etc. The effectiveness and quality of teaching comes from the teacher. Based upon the above discussion regarding the functional nature of teaching, we can say that a good teacher is one who increase the altitude of learning through formulating objectives of teaching, designing the curriculum, preparing and sorting the study material, planning the classroom activities, choosing the most appropriate assessment techniques and getting student feedback.

The classroom activities comprise a major part of a teachers' teaching methodology. Generally, lectures are considered to be the most prominent classroom activities. However, in an ideal scenario lectures form a part of whole set of activities that can be conducted in a classroom. These activities can broadly be classified into following sections:



It is clear that a good teacher needs to be equipped with tools and techniques required for carrying out a range of classroom activities. He must have the understanding regarding the most efficient usage of these tools taking into consideration the learning requirements of the students. Sole lecturing will not suffice in modern educational scenario. A teacher who has the ability to deliver great lectures cannot ignore the application of above mentioned classroom activities in order to trigger effective learning. Delivering a good lecturer doesn't mean that facilitation of learning is also taking place. Though ability to share and communicate well always supports the facilitation process but other activities are equally important for learning to take place.

Teacher: Educator & Facilitator

As mentioned earlier, effectiveness of teaching majorly depends on the teacher. A good teacher does not only educate his students but also plays the role of facilitator. He disseminates knowledge and instills confidence in his students. Teacher's role as a facilitator of learning involves certain responsibilities and he must possess definite amount of qualities to fulfil these responsibilities.

S. No.	Teacher's Responsibilities	Teacher's Qualities
1.	Assisting the student in gaining knowledge.	<ul style="list-style-type: none"> • Profound knowledge and understanding of his subject. • Continuous research, improvisation and updating
2.	Helping students in applying knowledge to classroom simulations.	<ul style="list-style-type: none"> • Enthusiastic approach towards classroom activities
3.	Enhancing the students' understanding of knowledge so that it can be applied in real life situations.	<ul style="list-style-type: none"> • High level of emotional quotient to understand and help the students • Ensured availability for students
4.	Unlocking the learning capabilities of students and prepare them for real life situations.	<ul style="list-style-type: none"> • Commitment and passion towards teaching.

Above listed qualities are important for creating learning among students as each of them fulfils different criteria for learning. A sound knowledge of subject is required for enhancing the clarity and understanding of the students regarding the topic. Similarly, commitment and passion towards teaching act as a motivation for working. The mental transformation that we call learning on the part of the student can be facilitated by a combination of the following means on the part of the teacher who has the freedom to choose what he regards as the best:

1. Curriculum design (appropriate objectives, syllabuses, reading lists, and modes of assessment.)
2. Curriculum implementation (preparation of teaching materials, classroom activities in lectures and tutorials, design of exercises, assignments, projects, and quizzes, feedback to students, and final examinations.)

Being a role model is also important because a great deal of learning takes place through osmosis from role models. Much of the learning in graduate schools, for instance, typically takes place because graduate students act as apprentices to a group of researchers, and learn from observing them in action, consciously or unconsciously.

MANAGEMENT EDUCATION IN INDIA

Management education in India is hardly fifty years old. It began as a part time education for practicing executives. Later in 1962, government of India established IIM at Ahmadabad and Kolkata in

collaboration with the Sloan school of management, MIT and Harvard school of management and thus full time post graduation management program was launched in India started. Soon several commerce departments in different universities repackaged their curriculum to offer MBA degree.

In India, management education started in the 1950's and the Indian Institute of Social Welfare and Business Management (IISWBM) is the first institution that was set-up for imparting formal management education. Quickly thereafter, In the early 1960's, two Indian Institute of Management's (IIM's) were set-up, one at Kolkata and the another at Ahmadabad at the initiative of the Indian government. To meet the increasing demand for professional managers, a few more management institutes were set-up mostly at the government initiative. Since 60's many of the universities also started imparting management education in one form or the other under different names as BBM, MBM, MMS and so on.

Objectives of Management Education:

The qualitative aspect of management education is also as important as its technical aspects. Management Education should not just equip a student with technical skills and expertise, but also develop in him the right attitude. Decision making and problem solving are managers' core activities. Graduation programs should be designed to prepare management students for a role as managers. The main objectives of these programs are as follows:

- i) To develop the essential skills for decision-making and problem solving.
- ii) To provide a set of integrated concepts in the field of management sciences, which enables a student to possess the competencies of a free individual capable of independent judgment and a personal participation into the decision-making process?
- iii) To provide a set of managerial attitudes, skills, knowledge, and understanding necessary to enable the student to become a highly compromised and competitive manager.

They have to be prepared and skilled in making quick decisions under conditions of uncertainty, including when they are leading a group or a cross functional team in the analysis of problematic situations and in the search of adequate solutions.

Independent of the area of specialization, a university graduate should possess the knowledge, abilities and attitudes necessary to function effectively in familiar and novel situations in personal, intellectual and professional life. In order to function effectively, one needs to acquire the following:

1. **Knowledge:** the non-specialized broad-based knowledge that we expect an educated person to have, including an appreciation of the evidence that bears upon this knowledge;
2. **Application:** the capacity to draw upon available knowledge and apply it successfully in familiar as well as novel situations;
3. **Thinking:** the general thinking abilities involved in knowledge building, knowledge critiquing, and decision making, as well as the global habits of critical and independent thinking;
4. **Independent learning:** the capability for independent life-long learning with respect to (a)-(c), including the capability to engage in independent inquiry;
5. **Articulateness:** the general language abilities needed for articulating ideas, opinions, proposals, and values in a clear and effective manner.
6. **Mind set and values:** the mind set and values that facilitate (a)-(e), including (i) an awareness of the uncertainty and fallibility of knowledge as well as the social basis of the evolution of knowledge, (ii) an open mind, (iii) willingness

and ability to doubt and question beliefs, especially one's own, (iv) intellectual curiosity, and (v) motivation to learn.

7. **Interpersonal skills:** the interpersonal skills that facilitate the effective employment of (a)-(f) in a team or community.

Private Management Education In India:

From the middle of 1980's Indian government started to allow and encourage participation of the private sector in education, particularly in vocational education. By this time it had been established that the students of business management or business administration usually have a good prospect of getting jobs with large pay packets. Management education in India is at the crossroads. On one hand the government of India, ministry of HRD and its statutory body, the All India Council for technical education has authorized opening of new business schools in India, many of them are nothing but mere street corner teaching shops. Indian management education can register sustained growth only by focusing on some key areas such as development of competent faculty, promotion of basic and applied research, increasing B-schools to meet the growing demand, strengthening management education and encouraging B-schools to excel globally. A holistic approach is required. Quite naturally, students started opting for these courses in large numbers. Master of Business Administration (MBA) became a coveted degree. This attracted the private sector to invest in educational ventures in this field. Soon thereafter the scenario started to change dramatically and a large number of business schools (B-schools) were set-up over a relatively short period of time.

Thus, starting from a handful of institutes in the middle 1980's India now has more than 1300 B-schools all over India of which more than 900 are approved by All India Council of Technical Education (AICTE). Private business schools in India are running as departments of technical colleges and that must change. The private educational institutions must think seriously to make separate institutions imparting quality management education. Benefits of such reorganization will be immense to students who will get better education and placement. The institutions

will have a chance of getting higher fees from students for giving them such an ambience.

As has been understood marginal utility of Management education is so high that students will be willing to spend their two years of expected income on such education. For Institutes to get good companies as clients branding should be a conscious effort of the institutions and that can be achieved by regular seminars and short courses conducted in association with the industry and industry associations. The burgeoning Indian economy is creating a serious demand for quality managers to oversee the nation's growing business. That makes acquiring MBA a valuable proposition that ensures a quick return on investment. More than two Lakhs aspirants take the common admission test every year. Just like in U.S, in India too, the two years MBA is followed by one year executive MBA and currently the focus is shifting to evening and part time MBA's, often backed with distance learning. Indian business schools vary in terms of the calibre of faculty, quality of curriculum and infrastructure and placement record. A few of the schools, including the IIMs have built up a reputation for high quality education and their graduates complete successfully for global placement opportunities, but the same cannot be said for all the B-Schools coming from the stable of private establishments.

RESEARCH METHODOLOGY

Research Objective

To evaluate the competency of teachers working in management institutions all across U.P through reviewing:

- i) The academic credentials of teachers.
- ii) The work experience of teachers.

Sampling

Cluster and Convenience Sampling has been used for institutions and Judgmental sampling for individual respondents. The study has used cluster sampling for selection of the institutes to conduct the surveys. Uttar Pradesh has been divided into three parts, Eastern, Central and Western Uttar Pradesh, for the purpose of clarity and convenience. Institutions were selected from each of these three clusters so that the entire region is represented. Selection of the individual institution has been depending upon their readiness to respond and let

their faculty be interviewed. All the teachers irrespective of their designation have been interviewed.

Sampling Unit: Individual faculty member

Data Collection

Data for the study were collected from both, primary as well as secondary sources. The primary data were obtained through the responses of Teachers of selected private management institutions from Uttar Pradesh on selected parameters identified for the study. The responses were obtained through closed ended, non disguised, structured questionnaire which was duly tested for validity and reliability.

Secondary Sources included the literature available about the industry, previous researches and other studies conducted and information published in newspapers, magazines, websites etc.

Scope of the study

The study has been conducted in state of Uttar Pradesh and representation from the almost entire state.

Limitation of the study

The study is based on a limited set of respondents which is a limitation of the study. The responses used were subject to the opinion of the respondents.

FINDINGS

The table presented below shows the status of Teachers' Qualification in selected management institutions of Uttar Pradesh. The findings are classified into three categories Eastern, Central and Western regions as specified in the research methodology. It is worth mentioning that the results are based on the information obtained through a survey conducted in the institutions listed below:

S. No.	Name of Institutions	No. of Teacher	PhD	MBA	Allied Discipline	Experience	
						Industry and Teaching	Teaching
Eastern Region Institution							
01	Kamala Nehru Institute of Physical and Social Sciences, Sultanpur	32	7	20	5	25	07
02	Institute of Technology and Management , Gorakhpur	11	2	7	2	7	4
03	Kailash Institute of Pharmacy & Management, Gorakhpur	11	8	2	1	3	8
04	United Institute of Management, Leader Road, Allahabad	12	1	10	1	5	31
05	B.B.S. Institute of Management & Technology, Allahabad	10	1		9	2	8
06	Society for Higher Education and Practical Application, Varanasi	17	3	10	4	6	11
07	Rajarasi School of Management and Technology, Varanasi	16	5	8	3	5	11
08	Jeevandeep Institute of Management and Technology, Varanasi	13	4	7	2	4	9
09	Prasad Institute of Technology, Punch-Hatia, Jaunpur	14	5	8	1	3	11
10	Ghanshyam Binani Academy of Management Sciences, Bharuhana Mirzapur	20	6	9	5	4	16
11	Technical Education & Research Institute ,Ghazipur	15	4	8	3	6	9
12	Jhunjhunwala Business School, Faizabad	14	3	9	2	6	8
Central Region Institutions							
13	Panveer Institute of Management, Kanpur	33	18	5	10	15	18
14	Dr. Gaur Hari Singhania Institute of Management & Research, Kanpur	21	3	11	7	16	5
15	Dayanand Academy of Management Studies, Kanpur	12	3	6	3	4	8
16	Institute of Environment & Management, Lucknow	15	4	7	4	6	9
17	Lal Bahadur Shastri Institute of Management & Development Studies, Gaurabagh, Lucknow	13	3	8	2	4	9
18	Indira Gandhi Instt. of Co-operative Management, Rajajipuram, Lucknow	18	6	11	1	8	10

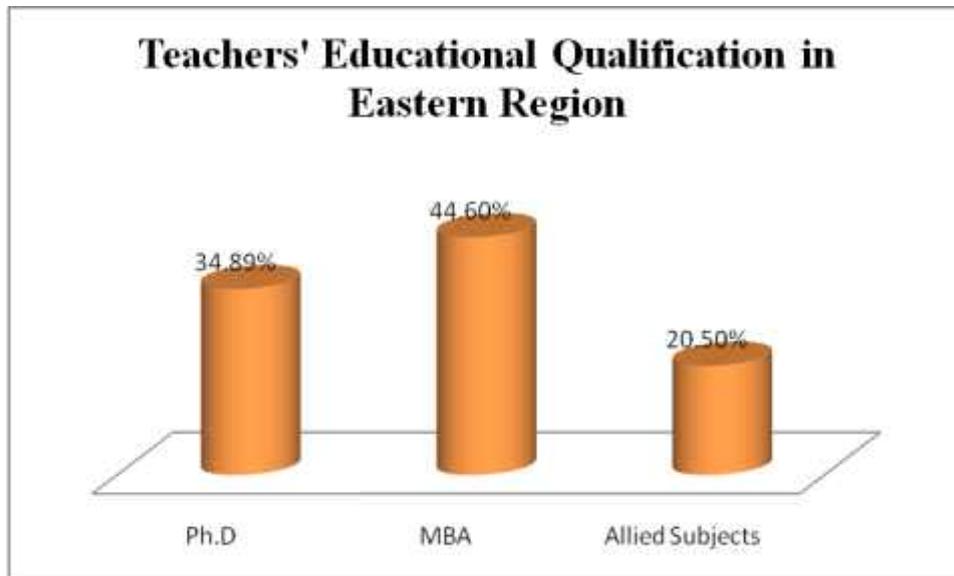
19	Gyan Institute of Management and Technology, Lucknow	20	6	11	3	6	14
20	IILM, Lucknow	18	4	8	6	6	12
21	Sherwood College of Management, Lucknow	7	2	4	1	1	6
22	Lal Bahadur Shastri Institute of Management & Technology, Bareilly	7	3	3	1	4	3
23	Shri Ram Murti Smarak College of Engineering & Technology, Bhojipura, Bareilly	18	5	8	5	7	11
24	Pratap College of Management, Fatehpur	21	6	9	6	7	14
Western Region Institutions							
25	Krishna Instt. of Engg. & Technology, Ghaziabad	11	8	2	1	6	14
26	Institute of Management & Research Ghaziabad	20	5	8	7	6	14
27	Jaipuria Institute of Management, Ghaziabad	19	7	8	4	4	15
28	Institute of Management Studies, Ghaziabad	20	9	8	3	6	14
29	Institute of Management Education, Ghaziabad	19	4	8	7	4	15
30	Institute of Technology & Science, Ghaziabad	22	5	11	6	7	15
31	Institute of Professional Excellence & Management, Ghaziabad	17	5	10	2	4	13
32	Integrated Academy of Management and Technology, Ghaziabad	16	3	10	3	5	11
33	Shiva Institute of Management Studies, Ghaziabad	16	5	7	4	3	13
34	Rakshpal Bahadur Management Institute, Ghaziabad	16	6	7	3	3	13
35	Advance Institute of Management, Ghaziabad	14	4	6	4	5	9
36	Modi Institute of Management Excellence, Ch. Charan Singh University, Meerut	17	3	13	1	6	11
37	International Institute of Management & Technology, Meerut	16	3	10	3	3	13
38	Institute of Informatics & Management Sciences, Meerut	15	4	10	1	4	11
39	Master School of Management, Meerut	14	3	5	6	3	11
40	IIMT Management College, Meerut	12	4	4	4	2	10

41	BDS Institute of Management, Meerut	16	5	8	3	6	10
42	Dewan Institute of Management Studies, Meerut	10	2	6	2	3	7
43	Greater Noida Institute of Technology, Greater Noida	14	4	7	3	5	9
44	Institute of Management Studies, Noida	16	3	8	5	6	10
45	Graduate School of Business & Administration, Greater Noida.	15	4	6	5	4	11
46	Lord Krishna College of Engineering, Greater Noida.	13	3	8	2	2	11
47	Havard Institute of Management & Technology, Greater Noida,	11	3	6	2	4	7
48	Apeejay Institute of Technology, Greater Noida	19	6	9	4	5	14
49	Centre for Management Development, Modinagar,	17	7	8	2	5	12
50	Institute of Foreign Trade & Management, Moradabad	13	3	6	2	4	9

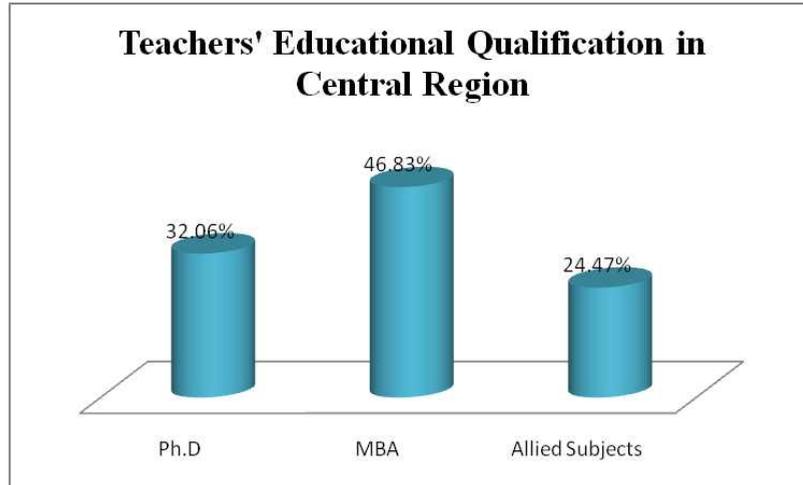
The above table depicts the competency of teachers working in management institutions operating all across U.P. Educational qualifications as well as the work experience a person holds, are generally considered to be the most obvious measures of competency.

Educational Qualification:

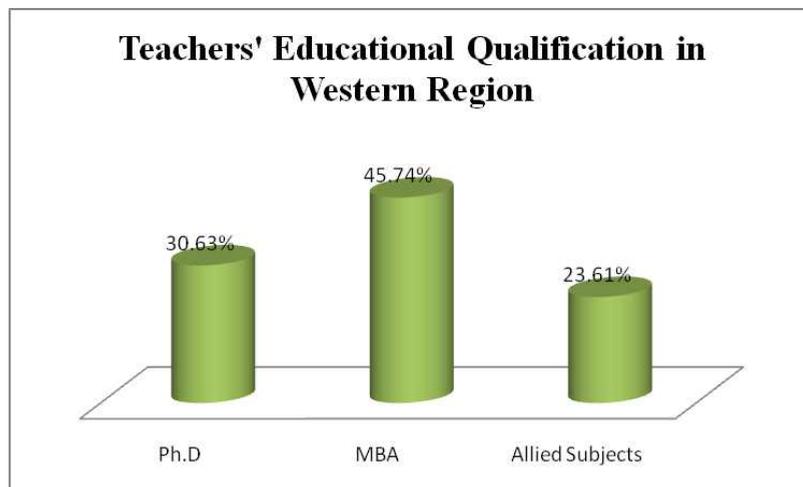
It can be seen that 32.18% teachers who teach in management institutions possess a mere degree of MBA whereas 45.68% have PhD and 22.94% possess degrees in allied subjects. Institutions operating in all the three regions can also be observed separately in this regard.



In Eastern U. P. Ph D degree holders are 34.89%, MBA degree holders are 44.60% and allied subject degree holders are 20.50%.



In Central UP, Ph D degree holders are 32.06%, MBA degree holders are 46.83% and allied subject degree holders are 24.47%.

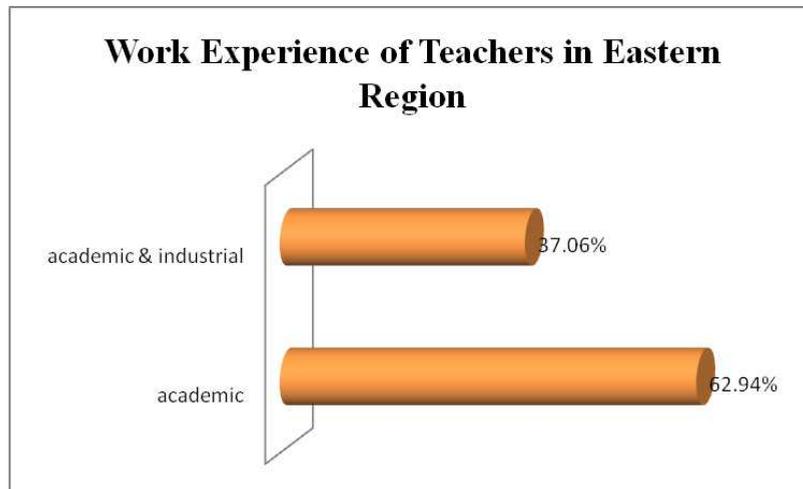


In Western UP, Ph D degree holders are 30.63%, MBA degree holders are 45.74% and allied subject degree holders are 23.61%.

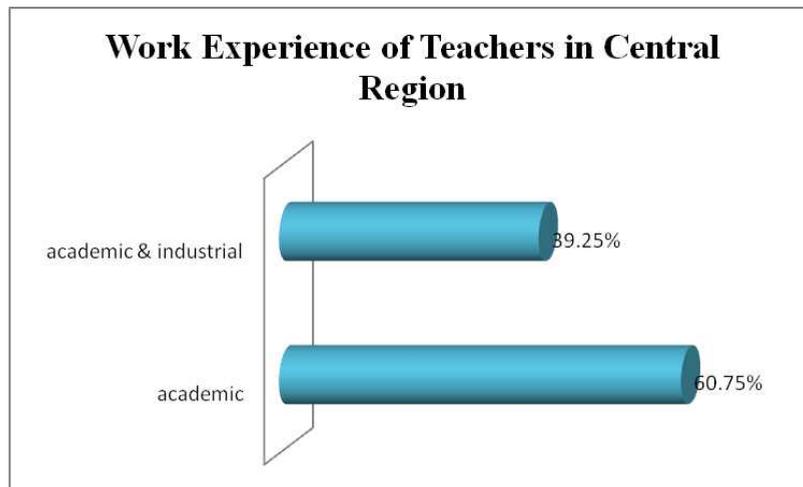
Experience

Since management education involves the practical application of managerial concepts too, it is

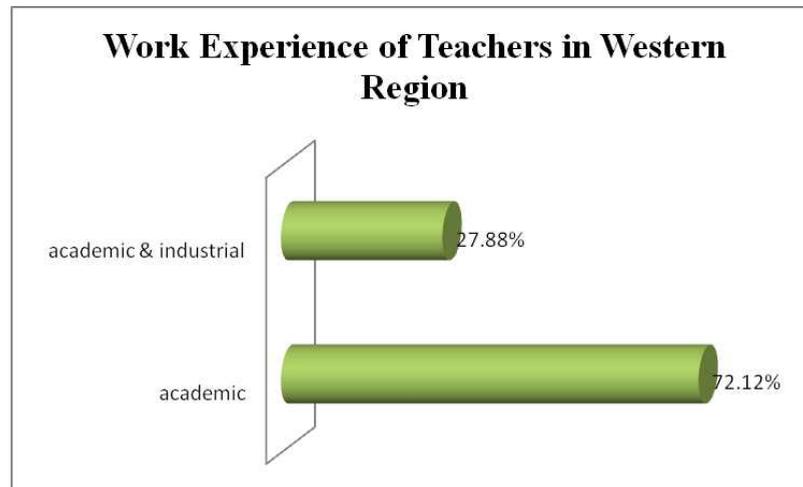
generally desirable that a teacher provides insights into the industry and its mechanisms to his students. For this purpose, a right balance of conceptual knowledge and industrial exposure is required. the two-fold evaluation of teachers' competency also entails a scrutiny into their work experience.



As far as experience is concerned, out of total number of experienced teachers in eastern region, 62.94% teachers possess only teaching experience and remaining have both industry and teaching experience.



For central region, teachers' experience is again segregated into two categories where 60.75% have only teaching experience and remaining have both industry and teaching experience.



72.12% of total number of teachers in western region has only teaching experience. Remaining 27.88% hold both industry and teaching experience.

CONCLUSION

The effectiveness of teaching-learning process is largely driven by the professional competency and efficiency of teachers. The educational background of teachers working in management institutions is in a sound state as a large number of teachers hold post graduate degree in management which can be considered appropriate. However, the lesser number of teachers with Ph.D degree presents an area for upgrading as Ph.D is considered to be an essential for teachers teaching the post graduate students. Also, there is an insufficient industrial exposure which is imperative for developing a practical understanding of managerial concepts and practices. Most of the teachers hold academic experience only which may pose a gap between the skills developed in management institutes and those that are required in industry.

IMPLICATIONS OF THE STUDY

Teachers are considered to be the architects of a nation's future. The decisive role that they have got to play adds to the need for being careful about the professional competency of educators that are part of education system. They are the most crucial resource and factor in the management education process. With steady increase in number of institutions and the students, deliberate attempt

needs to be made either by the regulator or institutes association or at individual institute level. The trend of management teaching is that students immediately or even subsequently commence teaching at private management institutes. Teachers in management education rarely get formal training in teaching. Thus the need for faculty development is huge in management education. It has been found that majority of the management teachers are untrained.

SCOPE FOR FUTURE STUDY

Further study may be conducted with larger set of respondents and more number of institutions to ensure wider geographical coverage of the country. An all-inclusive and more comprehensive appraisal of the teaching capabilities may offer a clearer picture of the future of management education in India.

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Socio-Economic Problems of Gujjar and Bakerwal Tribes - A Case Study of Rajouri district (J&K)

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ABSTRACT

For the development of a society, there is a need for balanced growth of all the sections of the society and therefore, it is imperative to bring weaker, deprived and discriminated sections on the path of economic development. There is no denying the fact that government has initiated a number of steps and programmes for the development of scheduled tribes, yet they are facing socio-economic problems. It is in this context, the present study has been conducted in Rajouri district of Jammu and Kashmir state to highlight the various socio-economic problems being faced by Gujjar and Bakerwal tribes. An endeavour has also been made to put forward few suggestion and recommendations for their growth and development.

INTRODUCTION & BACKGROUND

Tribal people constitute an important part of Indian society. The Indian Constitution provides special measures for the development and safeguards of the tribal people under different articles. The population of Scheduled tribes in India is 104,281,034 which constitute 8.6 percent of the total population of our country (Census 2011). As far as, J& K state is concerned, It was only in 1989 that eight communities vide the constitution of Jammu and Kashmir as the scheduled tribes order.(1989) and four communities, namely, Gujjar, Bakerwal, Gaddi and Sippi were notified as the scheduled tribes vide

the constitution (Jammu and Kashmir) order (Amendment) Act, 1991. These twelve hill tribes of Jammu and Kashmir which were granted ST status are Balti, Beda, Bot (Boto), Brokpa (Drokpa, Dard, Shin), Changpa, Garra, Mon, Purigpa, Gujjar, Bakerwal, Gaddi and Sippis. All the twelve Scheduled tribes (STs) were enumerated officially for the first time during the 2001 census recording a population of 1,10,979. However, the Total population of the state is 1,25,41302, (Census 2011) out of which, population of scheduled tribe is 14,93,299, which comprises 11.9 percent of the total population of the state. District wise population of the scheduled tribes is given below in Table1.

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Table 1: Population of Scheduled Tribes in J&K

Name	Population of ST Census 2011	Percentage of STs to total population of district (census2011)
Kupwara	70352	8.1
Badgam	23912	3.2
Leh	95857	71.8
Kargil	122336	86.9
Poonch	176101	36.9
Rajouri	232815	36.2
Kathua	53307	8.6
Baramula	37705	3.7
Bandipore	75374	19.2
Srinagar	8935	0.7
Gandgerbal	61070	20.5
Pulwama	22607	4.0
Shopian	21820	8.2
Anantnag	1,16006	10.8
Kulgam	26525	6.2
Doda	39216	9.6
Ramban	39772	14.0
Kishtwar	38149	16.5
Udhampur	56309	10.1
Reasi	88365	28.1
Jammu	69193	4.5
Samba	17573	5.5
J&K	1493299	11.9

Source: Census 2011

Gujjar and Bakerwal Tribes in J&K:

Gujjars and Bakerwals is the third largest community in the state of the Jammu and Kashmir which constitute about 20% of the total population. As nomadic tribe, the Gujjar and Bakerwals are involved in pastrolism and transhumance with their live stock's. Both these communities are having their common cultural and linguistic heritage. In Jammu and Kashmir, the Gujjar and Bakerwals inhabit alpine pastures, the low altitude of shivalik and Jammu plain. Gujjars who mostly rear cattle are herdsmen of buffaloes and possess small pieces of land. Bakerwals are the offshoots of Gujjars are nomadic tribes, most of whom are landless and houseless. Their livelihood is mostly dependent on sheep and goats for which they have to rear these animals. In search of green pastures for their herds and flocks they keep on travelling from one place to another with their baggage and luggage, flock of

sheep and goats, fleet of horses and dogs. Due to the seasonal character they spend six months of summer in the higher reaches of the Kashmir valley and six months of winter in the hills to the south of the Pir Panjal range. The Gujjar and Bakerwal tribes sell their surplus animals & their subsidiary products to buy maize, rice and grocery from the villages for day to day consumption. So, both these communities live a very tough life.

Domain Profile:

Rajouri district of J&K state have an area of 2630 sq. Kms and comprises 380 villages and four towns. The district comprises of nine blocks and seven tehsils. The district has a population of 619,266 as per the census 2011. Which comprises 345351 males and 297064 females. Its population growth rate over the decade 2001-2011 was 28.14%. The density of population is 244 persons per Sq. Kms.

The district has a literacy rate of 68.54%, which comprises 78.13% male literates and 56.57% female literates. The population is mostly rural and is inhabited by Gujjar, Bakerwal, Scheduled Castes and other groups of Muslims and Hindu community. The Gujjar and Bakerwal tribes constitute more than 36% of the total population of the district. And among the nine blocks of the district Rajouri, Budhal block has the highest concentration (56.21%) of Gujjar and Bakerwal tribes. Agriculture is the main occupation of the people. About 80% population of the village is engaged in agricultural and allied activities. The main crop of the area is maize. Out of the total area only of 258340 hectares and only 104940 hectares area is cultivable. The irrigated area is about 8300 hectares and about 85% of cultivable area is rain fed. Average size of land holding is 1.48 hectares.

Gujjar and Bakerwal Tribes in district Rajouri

In district Rajouri, There are only two scheduled tribes Gujjar and Bakerwals out of 12 tribes of the J&K state. As per 2011 Census the total population of Gujjar and Bakerwal tribe is 232815 which constitute 36.2 percent of the total population of the district.

Objectives of the Study

1. To study the socio-economic profile of the Gujjar and Bakerwal tribes.

2. To identify their problems and constraints.
3. To suggest few recommendations and strategies for their development.

Methodology

The present study has been conducted in district Rajouri of J&K state on following grounds:

- a) The district has large population of Gujjar and Bakerwal tribes (36.23%) as per census 2011 next to district Poonch of the state.
- b) Not much research work on Gujjars and Bakerwals have been conducted in the district.

For conduct of the study, a total sample of 150 households have been taken from five villages of Budhal block which is having the highest population of Gujjars and Bakerwals (56. 21%) out of the nine blocks of the district selected by simple random sampling technique.

Present study is based on both primary and secondary data. Primary data has been collected through a questionnaire. Group discussions and personal interview method was also used for collecting the information. The secondary data has been collected from the published reports and govt. offices, news reports, magazines and research papers etc.

Analysis and Discussion:

Keeping in view the objectives of the study, the researchers have made an insight to various socio-economic parameters by examining and analyzing sex and age, educational and marital status, annual income and occupation and seasonal migration of Gujjar and Bakerwal tribes in the study area to arrive at a concrete strategy for their overall development and to bring prosperity and happiness in their day to day life. The details are as under:-

Table 2: Distribution of Sample Households by Sex & Age

S. No.	Village	No. of Households	BPL	Population					
				Male			Female		
				Upto 30 Years	Above30 years	Total	Upto30 years	Above 30 years	Total
1	Draj	40	35	15	10	25	10	5	15
2	Targian	30	23	10	9	19	6	5	11
3	Tralla Gujran	30	20	10	15	25	3	2	5
4	Parori Gujjaran	35	30	08	12	20	5	10	15
5	Kote Chalwal	15	12	03	10	13	2	-	2
	Total	150	120(80%)	46(30.67%)	56(37.34%)	102(68%)	26(17.34%)	22(14.67%)	48(32%)

Source: Field survey

A look at the table No.2 shows that out of the total sample households 68 % are males and 32% females. It is also clear that up to the age of 30 years & above, 30.66% and 37.34% were males and 17.34% &14.67% females respectively. Which indicates that the participation of female respondents were less as

compared to male respondents. Further it has also been observed that majority of the sample households (80%) were below the poverty line. This highlights that Gujjar and Bakerwal tribes live in abject poverty and in economic backwardness.

Table 3: Educational Status of the Sample Households

Village	No. of Households	Male			Total	Female			
		Illiterate	Primary level	Middle/ Secondary level		Illiterate	Primary Level	Middle/ Secondary level	Total
Draj	40	20	3	2	25	11	3	1	15
Targian	30	15	3	1	19	9	2	-	11
Tralla Gujran	30	17	5	3	25	4	1	-	5
Parori Gujjaran	35	15	5	-	20	12	2	1	15
Kote Chalwal	15	12	1	-	13	2	-	-	2
Total	150	79 (77.4%)	17	06	102	38 (79.16 %)	8	02	48

Source: Field Survey

The table-3 deals with the educational status of the sample households. The table reveals that 127 respondents out of 150 were illiterate which comprises of 77.4% males and 79.16 % females. The table further shows that 25 respondents were

educated up to primary level and only 8 up to the middle/ secondary level. This highlights that the level of literacy is very poor among the Gujjar and Bakerwal tribes in the study area.

Table 4: Classification of Sample Households according to their marital status

S. No.	Village	No. of Households.	Marital status		
			Married	Unmarried	Widow
1	Draj	40	30	10	-
2	Targian	30	25	5	
3	Tralla Gujran	30	20	8	2
4	Parori Gujjaran	35	25	9	1
5	Kote Chalwal	15	10	5	-
		150	110 (73.34)	37 (24.67 %)	3(2 %)

Source: Field Survey

The table 4 deals with the marital status of the sample households. The data in the table reveals that 110(73.34) sample households were married and 37(24.67 %) unmarried. only 2 % were widows. The researchers observed during the field study that to

get marry is a common feature/ social obligation for the community. They don't take into consideration the earning capacity/ the responsibility for looking after the burden of the family after marriage.

Table 5: Distribution of Sample Households by Annual Income and Occupation

S. NO.	Village	No. of House holds	Earners	Dependents	Annual Income			Occupation		
					Upto 10000	10000-20000	Above 20000	Agriculture	Rearing of Buff./Goat & sheep	Others
1	Draj	40	08	32	25	10	5	15	20	5
2	Targian	30	07	23	20	7	3	7	20	3
3	Tralla Gujran	30	10	20	22	6	2	8	20	2

4	Parori Gujjaran	35	10	25	25	7	3	7	25	3
5	Kote Chalwal	15	7	8	10	3	2	4	10	1
		150	42	108 (72%)	102 (68%)	33 (2%)	15 (10%)	41 (27.3)	95 (63%)	14 (9.34%)

Source: Field Survey

Table 5 deals with the distribution of household by annual income and occupation. The table indicates that 102 (68%) households have annual income up to Rs ten thousand. Only 15 families were earning above 20 thousand. As for their occupation is concerned, out of total sample households 63 percent Gujjars and Bakerwal tribes were having buffalo, Goat and sheep. Whereas, 27 percent and

around 10 percent are engaged in agriculture and other activities respectively like village business, labour work and small jobs etc. The table further reveals that from the total respondents, only 28 percent were earners and rest 72 percent were dependents. The data illustrates high rate of dependency on earning members of the family, which is a sign of their financial backwardness.

Table 6: Distribution of Sample Households as per their seasonal migration

S. No	Village	No. of Household	No. of Families with Seasonal migration	No. of families having access to health Services	No. of families having awareness about Govt. programmes
1	Draj	40	35	08	04
2	Targian	30	28	05	0
3	Tralla Gujjaran	30	15	06	03
4	Parori Gujjaran	35	25	03	02
5	Kote Chalwal	15	10	0	0
		150	113 (75.33%)	22 (14.67%)	09 (6%)

Source: Field Survey

The distribution of sample households as per their seasonal migration has been shown in table 6 above. The table highlights that Gujjar and Bakerwal tribes practice seasonal migration in search of food and fodder during summer and winter seasons. In the study area, the researchers observed during their group discussions and personal interviews with the respondents that these tribes go to higher altitudes during summer commonly known as "Dhoak" for rearing of their animals and families. Their main activities at Dhoaks are generally converting of milk into milk products, collection of wool/jatth from sheep and goat and collection of forest products like Anardhana, Ghuchhiyan etc. The table also speaks that these communities don't have at all any awareness about the support schemes/ govt.

programmes being run by the centre/ state for their welfare. Just 6% sample households were aware and having little knowledge about govt. schemes and programmes like mobile schools, mid day meal schemes etc. This again is one of the main causes for their poverty and backwardness.

Problems and Constraints:

From the field survey and interaction with the Gujjar and Bakerwal community, it was found that these people are facing lot of socio-economic problems. Which are as under:-

1. **Lack of education:** During the course of study, it was observed by the researchers that Gujjar and Bakerwal tribes in the study area were illiterate. It was also observed that there is lack

of educational facilities in spite of opening of seasonal schools, mid day meal scheme etc. The school are located far away from the inhabitation of these tribes without having any basic infrastructure like school building, desks, drinking water, toilet etc., with the result the children do not go to school and instead they go for cattle, sheep and goat grazing etc.

2. **Inhabitation of Gujjar and Bakerwal tribes on hilly and rocky areas:** The Gujjar and Bakerwal tribes reside in upper reaches which are mostly rocky and infertile. The land could not be used for agricultural purposes and also there is no source of irrigation in their inhabited area. As a result, there are little resources for their development, and this compels them to lead a migratory life.
3. **Unemployment:** In spite of the various initiatives taken by the Govt. of India, there is lot of unemployment among Gujjars and bakerwals. Due to lack of awareness, these people do not get the benefits of Govt. schemes launched for their development. As a result, they are still ignorant about the Govt. schemes/ programmes and this ultimately leads them to economic backwardness.
4. **Lack of communication facilities:** There is lack of road connectivity in Gujjar and Bakerwal inhabited areas. These people seem to be resided in upper reaches where no connectivity and communication facilities are given. As a result these people lead an isolated life. This reveals their pathetic condition and poor status.
5. **Old belief and customs:** Gujjars and Bakerwals tribes are the orthodox people. They live their life in their own way. They don't get easily prepared towards modernization. Their traditional old beliefs and customs were found to create hindrance in their integration and growth.
6. **Growing tendency of child labor:** Due to growing unemployment and poverty, child labor is increasing among them, this appears to be another stumbling block in the way of their development.
7. **Poverty:** Most of the Gujjar and Bakerwal tribes are struggling for the basic amenities. Poverty is the major hindrance in the way of their development. Because of poverty they are unable to provide good education to their children.
8. **Non availability of fodder:** The sole prosperity of Gujjar and Bakerwal tribes is livestock economy, i.e. they sell their animals and their products to earn their livelihood, more so there is no availability of fodder for their animals as the fodder is not available at affordable cost to these poor tribal communities. It appears to be another constraint of their livestock economy as a result the source of livelihood is also shrinking.

RECOMMENDATIONS AND SUGGESTION

On the bases of aforementioned constraints being faced by these communities, following few recommendations are being made to bring further improvements in their way of life.

- 1) **Educational reforms:** For providing more educational facilities to these tribes there is a need of more Gujjar hostels for both boys and girls at block/tehsil levels. In addition it is also suggested that residential schools on the pattern of Kendriya Vidhyalas / Jawahar Navodaya Vidhyalas be setup especially for scheduled tribes so that their children can get quality education. In addition to this facilities of mobile schools can be go a long way so that the children of Gujjar and Bakerwals can go to school even during migrating periods.
- 2) **Socio-economic reforms:**
 - a) For bringing socio-economic reforms there is a more need to establish sales centres for wool, dairy and mutton products in district and tehsil headquarters; providing high-breed sheep, goats, buffaloes and horses to Gujjars.
 - b) More steps should be initiated to boost folk arts and crafts.
 - c) Banks should be asked to prepare special credit scheme for nomads. The Reserve bank should relax the security norms for these people so that they can get loans for undertaking more economic activities.
 - d) Insurance cover for nomadic people and their cattle be given at low rate.
 - e) Making availability of basic facilities like water and electricity in hilly areas.
 - f) Medical and veterinary services camps on the way from down to upper reaches in

summer and vice-versa in winter.

g) More road connectivity be given for better results.

- 3) **Awareness Programmes:** In addition, general awareness programmes should be conducted by all the line departments and financial institutions on all fronts for creating awareness among them. Micro credit schemes can prove better source for improving the standard of living of these people. Their empowerment can lead in raising their morale and confidence, which can go in a long way in their further growth and economic development.

CONCLUSION

In the end, it can be summed up that Gujjar and Bakerwal scheduled tribes are still leading a miserable life in spite of various initiatives taken by the state and central Govt. of the country. In case the few recommendations which have been suggested in the above pages can bring social and economic transformation in their way of life for a better tomorrow.

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Role of the HR Professionals in Environmental Management

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ABSTRACT

Green HRM is the emerging topic in current scenario. Research has been done on this topic but researchers argue that employees should be inspired, empowered, and environmentally aware of greening in order to carry out green initiatives. There is a growing need for strategic Green HRM - the integration of environmental management into HRM. An organizations Human Resource function can be influential in facilitating a comprehensive approach for creating a culture of sustainability. Green initiatives within HR form a wider form of corporate social responsibility. Green HR involves two essential elements, environment friendly HR practices and preservation of Knowledge capital.

Keywords: *Environmentally responsible practices, Green HRM, Sustainability.*

INTRODUCTION

The impact of our daily activities on the environment and the desire to go green has expanded from just individuals to organizations. Growing global environmental concerns and the development of international environmental standard are creating the need for businesses to adopt formal environmental strategies and programmes (Daily and Huang, 2001)

Much recent interest has been paid to environmentalism globally, whether arising from

specific treaties to combat climate change, e.g. Kyoto 1997, Bali 2007 and Copenhagen 2009 (Victor 2001), or from harm/pollution resulting from high-profile industrial accidents. In the management field, there is a growing research literature on Green marketing (Peattie 1992), Green accounting (Bebbington 2001; Owen 1992), Green retailing (Kee-hung et al. 2010) and Green management in general (McDonagh and Prothero 1997). However, in comparison, Green human resource management (GHRM) research, defined as the HRM aspects of environmental management (EM), is relatively diverse and piecemeal.

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The impact of our daily activities on the environment and the desire to go green has expanded from just individuals to organizations. More organizations are volunteering to operate in a more environmentally responsible way. There is a growing need for the integration of environmental management into Human Resource (HR) and it is called Green HR. Many studies argued that system of environmental management can only be effectively implemented if the companies have the right people with the right skills and competencies (Daily and Huang, 2001). According to Mandip (2012), Green HR is the use of Human Resource Management policies to promote the sustainable use of resources within business organizations and, more generally, promotes the cause of environmental sustainability.

Mandip (2012) also mentioned that Green HR refers to using every employee interface to promote sustainable practices and increase employee awareness and commitments on the issues of sustainability and it involves undertaking environment friendly HR initiatives resulting in greater efficiencies, lower costs and better employee engagement and retention which in turn, help organizations to reduce employee carbon footprints by the likes of electronic filing, car sharing, job sharing, teleconferencing and virtual interviews, recycling, telecommuting, online training, energy efficient office spaces and etc. Moreover, Jain (2009) explained that green HRM is one which involves two essential elements: environmentally friendly HR practices and the preservation of knowledge capital. Green HR involves reducing carbon footprint via less printing of paper, video conferencing and interviews, etc. Companies are quick to layoff when times are tough before realizing the future implications of losing that knowledge capital. Green HR initiatives help companies find alternative ways to cut cost without losing their top talent (Jain, 2009).

We are entering a green economy - one in which consumer and employee expectations and future environmental change will require businesses to address "green" issues. Researchers in this area argued that environmental management system (EMS) can only be effectively implemented if the companies have the right people with the right skills and competencies (Daily and Huang, 2001) Green management is defined as the process whereby

companies manage the environment by developing environmental management strategies (Lee, 2009) in which companies need to balance between industrial growth and safeguarding the natural environment so that future generation may thrive (Daily and Huang, 2001). This concept becomes a strategic dominant issue for businesses, especially multinational enterprises operating their business globally (Banerjee, 2001).

GREEN HRM AND SUSTAINABILITY

Going green is currently high on the list of priorities of everyone - be it politicians, left and right wing environmental activists or business leaders. Companies are hitching themselves on to the green practices in their zeal to shore up their image, improve employee morale and drastically cut their costs. Green human resources refer to using every employee touch point/interface to promote sustainable practices and increase employee awareness and commitments on the issues of sustainability. It involves undertaking environment -friendly HR initiatives resulting in greater efficiencies, lower costs and better employee engagement and retention which in turn, help organizations to reduce employee carbon footprints. Most of the employees across globe care about green HRM as they are already associated with the organization which is using these initiatives. Green HRM creates the learning environment program to educate employees on how to work more in a more sustainable manner. Green HRM helps in enhancing employee health, happiness and productivity.

OBJECTIVES

1. To find the Positive outcomes of Green HRM.
2. To study the most important environmentally responsible practices for organizations to carry out.
3. To find out the Likelihood of Staying at Current Organization as a result of organization's Environmentally Responsible Program (by Employees).
4. To find out the role of HR professionals in implementing the Green practices and commitment to Environmental Responsibility.

RESEARCH METHODOLOGY

Research Design: Exploratory and Descriptive research

Type of data: Primary and Secondary

Tools of data collection: Questionnaire (after collecting the secondary data)

Sampling unit:

Category	HR professionals	Employees
No. of respondents	20	55

Sample size: 20 HR professionals and 55 employees working with BPOs.

Sample area: NCR Delhi.

Sampling method: Judgmental sampling

STAGE	RESEARCH TYPE
I	Exploratory Research leading to Literature Review a) Literature Review b) Review of Research Problem and objectives
II	Descriptive Research • Survey method
III	Data Collection Method • Primary • Secondary

Exploratory Research Design:

Exploratory Research Design was used for finding out the following:

- To study significant works on Green HRM research
- To find out the role of HR professionals in implementing the Green practices.

Descriptive Research Design:

Descriptive Research is used for this research for finding out the following:

- To find the Positive outcomes of Green HRM.

- To study the most important environmentally responsible practices for organizations to carry out.
- To find out the Likelihood of Staying at Current Organization as a result of organization's Environmentally Responsible Program (by Employees).
- To find out the commitment to Environmental Responsibility.

REVIEW OF LITERATURE

Green HRM involves addressing the company carbon footprint by cutting down on usage of papers, reducing unwanted travel. Green HRM is about the holistic application of the concept of sustainability to organization and its workforce (Aravamudhan, 2012). It has been found out in various researches that HR department in many companies are increasingly greening their processes to gain competitive advantage over others.

According to Justin Victor (2008), one half of HR professionals indicated that their organizations have a formal or informal environmental responsibility policy. Top Three green practices reported by HR professionals were encouraging employees to work more environment friendly, offering recycling programs and donating / discounting used furniture supplies. John R. Rathgeber (2007) has said in his research that many business leaders are embracing Corporate Sustainability and Green Business practices as a way to improve their operations and enhance their competitiveness.

According to Dr Candice Harris and Dr. Helen Tregidga (2008), many organizations have quick to jump onboard the Sustainability bandwagon, little appears to have been done to consider the role of, and effect on, the HR function and managers. All participants felt that HR function has a role in fostering environmental practices within an organization due to their role as stewards of value, and as skilled communicators in the organization. Findings indicated the HR managers espouse private moral positions around concern for the environment; however environmental action in their personal lives appears limited.

On other hand John Sullivan (2009), in his paper has stated that environmental issues are on every one's

mind, so if your firm has a competitive advantage in this area, it will create an employment brand. Green recruiting is a chance to differentiate yourself in a recruiting marketplace where standing out from the crowd is already extremely difficult. Moreover Gen Y is focusing on the Green Recruitment. According to Fineman (1997:37), the environment belongs to everyone, Its damage is essentially a matter of broad consensual moral concern and organizational actors are as culpable as anyone else. So HR managers are requested to reconsider the implications of what their passive position on the environment could mean by giving them important role of shaping employees behavior in organizations and beyond.

Research by Suhaimi Sudin (2011), shows that green management initiatives has become an important factor in businesses around the world. Researchers argued that employees must be inspired, empowered and environmentally aware of greening in order to carry out green management initiatives. The paper focuses on development of a new model of strategic Green HRM which includes relationship between assessments based HR interventions, environmental management system, Green intellectual capital and corporate environmental citizenship.

Stephen King (2004) stated that the future of HRM will be built on innovation and creativity. In nutshell, innovation and creativity approaches were needed towards quality of life, environmental improvements through the healthy, sustainable, vibrant community theme. In summary, it was said that money and support of employees can put HRM on the road to environmental Sustainability. According to Chad Holliday (2001), CEO DuPont says, shrinking your environmental footprint is more than just the right thing to do; it also generates tremendous business value. This is the challenge of Sustainable growth and to meet it, the primary motivation for any company should be improved business performance, of course, environmental societal benefits will follow.

Malt Bolch (2008), in his research has said spreading the word about Sustainability initiatives may fall to more than one department but human resource plays an important role, it is important for human resource professionals to have conversations with employees and the community at large about the implications of environmental initiatives. As per the

survey done by Buck Consultants (2009), the Greening of HR Survey examines the types of environmentally friendly "green" initiatives that companies are utilizing involving their workforce and human resource practices. The results confirm that companies are incorporating and working towards integrating a number of green practices. While the study's questions and results are broad, they hint at several areas for HR practitioners to consider in the green space. Over half of the companies surveyed have incorporated environmental management into business operations and have a formal green program in place or plan to implement one in the next twelve months.

DATA ANALYSIS

1. Positive outcomes of Green HRM

Outcomes
HR Professionals (20)
Employees (55)

1. Increased employee morale	46%	58%
2. Competitive advantage	55%	43%
3. Attracts the new employees	45%	42%
4. Increased employee loyalty	39%	35%
5. Brand Recognition	30%	25%
6. Increased employee retention	6%	5%

HR professionals and employees again had similar perceptions about the top three positive outcomes of their organization's environmentally responsible program, although the response was slightly different. Employees indicated that improved employee morale (46%) was the top positive outcome for their organizations' environmentally responsible program. This is not surprising, because 61 percent of employees whose organization participated in environmentally friendly practices reported that they are "very likely" or "likely" to stay with their current organization because of their organization's environmentally responsible program.

2. Environmentally Responsible Practices identified by HR Professionals

To gain a better understanding of environmentally responsible practices, HR professionals were asked to identify the environmentally responsible practices in which their organizations participated. HR professionals indicated that encouraging

employees to be more environmentally friendly in the workplace was one of the important practices for their organizations. This means that organizations are encouraging their employees to perform activities such as making double-sided photocopies, powering down computers after a few minutes of inactivity, using energy-efficient bulbs for desk lamps, ensuring blinds are lowered in the summer to conserve energy, etc.

The most important environmentally responsible practices identified by the HR Professionals are

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Encouraging employees to work more environmentally friendly (e.g., by making double-sided photocopies, powering down computers after few minutes of inactivity, Using energy-efficient bulbs for desk lamps, ensuring blinds are lowered in the summer to conserve energy) 83% 2. Training program for employees on green practices 83% 3. Offering recycling program for office products (e.g., paper, plastic, glass, cans) 81% 4. Using web or teleconferencing to cut down the travel cost 75% 5. Donating/discounting used office furniture/ supplies to employees or local charity 73% 6. Using energy efficient lighting systems and equipment (e.g., occupancy sensors, ENERGY STAR® equipment, changing from desktops to laptops) 66% 7. Recruiting employees with green skills 65% 8. Participating in or sponsoring projects/events in the community to improve the environment (e.g., a trash pick-up day, plant-a-tree day, fundraiser for local nature preserve) 63% 9. Buying or leasing refurbished goods (e.g., refurbished toner cartridges; copiers, printers, fax machines, retread tires, re-refined oil) 59% | <ol style="list-style-type: none"> 10. Promote walking, biking, taking public transit 58% 11. Partnering with environmentally friendly suppliers/companies 55% 12. Installing automatic shutoff for equipment 53% |
|---|--|

Other Green HR practices identified during the survey were

- To encourage turning off lights; computers and printers after work hours and on weekends for further energy reductions.
- Implementing wellness programs to foster employees' proper nutrition, fitness and healthy living
- Using air conditioning with discretion.
- Purchasing large or refillable containers of creamer, sugar, salt, pepper, and butter instead of individual containers.
- Switching to laptops over desktop computers. (Laptops consume up to 90% less power).
- Promoting brown bagging in the office to help employees reduce fat and calories to live healthier lives and reduce packaging waste, too.
- Playing green the med games to promote environmentally friendly behavior and staff togetherness.
- Providing green promotion which includes loan discounts on fuel efficient cars and energy saving home improvements, discounts at local green merchants

3. Likelihood of Staying at Current Organization as Result of Organization's Environmentally Responsible Program (by Employees)

Unlikely	19%
Somewhat likely	21%
Likely	22%
Very likely	39%

The likelihood of staying at current organization as a result of following Environmental responsible program was 61 percent. That means 61 percent of the employees whose organization participated in environmentally friendly practices reported that they are "very likely" or "likely" to stay with their current organization because of their organization's environmentally responsible program.

4. Commitment to Environmental Responsibility by HR professionals

Environmentally responsible efforts are included in the organization's newsletters/ other publications 63%

Environmental responsibility is part of the organization's stated goals 40%

Environmental responsibility commitment is included in the organization's mission/vision 38%

Among HR professionals who reported that their organizations had formal or informal environmental responsibility policies, 63 percent indicated their organizations demonstrated their commitment to environmental responsibility by including their environmental responsibility efforts in their organizations' newsletters and/or publications. Other demonstrations of commitment to environmental responsibility by organizations included environmental responsibility as part of their organizations' goals (40%) and mission/vision (38%).

CONCLUSION

The emerging concept of Green HRM has important implications both for organizational Performance and for the HR Function. The findings indicate that HR is involved in engaging the employees for implementing the Green programmes. Green initiatives have created a sense of morale and loyalty among the employees towards the organization, which has also helped in employee recruitment and retention. The employers and practitioners can establish the usefulness of linking employee involvement and participation in environmental management programmes to improved organizational environmental performance, like with a specific focus on encouraging green practices and help green management evolve and develop. Unions and employees can help employers to adopt Green HRM policies and practices that help safeguard and enhance worker health and well-being. It involves undertaking environment-friendly HR initiatives resulting in greater efficiencies, lower costs and better employee engagement and retention, which in turn, help

organizations to reduce employee carbon footprints by the likes of electronic filing, car-sharing, job-sharing, teleconferencing and virtual interviews, recycling, telecommuting, online training, energy-efficient office spaces etc. Efficiency created by Green HRM can lower operational costs and enables industry professionals to realize their Corporate Social Responsibilities in a better manner.

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A Study on Customers' Perception towards Banking Services: A Case of OBC Bank in Bareilly city

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ABSTRACT

Indian Banking system has undergone manifold changes after the alarming waves of competition from the emergence of technology and innovation in this sector. Along with technology, banking services have also evolved and the delivery of various banking products are carried out through the medium of high technology at a fraction of the cost to the customer. Banking sector reforms introduced in the line of L.P.G. policies have touched upon almost all aspects of banking operations. There have been new banks, new instruments, new opportunities and along with all these, new challenges. The banking industry has been a witness to several regulatory changes that have resulted in a heightened level of competition among the banks; and recognition of service quality as a competitive weapon is accepted more and more. The entry of private sector banks and foreign banks has increased the expectations of the customers in all areas relating to customer service. This exceeding expectations of the customers have posed a great challenge for the Indian Banks to meet the rising level of customer's expectations and reduce the "gap" that occurs otherwise. Banks have therefore been forced to explore the trade-off between winning new customers and retaining old ones by offering quality of services.

In this scenario the present study was conducted to evaluate the "gap" that exists between the customer's expectation and perception towards service quality offered by Oriental Bank of commerce in Bareilly city by identifying the major factors responsible for customer satisfaction. To support the objective of the study, SERVQUAL technique based on the model developed by A. Parasuraman et al (1988) was adopted.

Keywords: Indian Banking industry, Service quality, Expected Service, Perceived Service, Gap in service Quality.

INTRODUCTION

Financial system of an economy is an integrated system consisting of multi-faceted entities including financial intermediaries, markets and instruments with both domestic and foreign dimensions. Banks are one of the oldest financial intermediaries and banking is a life line of any modern economy. Banks play an important role in the mobilization of deposits and disbursement of credit to various sector of the economy. The banking sector reflects the

financial and economic health of the country. India has a long and history of financial intermediation, particularly commercial banking. Pre-independence, financial system prevailing was mainly bank-based system which was lacking depth and openness. Soon after independence in 1947, the Government of India adopted the policy of social control of important financial institutions, starting with nationalization of the Reserve Bank of India in 1948. This was followed by Nationalization of Banks that has witnessed rapid expansion in bank

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branches, even in rural areas. But on the other hand Nationalization of commercial banks had its certain advantages and disadvantages as well. Nationalized banks were having monopoly in the banking sector and they were facing almost no competition. As a result there were problems of low capital base, low productivity and high intermediation cost. The use of technology was very less and quality of the service was pathetic. Banks were not even following proper risk management system and prudential norms. All these resulted in poor asset quality and low profitability. In this backdrop, the wide ranging banking sector reforms were introduced as an integral part of financial sector reforms in the early nineties and then after in the year 2000/01. As a result the banking system in India has undergone significant changes during last two decades. Banking sector reforms introduced in the line of L.P.G. policies have touched upon almost all aspects of banking operations.

The main reforms were as follows:

1. Interest rate liberalization
2. Reduction in reserve requirement
3. Entry deregulation
4. Credit policies
5. Prudential provisions.
6. Operational autonomy
7. customer service

In recent years, the relationship perspective of marketing has had a profound impact on the customer service business. The new focus on customer profitability revealed that the effective management of satisfied and faithful customers gains the company an improvement of economic and competitive situation (Yang & Peterson, 2004). Thus the delivering of superior customer value has become vital for a company to maintain long-term relationships with their customers. However, significant changes in both economic environment and marketing thought have altered the customer value perception. From customer perspective, whether or not the customers receive the value they expect will very much depend on the many ever changing factors. Therefore it is necessary to identify the key success factors in terms of customer satisfaction so as to survive in intense competition and increase the market share. Customer service is an integral part of any organization. Today, the concept of core banking has made 'Any where and

any time' banking a reality. Along with technology, banking services have also evolved and the delivery of various banking products are carried out through the medium of high technology at a fraction of the cost to the customer. In this scenario the present study was conducted to evaluate the service quality of Oriental Bank of Commerce by identifying the major factors responsible for customer satisfaction. To support the objective of the study, SERVQUAL technique based on the model developed by A. Parasuraman et al (1988) was adopted. The study was also aimed to find out the impact of various demographic variables such as gender and age on using the services of a particular bank. (OBC in this case).

LITERATURE REVIEW

Most research in the area of service quality has been based upon the model developed by (Parasuraman et al 1985, 1988), which incorporates a comparison of customer expectations and perceptions of service performance. It is relevant to briefly study the related areas and find out the research gaps. Several authors and researchers have discussed the importance of service quality in providing the services. The debate on service quality began in 1985 in the literature of marketing when Parasuraman et al. (1985) opine that service quality is the function of customers' expectation and service providers' performance. The concept of service quality was defined by Parasuraman et al. as "a form of attitude, related but not equivalent to satisfaction that results from a comparison of expectations with perceptions of performance. Expectations are viewed as desires or wants of consumers i.e. what they feel a service provider should offer rather than what the service provider would offer." (Parasuraman et al., 1988)

One of the important issues related to service quality is the measurement of service quality and the measurement tool, SERVQUAL developed by Parasuraman et al (1988). The debate was given a major boost by Cronin and Taylor (1992) when they argued that the conceptualization of service quality as a gap between expectations and performance is inadequate. Other those who argued against validity of SERVQUAL include Brown et al., 1993; Teas, 1994. Cronin and Taylor were the first to provide a theoretical justification for discarding the expectation part of SERVQUAL in favor of mere

performance measure included in the scale. They have given a model of service quality named SERVPERF based only on customers' perceptions of the performance of a service provider. Appropriateness of SERVPERF model in measuring the service quality in banking is researched by some researchers such as Boulding et al. 1993; Brown et al., 1993; Teas, 1994; and Brady et al., 2001 and it has been proved that the SERVPERF model is better suited for the purpose. However, Parasuraman, Zeithmal and Berry (1994) contend that the SERVQUAL scale using the expectations/performance gaps method is a much richer approach to measuring service quality.

1. Aashish Shashikant Jani (2012) has highlighted the relative important factors affecting the areas of strength and weaknesses of public and private sector banks in terms of different technologies and customized services offered to customers. He has also discussed the future growth of e-channels in retail banking.
2. Anber Abraheem Shlash Mohammad and Shireen Yaseen Mohammad Alhamadani (2011), to examine the level of service quality as perceived by customers of commercial bank working in Jordan and its effect on customer satisfaction, emphasized that service quality measure is based on SERVQUAL proposed by (paras-uraman et al., 1988), which involves five dimensions namely reliability, responsiveness, empathy, assurance and tangibility.
3. Customer satisfaction was measured by 9 item adapted from (Walfried et al., 2000). A pilot study was conducted and questionnaire was distributed to 300 willing respondents through convenient distribution. Statistical tools like factor analysis and multiple regression analysis was employed to test the impact of service quality on customer satisfaction and the result indicates that to improve the elements of service, quality is an important antecedent of customer satisfaction.
4. Daing Maruak Sadek et al., (2010) identified the factors affecting the customer's perception on service quality of bank in Islam, measured the mean scores of dimensions in service quality of bank and determined the difference in means of service quality in bank. SERVQUAL comprises 33 items named CARTER with six dimensions compliance, assurance, reliability, tangible, empathy and responsiveness. Convenience sampling was used. The results indicated that compliance issues are very important for Islam bank customers. It was also revealed through the study that the customers sought more appreciation to banking for its religious provision rather than its service quality offered.
5. Dharmalingam et al., (2012) examined the gap existing between expected and perceived services and the areas of improvement to deliver superior quality of services to the customers. Paired t-test measurement results indicates that customer's highest expectation lies with security and accessibility dimensions and customer's lowest expectation in responsiveness dimensions.
6. Emari et al., (2011) assessed to determine the dimensions of service quality in the banking industry in Iran. The study empirically examined Groonor's model suggesting that service quality dimensions like modified SERVQUAL scale involving tangibility, assurance, responsiveness, reliability and empathy were used to measure functional quality, technical quality and service items. The study revealed that the overall service quality is influenced more by a consumer's perception of technical quality than functional quality.
7. Kazi Omar Siddiq (2011) studied to identify the inter relationships and critical factors between service quality, customer satisfaction and customer loyalty in retail banking sector and identified the benefits of this relationships. Parasuraman et al (1985) service quality five dimensions were customer satisfaction, tangibles, reliability, responsiveness, assurance, empathy and customer loyalty. Tools like mean and standard deviation were used for the study and the result showed that all the service quality attributes are positively related to customer satisfaction and customer loyalty in the retail banking. Empathy demonstrates the highest positive correlation with customer satisfaction and tangibility shows the least positive correlation with customer satisfaction.
8. Kitti Tananitikul and Nuttawuth Muenjohn (2010) intended to determine set of service quality and value dimensions that were of vital importance to a government-owned bank (GOB) and its customer satisfaction. Tools like mean, standard deviation, t test and ranking

method were used for the study and the result showed that customers were most satisfied with reliability as an important dimension of service quality which was one of the major policies and strategies of bank.

9. Mohammad Hosein Moshref Javadi et al., (2012) evaluated the quality of private banks services provided to the customers and to measure the customer's satisfaction. SERVQUAL six scales was used to measure the dimensions like tangibility, reliability, responsiveness, assurance, empathy and accessibility (the ability to access private banks easily and conveniently). Six hypotheses were framed for the above and tools like mean and t test were analyzed. The result indicated that assurance, reliability seemed to be the most important dimensions and accessibility and tangibility poised the most serious problem.

Service quality models

Service quality is a comparison of expectations with performance. A business with high service quality will meet customer needs whilst remaining economically competitive. Improved service quality may increase economic competitiveness. This aim may be achieved by understanding and improving operational processes; identifying problems quickly and systematically; establishing valid and reliable service performance measures and measuring customer satisfaction and other performance outcomes.

The figure below shows the "GAP" model of service quality from Parasuraman et al. (Zithaml & Bitner 1996). This model offers an integrated view of the consumer-company relationship. It is based on substantial research amongst a number of service providers. In common with the Grönroos model it shows the perception gap (Gap 5) and outlines contributory factors. In this case expected service is a function of word of mouth communication, personal need and past experience, and perceived service is a product of service delivery and external communications to consumers.

The Customer Service Gap Model

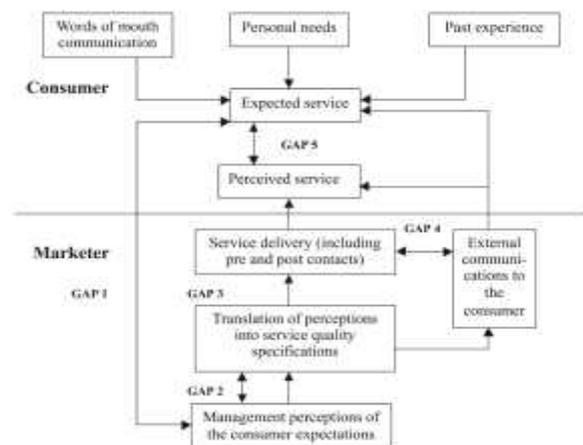
Today's consumer has become increasingly demanding. They not only want high quality products but they also expect high quality customer service. Even manufactured products such as cars,

mobile phones and computers cannot gain a strategic competitive advantage through the physical products alone. From a consumer's point of view, customer service is considered very much part of the product.

Delivering superior value to the customer is an ongoing concern of Product Managers. This not only includes the actual physical product but customer service as well. Products that do not offer good quality customer service that meets the expectations of consumers are difficult to sustain in a competitive market.

SERVQUAL (service quality gap model) is a gap method in service quality measurement, a tool that can be used by Product Manager across all industries. The aim of this model is to:

- Identify the gaps between customer expectation and the actual services provided at different stages of service delivery
- Close the gap and improve the customer service.



Source: Parasuraman et al. (1985)

Figure 1

This model developed by Parasuraman, Zeithalm and Berry in 1985 identifies five different gaps:

The Customer Gap: The Gap between Customer Expectations and Customer Perceptions

The Knowledge Gap: The Gap between Consumer Expectation and Management Perception

The Policy Gap: The Gap between Management Perception and Service Quality Specification

The Delivery Gap: The Gap between Service Quality Specification and Service Delivery

The Communication Gap: The Gap between Service Delivery and External Communications

Objective of the Study:

- To study the gap that exists between the expectations of customers towards the banking service provider and the perception they draw regarding the various service quality factors.
- To study the impact of various demographic variables such as gender and age on using the services of a particular bank. (OBC in this case).

Dimensions of Service Quality:

The research literature on service quality contains numerous models including various dimensions of service quality by different researchers across the world. However, the SERVQUAL instrument developed by Parasuraman et al. (1988), a 16 item scale that measures service quality along five factors, namely: reliability, responsiveness, assurance, empathy and tangibles, forms the foundation on which all other works have been built. The SERVQUAL scale is the principal instrument used in this study for assessing service quality.

Interestingly, the measurement and application of SERVQUAL has been subjected to some severe criticisms. In spite of such reprehension on the efficacy of SERVQUAL across different service settings, there is a general agreement that items included in SERVQUAL are reasonably good predictors of service quality in its wholeness. But a careful scrutiny of the items implies that the items at large deal with the element of human interaction/ intervention in the service delivery and the rest on the tangible facets of the service. Therefore the SERVQUAL instrument seems to have overlooked some other important factors of service quality namely:

- The service product or the core service
- Systematization or standardization of service delivery
- The social responsibility of the service organization.

The different dimensions of service quality and a brief explanation of each dimension which are considered for this study is summarized as follows:-

FACTOR/DIMENSION EXPLANATION

1. **Reliability (delivery on promises):** It means ability to perform the promised service accurately.
2. **Responsiveness (being willing to help):** It is the willingness to help customers and to provide prompt service.
3. **Assurance (inspiring trust and confidence):** It is defined as employees' knowledge and courtesy and the ability of the firm and its employees to inspire trust and confidence
4. **Empathy (treating customers as individuals):** It is defined as the caring, individualized attention the bank provides to its customers.
5. **Tangibles (representing the service physically):** They are defined as the appearance of physical facility, equipments, personnel and communication materials.
6. **Courtesy:** It portrays the 'behavior' of employees towards the customers.
7. **Communication:** It is defined as the way to transmit information pertaining to the inclusion of banking services to the consumers at the right time.
8. **Credibility:** It offers the "goodwill" that a particular Bank owes to its customers.
9. **Accessibility:** It describes the ease that a bank could offer to its customers in terms of convenience and availability.
10. **Assertiveness:** It defines the positive outlook accustomed by the Banks in the minds of the consumers.

INSTRUMENT

In this study, SERVQUAL instrument was used primarily but in different form. It is modified to suit the research requirement. Unimportant and redundant items are cut down in order to make the questionnaire more streamlined.

Survey: The sample for this survey consists of customers who have their account in OBC bank. As the purpose of the research is to measure service quality in relation to any particular bank, specific respondents were approached. The sampling

procedure used for the study was convenience sampling. The study was based on the primary data collected from the customers of OBC Bank using a structured questionnaire with statements under five dimensions. Data was collected using the 'personal-contact' approach. Questionnaires were distributed to the customers and they were asked to give their perception of the level of service quality delivered by the bank on a 7-point Likert scale ranging from (-3) indicating strongly disagree and (+3) indicating strongly agree. In measuring perceptions of quality received, respondents were asked to state the extent to which their bank performed the features described.

Size of sample: Total 100 persons were surveyed in Bareilly city having account in OBC Bank.

Hypothesis

1. H_1 : There is no significant difference between males and females on the tangibility factor of banking services.
2. H_2 : There is no significant difference between males

and females on the reliability factor of banking services.

3. H_3 : There is no significant difference between males and females on the responsiveness factor of banking services.
4. H_4 : There is no significant difference between males and females on the assurance factor of banking services.
5. H_5 : There is no significant difference between males and females on the empathy factor of banking services.
6. H_6 : There is no significant impact of age group on the tangibility factor of banking services.
7. H_7 : There is no significant impact of age group on the reliability factor of banking services.
8. H_8 : There is no significant impact of age group on the responsiveness factor of banking services.
9. H_9 : There is no significant impact of age group on the assurance factor of banking services.
10. H_{10} : There is no significant impact of age group on the empathy factor of banking services.

RESULTS AND DISCUSSIONS

Table 1: Demographic and banking profile of the customers of OBC Bank

Demographic variable	Classification	OBC Bank
Gender	Male	54
	Female	46
	Total	100
Age	Below 25	0
	26 -40	65
	41-55	30
	Above 55	5
	Total	100

Table 1.1: Analysis of hypothesis 1

Gender	T1		T2		T3		Row Total
	A	E	A	E	A	E	
Male	0.611	0.687	0.59	0.678	0.5	0.335	1.701
Female	0.95	0.871	0.95	0.859	0.26	0.424	2.16
Column Total	1.561		1.54		0.76		3.8609

Chi-Square= 0.18, d.o.f= 2, p-value= 0.91

This table exhibits expected frequencies and chi square statistics for the data related to gender impact on “tangibility” factor. At 95% of confidence level, the critical value obtained from the table $\chi^2_{0.05, 2}=0.102$. χ^2 value is calculated as 0.18, which is more than the tabular value and falls in the rejection region. Hence the null hypothesis is rejected and the alternative hypothesis is accepted.

The analysis indicates that there is a difference in the customer’s expectations and perceptions towards the tangibility factor of service quality in OBC Bank. So the bank has to take initiative in satisfying the customers on this aspect.

Table 1.2: Analysis of hypothesis 2

Gender	R1		R2		R3		Row Total
	A	Ex	A	Ex	A	Ex	
Male	0.611	0.369	0.11	0.338	0.46	0.474	1.181
Female	0.34	0.581	0.76	0.532	0.76	0.746	1.86
ColumnTotal	0.951		0.87		1.22		3.041

Chi-Square= 0.51, dof= 2, p-value= 0.774

This table exhibits expected frequencies and chi square statistics for the data related to gender impact on “reliability” factor. At 95% of confidence level, the critical value obtained from the table $\chi^2_{0.05, 2}=0.102$. χ^2 value is calculated as 0.51, which is more than the tabular value and falls in the rejection region. Hence the null hypothesis is rejected and the alternative hypothesis is accepted.

The analysis indicates that there is a significant gap in the customer’s expectations and perceptions towards the reliability factor of service quality in OBC Bank. So the bank has to take initiative in satisfying the customers on this aspect.

Table 1.3: Analysis of hypothesis 3

Gender	RE1		RE2		RE3		Row Total
	A	E	A	E	A	E	
Male	0.96	0.901	0.55	0.500	0.2	0.308	1.71
Female	1.086	1.44	0.586	0.635	0.5	0.391	2.17
Column Total	2.046		1.136		0.7		3.88

Chi-square= 0.084, dof= 2, p-value= 0.959

This table exhibits expected frequencies and chi square statistics for the data related to gender impact on "responsiveness" factor. At 95% of confidence level, the critical value obtained from the table $\chi^2_{0.05, 2}=0.102$. X^2 value is calculated as 0.084, which is less than the tabular value and falls in the acceptance

region. Hence the null hypothesis is accepted and the alternative hypothesis is rejected.

The analysis indicates that there is no difference in the customer's expectations and perceptions towards the responsiveness factor of service quality in OBC Bank.

Table 1.4: Analysis of hypothesis 4

Gender	A1		A2		A3		Row Total
	A	E	A	E	A	E	
Male	0.44	0.22	1.7	1.73	1.16	1.35	3.3
Female	0	0.22	1.76	1.73	1.54	1.35	3.3
Column Total	0.44		3.46		2.7		6.6

Chi-square= 0.495, Dof= 2, p-value= 0.780

This table exhibits expected frequencies and chi square statistics for the data related to gender impact on "assurance" factor. At 95% of confidence level, the critical value obtained from the table $\chi^2_{0.05, 2}=0.102$. X^2 value is calculated as 0.495, which is more than the tabular value and falls in the rejection region. Hence the null hypothesis is rejected and the alternative hypothesis is accepted.

The analysis indicates that there is the significant gap in the customer's expectations and perceptions towards the assurance factor of service quality in OBC Bank. So the bank has to take initiative in satisfying the customers on this aspect.

Table 1.5: Analysis of hypothesis 5

Gender	E1		E2		E3		E4		Row Total
	A	E	A	E	A	E	A	E	
Male	0.425	0.68	0.9	0.57	-0.018	-0.04	1.148	1.24	2.455
Female	1.13	0.87	0.41	0.74	-0.08	-0.06	1.69	1.59	3.149
Column Total	1.555		1.31		-0.098		2.838		5.605

Chi square=0.127, dof=4, p-value=0.99

This table exhibits expected frequencies and chi square statistics for the data related to age group impact on “tangibility” factor. At 95% of confidence level, the critical value obtained from the table $\chi^2_{0.05, 4}=0.710$. χ^2 value is calculated as 0.127, which is less than the tabular value and falls in the acceptance region. Hence the null hypothesis is accepted and the alternative hypothesis is rejected.

The analysis indicates that there is no significant impact of age group in the customer’s expectations and perceptions towards the tangibility factor of service quality in OBC Bank.

Table 1.6: Analysis of hypothesis 6

	T1		T2		T3		
Age group	A	E	A	E	A	E	Row Total
26-40	0.784	0.75	0.75	0.68	0.35	0.46	1.884
41-55	0.633	0.68	0.733	0.61	0.333	0.41	1.699
Above 55	2	1.99	1.6	1.80	1.4	1.21	5
Column Total	3.417		3.083		2.083		8.583

Chi square=0.127, dof=4, p-value=0.99

This table exhibits expected frequencies and chi square statistics for the data related to age group impact on “tangibility” factor. At 95% of confidence level, the critical value obtained from the table $\chi^2_{0.05, 4}=0.710$. χ^2 value is calculated as 0.127, which is less than the tabular value and falls in the acceptance region. Hence the null hypothesis is accepted and the alternative hypothesis is rejected.

The analysis indicates that there is no significant impact of age group in the customer’s expectations and perceptions towards the tangibility factor of service quality in OBC Bank.

Table 1.7: Analysis of hypothesis 7

	R1		R2		R3		
Age Group	A	E	A	E	A	E	Row Total
26-40	0.276	0.58	0.461	0.51	0.584	0.23	1.321
41-55	0.867	0.80	0.267	0.7	0.7	0.32	1.833
Above 55	0.6	0.35	0.8	0.31	-0.6	0.12	0.799
Column Total	1.743		1.528		0.684		3.955

Chi square=6.354, dof=4, p-value=0.174

This table exhibits expected frequencies and chi square statistics for the data related to age group impact on "reliability" factor of service quality. At 95% of confidence level, the critical value obtained from the table $\chi^2_{0.05, 4}=0.710$. χ^2 value is calculated as 6.354, which is more than the tabular value and falls in the rejection region. Hence the null hypothesis is rejected and the alternative hypothesis is accepted.

The analysis indicates that there is significant impact of age group in the customer's expectations and perceptions towards the reliability factor of service quality in OBC Bank. So the bank has to take initiative in satisfying the specific set of customers on this aspect.

Table 1.8: Analysis of hypothesis 8

Age group	RE1		RE2		RE3		Row Total
	A	E	A	E	A	E	
26-40	1.169	1.57	0.63	0.69	-0.523	0.06	2.322
41-55	0.500	0.68	0.467	0.29	0.033	0.02	1
Above 55	2.2	1.62	0.6	0.71	-0.4	0.06	2.400
Column Total	3.869		1.697		0.156		5.722

Chi square=7.124, dof=4, p-value=0.129

This table exhibits expected frequencies and chi square statistics for the data related to age group impact on "responsiveness" factor of service quality. At 95% of confidence level, the critical value obtained from the table $\chi^2_{0.05, 4}=0.710$. χ^2 value is calculated as 7.124, which is more than the tabular value and falls in the rejection region. Hence the null hypothesis is rejected and the alternative hypothesis is accepted.

The analysis indicates that there is significant impact of age group in the customer's expectations and perceptions towards the responsiveness factor of service quality in OBC Bank. So the bank has to take initiative in satisfying the specific set of customers on this aspect.

Table 1.9: Analysis of Hypothesis 9

Age Group	A1		A2		A3		Row Total
	A	E	A	E	A	E	
26-40	0.025	0.21	1.75	1.61	1.38	1.56	3.38
41-55	0.3	0.21	1.83	1.62	1.26	1.56	3.39
Above 55	0	0.13	0.6	0.95	1.4	0.92	2
Column Total	0.55		4.18		4.04		8.77

Chi square=0.667, dof=4, p-value=0.955

This table exhibits expected frequencies and chi square statistics for the data related to age group impact on “assurance” factor. At 95% of confidence level, the critical value obtained from the table $\chi^2_{0.05, 4}=0.710$. X^2 value is calculated as 0.667, which is less than the tabular value and falls in the acceptance region. Hence the null hypothesis is accepted and the alternative hypothesis is rejected.

The analysis indicates that there is no significant impact of age group in the customer’s expectations and perceptions towards the assurance factor of service quality in OBC Bank.

Table 1.10: Analysis of hypothesis 10

	E1		E2		E3		E4		
Age Group	A	E	A	E	A	E	A	E	Row Total
26-40	0.97	0.41	0.48	1.55	-0.08	-0.79	1.5	1.69	2.86
41-55	0.43	0.39	0.97	1.48	-13	-0.75	1.2	1.60	2.72
Above55	-0.6	-0.16	1.6	-0.060	-1.6	0.30	0.6	-0.65	-1.11
Column Total	0.79		3.03		-1.54		3.30		5.58

Chi square=0.97, dof=6, p-value=0.9867

This table exhibits expected frequencies and chi square statistics for the data related to age group impact on “empathy” factor. At 95% of confidence level, the critical value obtained from the table $\chi^2_{0.05, 6}=1.635$. X^2 value is calculated as 0.97, which is less than the tabular value and falls in the acceptance region. Hence the null hypothesis is accepted and the alternative hypothesis is rejected.

excellent product service provider and what they perceive the service to be from their current suppliers of that product and service. The genetic questionnaire as used by Parasuraman et al (1988) has been modified and used here with 16 statements under 5 dimensions.

The analysis indicates that there is no significant impact of age group in the customer’s expectations and perceptions towards the empathy factor of service quality in OBC Bank.

The responses have been captured in 7 point scale and gap score is calculated by deducting expectations from perception (E-P) where the value of expectation of each respondent is assumed to be highly satisfied i.e 3.

The results are presented in Table 2.

2. Measuring service quality of OBC Bank

“Servequal” is a methodology designed to identify the gaps between what customers expected from an

Table 2: Average Gap Score of OBC Bank

Tangibles	E	E-P	GAP SCORE
P1. Your bank has modern looking equipment.	3	3-0.77	2.23
P2. Your Bank's reception desk employees are neat appearing.	3	3-0.76	2.24
P3. Materials associated with the service (such as pamphlets or statements) are visually appealing at Your bank.	3	3-0.39	2.61
Average Tangibles SERVQUAL score			2.36
Reliability			
P4. When your bank promises to do something by a certain time, it does so.	3	3-0.49	2.51
P5. When you have a problem, your bank shows a sincere interest in solving it.	3	3-0.41	2.59
P6. Your bank insists on error free records	3	3-0.66	2.34
Average Reliability SERVQUAL score			2.48
Responsiveness			
P7. Employees in Your bank give you prompt service.	3	3-1.02	1.98
P8. Employees in Your bank are always willing to help you.	3	3-0.57	2.43
P9. Employees in Your bank are never too busy to respond to your request.	3	3-0.34	2.66
Average Responsiveness SERVQUAL score			2.35
Assurance			
P10. The behavior of employees in Your bank instills confidence in you.	3	3-0.24	2.76
P11. You feel safe in your transactions with Your bank.	3	3-1.73	1.27
P12. Employees in Your bank have the knowledge to answer your questions.	3	3-1.34	1.66
Average Assurance SERVQUAL score			1.89
Empathy			
P13. Your bank gives you individual attention.	3	3-0.75	2.25
P14. Your bank has operating hours convenient to all its customers.	3	3-0.68	2.32
P15. Your bank has your best interest at heart.	3	3-(-0.5)	3.5
P16. The employees of Your bank understand your specific needs.	3	3-1.4	1.6
Average Empathy SERVQUAL scores			2.41

The un-weighted score was calculated to normalize the total average score of each dimension.

Table 3: Un-weighted score

S. No	Categories	Gap Score
1.	Average Gap score of Tangibles	2.36
2.	Average Gap score of Reliability	2.48
3.	Average Gap score of Responsiveness	2.35
4.	Average Gap score of Assurance	1.89
5.	Average Gap score of Empathy	2.41

Weights were assigned by the respondents to identify the level of importance given to each dimensions.

Table 4: Assigning Weights

S. No	Categories	Gap Score
1.	The appearance of the banks physical facilities, equipments, personnel and communication materials.	18
2.	The bank's ability to perform the promised service most dependably and accurately.	19
3.	The banks willingness to help customers and provide prompt service	19
4.	The knowledge and courtesy of the banks employees and their ability to convey trust and confidence.	23
5.	Banks provide caring and individual attention to its customer.	21

The weighted score highlights the area of improvement to satisfy the customers.

Table 5: The weighted score

Dimensions	Un-Weighted Score	Weights	=	Weighted Score
Tangibles	2.36	0.18		0.4248
Reliability	2.48	0.19		0.4712
Responsiveness	2.35	0.19		0.4465
Assurance	1.89	0.23		0.4347
Empathy	2.41	0.21		0.5061

The survey was made to analyze the quality of service provided by OBC Bank based on customer's expectation and perception. Table 2 reveals that the level of perception of the customers for five dimensions, namely tangibility, reliability, responsiveness, assurance and empathy falls between '0' and '1.73' except one value that is -0.05 which shows that OBC customers have positive opinion regarding the service quality factors. The values calculated for each dimension shows that gap score is relatively less for 'Assurance' (1.89) and higher for 'Reliability' that has maximum average gap score of 2.48. This means that the banker should take adequate measures to pay more attention on the 'Reliability' aspect of banking service quality and try to understand the requirements of the customers to satisfy their needs.

Table 5 shows the un-weighted gap score (E-P) for all the dimensions of service quality. When applying the weight score to each un-weighted gap score, the weighted gap score is obtained for each dimension of service quality. The weighted score for each dimension is 'less' than the un-weighted score showing that the customers' expectations exceed the

perception of the customers with respect to the service quality dimensions of OBC Bank.

CONCLUSION

Service quality has been widely used as a strategic tool to get a competitive advantage over the competitors. With the advent of globalization in the Indian banking industry, the competition in the banking industry has intensified. Anywhere and any time banking has now become a reality and recognition of service quality has become the foremost need of the banks today. The paper has highlighted the main reforms that were introduced in the Indian banking system in the line of LPG Policies that has led to the importance of 'service quality' in today's competitive scenario. Service quality model has been discussed in the paper that offers an integrated view of customer's expectations with the bank's performance.

'GAP ANALYSIS' has been done to identify the gaps between the customers' expectations and their perception from the services offered by OBC Bank that reveals 'Reliability' has the maximum average

gap score of 2.48 among other four dimensions signifying higher degree of dissatisfaction amongst the respondents as far as promised services are concerned and "Assurance" has the least gap score of 1.89 signifying higher degree of satisfaction amongst the respondents as far as security issues are concerned.

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Glass Ceiling Effect on Women Career Development

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ABSTRACT

The general-case glass ceiling hypothesis states that not only it is more difficult for women than for men to be promoted up levels of authority hierarchies within workplaces but also that the obstacles women face relative to men become greater as they move up the hierarchy. Gender-based discrimination in promotions is not simply present across levels of hierarchy but is more intense at higher levels. Empirically, this implies that the relative rates of women being promoted to higher levels compared to men should decline with the level of the hierarchy. The invisible barriers that limit women's progress toward employment equity extend all the way from the "glass ceiling" at the top of the nation's largest corporations to the "sticky floor" of low-paying, low-mobility jobs at the bottom of the labor market. These barriers are created by a process of exclusionary practices that successively eliminate women, people of color, and other disadvantaged groups as candidates for higher positions. Barriers exist in the structure of work organizations, in the structure of the educational and economic systems, and in the larger social order.

In this study, researchers have examined the workplace barriers that restrict the opportunities of the vast majority of employed women who will never advance high enough to encounter the glass ceiling and have explored the possible reasons for the persistent wage and gender gap between women and men in senior leadership positions and discusses possible remedies. The results of a wide range of empirical researches have been used to analyze how social structures create and recreate gender, race, and class inequality specifically by limiting the advancement of women and people of color who work in low-paying jobs.

Keywords: Women Development, Leadership, Gender Diversity, Glass Ceiling, Women Career Barriers.

INTRODUCTION

Around the world, women are missing from the top of business corporations, despite the business case for gender diversity in decision-making, despite the fact that women make major purchasing decisions as consumers, and most surprisingly, despite the fact that 68 women have led their countries as Presidents and Prime Ministers, and eleven countries have selected at least two women as President or Prime Minister.

The "glass ceiling" (GC) is a concept from the 1980s describing an invisible barrier that blocks the access of women to the top - they can see where they want to get to, they can see their male peers going through. Yet apart from a few who have emulated the traditionally linear male career path, somehow the women won't make it through to the board. Though women have now achieved around a third of middle management positions in many countries, there are still many barriers blocking women's career paths to leadership positions. Some of the barriers are related

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to the women themselves, some to their organizations. But many are to do with the interaction between individual and organization, where the experiences at work are different for women because they are not represented at higher levels of the organization.

Focusing only on the glass ceiling, however, has the potential to narrow our efforts to understand and address issues of employment equity. Many women work in low-paying jobs in the informal and secondary sectors of the economy. The majority of women employed in the largest and most stable Indian companies and organizations work in jobs at the lower levels of organizational hierarchies. Achieving employment equity for women in all these low-paying jobs requires opening advancement opportunities to them. The larger the gap in power, prestige, and pay awarded to people working at the top of organizations compared to those working at the bottom of or outside organizations, the higher will be the barriers to improving upward mobility for women and people of color.

LITERATURE REVIEW

The "GC" is one of compelling metaphors for examining inequalities between men and women in the workplace (Burke and Vinnicombe, 2005; International Labour Office, 2004; McLeod 2008). The expression has been used widely in the popular media as well as in official government reports and academic publications (Canberra Bulletin of Public Administration, 1994; Calyst, 1990; Garland, 1991; Scandura, 1992; State of Wisconsin Task Force on the GC Initiative, 1993; U.S. Department of Labor, 1991).

The barriers that prevent women from ascending to senior management positions in large corporations have often been described by the metaphor "GC", a transparent barrier which prevents women from moving up the corporate ladder past a certain point. (Morrison, White, Van and the center for Creative Leadership, 1987). As per Weyer (2007) the scarcity of female leaders is linked to ongoing prejudice and discrimination against women in the workplace. This refers to the fact that although women are now capable of moving to upper levels, but at some point they are halted by an invisible barriers. It applies to women as a group

who are kept from advancing higher because they are women (Morrison et al., 1987). Auster (1993) points out, however, that the GC is not one ceiling or wall in one spot, but rather many varied and pervasive forms of gender bias that occur frequently in both overt and covert ways. The GC is also very visible to those whose careers have been affected by it. However, the term was used by the U.S. Department of Labor in 1991, in response to a study of nine Fortune 500 companies. The study defined that women and minorities encountered substantial GC barriers in their careers; these barriers were experienced earlier in their professions than previously thought. Researchers found that there are different kinds of GC barriers such as different pay for comparable work.(FGCC,1995), sexual, ethnic, racial, religious discrimination or harassment in the workplace, prevailing culture of many businesses, lack of family-friendly workplace policies (or on the flipside, policies that discriminate against people, non-parents, or single parents)...etc. Human resource experts are often in leadership positions that allow them to have a huge impact on organizations. Consequently it is important that, they are knowledgeable about how the glass ceiling fact may directly or indirectly impact an organization's reputation, customer loyalty, and diversity of skill sets, growth potential for its bottom line. Also, the Chief Executive Officer or president of an organization may tap Human resource experts for their advice and expertise on the strategic organizational changes that are necessary to reduce the existence of a GC so as to maximize an organization's performance and reputation.

Most of the female felt that while their male counterparts did not have the responsibilities for housework and childcare during their work life, they personally continued to have these responsibilities and that these responsibilities increased their stress level, the family structure has a great impact on career success (Schneer and Reitman, 2002). Married men with kids and a stay at-home wife have the greatest career achievement with respect of salary increase Next most successful category is married men who have working wives. Married men whose wives stay at home look after the families have the greatest career pleasure, especially compared to single men. Spouses give additional resources for job performance. The wife not only takes care of household responsibilities, but

also provides counsel and work assistance for the husband's job. Executive women do not benefit as much as men from spousal support.

Glass-Ceiling is a myth and self-created issue:

According to Rai and Srivastava (2008) corporate argues that no glass ceiling exists. As per them "women were paid lower salaries since they left the jobs midway, worked for lesser time and joined low-risk jobs. Further they argue that at present organizations operate in globally, a number of opportunities for carrier development. It is just myth and self-created issue. Their first argument is that women can hold higher positions based on their competencies, through hard work and aspirations. Their second argument is family responsibilities come as a barrier to career development.

Maheshwari (2012) indicates GC global barriers can broadly be divided into three categories namely, individual, societal and organization related barriers. According to Williams and Cooper (2004), "women do 65-85 per cent of childcare work and more than 70 per cent of elderly care work". Afza and Newaz (2008) have proposed five major factors which influence GC effects in organizations: Management Perception, Work environment, Work-life conflict, Sexual harassment, Organizational Policy. As study indicates management perception and work environment are most significant factors for creating GC whereas organizational policy and work life conflict are the second most significant factors. Conversely respondent disagree about sexual harassment as a contributing factor for creating GC effect in the organization. Based on the above findings researcher has developed and considered four factors which influenced the WCD, namely Individual Factors (IF), Family Factors (FF), Organizational Factors (OF) and Cultural Factors (CF) and formulated following alternative hypotheses,

RESEARCH PROBLEM

The "glass ceiling" is one of the most compelling metaphors for analyzing inequalities between men and women in the workplace. Taken literally, the metaphor of the "glass ceiling" implies the existence of an impermeable barrier that blocks the vertical mobility of women, below this barrier, women are able to get promoted; beyond this barrier, they are

not. Such a situation can be considered the limiting case of a more general situation in which, the disadvantages women face relative to men, intensify as they move up organizational hierarchies. Though women also work as the men work, they may face lot of barriers in their career development.

Mainly this study examines the following research questions.

- As employees climb the corporate ladder, is there an invisible glass ceiling beyond which certain employees, because of gender, cannot advance?
- When women are promoted, do they receive the same benefits and salary for equal work?
- Is inequity a result of bias, or are women responsible for building a glass ceiling by choosing more nurturing jobs rather than those that pay better?
- Is there really a glass ceiling?
- Can women who live in India have the same possibility to become a leader than women who live in developed countries?
- Are the possibilities of the life style in a country, where she comes from, can make the way easier to become a leader?

Objectives of the study

- To explore the factors contributing to glass ceiling
- To evaluate the relationship between Glass Ceiling (GC) and Women Career Development (WCD) of executive level female employees.
- To find out the effect of GC on WCD of executive level female employees
- To determine if there is significant difference in glass ceiling across different select sectors- Manufacturing, Banking, IT, Health care
- To investigate if there is a significant difference in glass ceiling between public sector and private sector organizations
- To recommend solutions for overcoming the effect of GC on WCD of executive level female employees.

Methodology:

In conducting this study the survey method was used to collect relevant data. Since the researcher would like to know about employees' attitudes and opinions the present study could be considered as a descriptive one.

POPULATION, SAMPLE AND SAMPLE SELECTION METHOD

The population of the study will be the executive level female employees who exceed their thirty age's limit and employed in Manufacturing, Health care, Banking and IT organizations in Andhra Pradesh. The sample size was 800 which were drawn using Stratified random sampling method ensuring that 200 respondents are drawn from each sector.

DATA COLLECTION

This research study used survey method for collection of data and hence the questionnaire was developed as the survey instrument. The questionnaire consisted of two parts namely part A and part B. Part A is the personal profile. The respondents' demographical information were collected to establish a profile of the sample group in relation to marital status, age, educational qualifications, position, average income and length of service. Part B consists of questions were based on the Glass ceiling (GC) dimensions and the Women career development (WCD) dimensions to measure the GC and WCD with five point scale ranging. The questionnaire used a Likert -type scale with Strongly Disagree forming the one end of the continuum and Strongly Agree the other end. After formulation of the preliminary questionnaire, for the purpose of testing the reliability, accuracy and validity of those questions, a pilot study was conducted. Cronbach Alpha was calculated in order to ensure the reliability of the instrument.

Data Analysis:

The data was analyzed using various statistical tools like Factor analysis, Correlation, Regression analysis, ANOVA, Mean.

MAJOR FINDINGS

Barriers to Women Career Development:

I. LOW-PAYING JOBS AND THE CONCEPT OF ADVANCEMENT

A low-paying job is one in which an individual earns less than one and a half times (150 percent) the poverty threshold for a family of four. A person who makes less is not earning a "living wage" in today's economy. "Advancement" beyond low-paying jobs

must be considered in a broader context than simply moving up the hierarchy of a private sector firm or public agency. In the best case, advancement means a job change that results in better pay, benefits, working conditions, or security. In other cases, it is simply a matter of perceiving that one is better off than one's reference group or one's own expectations for attainment. Many women work in low-paying jobs in the informal and secondary sectors of the economy where opportunities are lacking. The majority of women are employed in clerical, blue-collar, service, and sales jobs at the lower levels of organizational hierarchies. Women in these types of jobs have few opportunities for "promotions" and they face many structural and cultural barriers that keep them from earning more money.

II. BARRIERS EXTERNAL TO ORGANIZATIONS

Discrimination in educational opportunities and in economic systems, those which are external to work organizations, present formidable barriers to women.

1. Educational systems that use gender, race, and class to ration access to first-rate education restrict future job opportunities for many women, minorities, new immigrants, and people from lower or working class backgrounds.
2. Occupational segregation results in the over-representation of women and minorities in the lowest-paying jobs. Nearly 70 percent of the full-time female labor force work in low-paying occupational categories. Women of color work in minority-female-dominated jobs in the race- and gender specific segment of the secondary labor market.
3. Wage differentials by gender and race are due to channeling women and minorities into less complex jobs, as well as underpaying female dominated and significantly minority jobs relative to their compensable characteristics.
4. The class position of low-paying jobs in the capitalist labor market is a structural barrier to job advancement. Class-based economic power relationships are closely associated with the sexual and racial division of labor.
5. The growth of the contingent work force is creating more part-time and temporary jobs in which women and African Americans are

overrepresented. Approximately half of employed women work in part-time or part-year jobs; most have low-paying jobs with no employee benefits or protections against earnings loss from social insurance systems.

III. BARRIERS OF ORGANIZATIONAL CULTURE

Organizations mirror society's ideas about which groups of workers are appropriate for different kinds of jobs. Although hiring and promotion decisions in organizations are supposed to be based on rational and universal criteria, they often express informal and socially acceptable expectations about the gender, race, and class of the people best suited for particular positions.

1. Gender and race are often synonymous with one's place in organizational hierarchies. Those individuals who occupy the top positions have a stake in maintaining traditional rules and procedures related to hiring, promotion, seniority, and other personnel practices, that work to their advantage and exclude others.
2. Social relations at work between women and men as well as between racial minorities and whites form barriers to upward mobility. These include sexual harassment, exclusion from informal systems of support etc.

IV. BARRIERS OF ORGANIZATIONAL STRUCTURE

Social norms, cultural stereotypes and power and privilege in organizations provide the "invisible foundation" for organizational decisions like which jobs and how much opportunity are suitable for certain types of workers. These decisions determine the ways that complex organizations structure work, creating barriers for women and keeping them from advancing in organizational "pipelines."

1. The low-paying jobs with the largest number of female incumbents are not connected to any "pipeline" (job ladder) in the organization.
2. Job recruitment and hiring practices used by employers often result in the initial placement of women in jobs that have short or nonexistent job ladders. This results from using inexpensive and expedient "screens" for job applicants, and from recruiting candidates through sex-segregated training and educational programs.

3. Job incumbents who work in jobs on female-typed job ladders experience significantly lower rates of promotion than those whose jobs are on male-or mixed-gender job ladders.
4. Women who might move to male or mixed-gender job ladders with higher opportunities for promotion are blocked by restrictive eligibility requirements, seniority rights, and the lack of training and career development opportunities.
5. Enforcement of rigid work schedules, requirements of excessive time commitments, and lack of family-sensitive employee benefits constrain women's promotional opportunities as they try to combine jobs with the needs of their families. Ironically, low-wage jobs are the most inflexible and least likely to have benefits.
6. Job evaluation systems that form the basis for employer compensation policy perpetuate the invisibility of the content and context of women's work. Value bias in job evaluation systems means that existing wage structures neither acknowledge nor reward the skill, effort, and responsibility in traditional women's jobs.

PERSPECTIVES OF WOMEN CAREER DEVELOPMENT AND THE GLASS CEILING

Women's Traits

Women are seen as essentially different from men in terms of their need for connection to others, and their preference for working in a humanistic, social and inclusive way for the common good of the organisation and society. Men are seen as individualist, power-seeking, natural team leaders. Some believe that the differences, such as women's lack of ambition (surely a myth!), are simply biological. Other explanations are that women are socialised to be different, as girls are expected to be social, play quietly, look attractive and take pleasure in "girly" activities, whilst boys get dirty, explore, play team games and fight to be the leader. Yet measurement of these traits reveals a vast overlap between men and women.

Women's Career Choices and Behaviours

Women also make career choices that lead to their lower position in the hierarchy. They reportedly don't plan their careers, they attribute their career

successes to good fortune and failures to their own shortcomings, in contrast to men who attribute career success to themselves and failure to bad luck. Career choices made before the mid-thirties are very important in determining who gets the top assignments, opportunities and promotions, so some planning and readiness to seize the "lucky" opportunities is needed.

Women's Different Values

Women often do have different values to their male colleagues, and do not want a male lifestyle. For many women, the focus at work is on task accomplishment, with high standards, attention to detail and a need for challenge. In particular, women have different criteria for evaluating personal success in their careers. The traditional model of career success in organisations has emphasised the external criteria of hierarchical position and pay, plus the associated visible benefits such as company car, expense account and office size and furnishings. In contrast, women tend to value being seen as experts. They value the challenge and content of the job more than its status, and value their salary as much for recognition for their contribution as for its monetary value per se. More women than men see success as involving personal challenge, self-development, and the balancing of important parts of their lives such as family and work. Hence, women tend to use internal criteria of success, rather than the external criteria assumed to be important in organisations. This has implications for the communication of ambition, and the management of motivation and rewards.

Women and Organisational Politics

The other area where women tend to have very different views from men is over organisational politics, which women eschew and tend to ignore. Politics is about collaborating and influencing where there is little direct power, and about understanding (why colleagues act the way they do, where their view is coming from), so that a compromise or win/win situation can be achieved. This is the arena in which many connections are made, and relationships built. Women sometimes do not appreciate that there are positive as well as negative aspects of organisational politics for managers, such as information and resource flows that help their team do their jobs better. Whilst women are so few at senior levels where political skills are really needed, they often do not have an opportunity to learn how

to deal with organisational politics in a safe environment. Coaching can be invaluable in preparing women for the next level. In addition, in-company mentoring can be extremely helpful, not only by explaining the implications of issues, but also by providing a sponsor who can gradually withdraw as the novice senior woman manager gains political acumen. It is really important that leaders ensure that the culture at the top of the organisation allows women access to informal networks and information sharing.

Women and Impression Management

Despite their obvious visibility in the workplace, women somehow become invisible as management potential. Our research on impression management shows that women are modest about their achievements, they tend not to want to push themselves forward, and their strategies for gaining visibility and recognition are based on delivering high performance and commitment. Their commitment is often less visible to their bosses, as women take on many good organisational citizenship roles which are not formally rewarded, and women do not promote their commitment as visibly as men. Whilst the high performance often does lead to recognition, it has to be coupled with information to the senior manager about ambition and career plans to have the greatest effect. Yet women often say they are waiting for the green light, waiting to be invited to apply for a higher level job, wanting that affirmation from others than they can do it. They do not want to be seen as ambitious, and many women do not have firm career plans until they are in mid-career.

Women in Numerically Token Positions

We can see that at top level in private sector firms, women are not yet breaking through the glass ceiling in significant numbers. Even when they do reach the top, there are still barriers to be faced in terms of acceptance and voice. Kanter, a Harvard professor, identified that when minority groups formed less than 15% of the total group, they would be treated as tokens by the dominant group, seen as representing their most visible cognitive category, for example, females, rather than individuals. As women progress into senior management, in many organizations they do not achieve more than token status. This leaves them isolated, always on the fringe, and seen by males as either representative of the stereotypical woman or otherwise domineering

and lacking femininity. Such stereotyping tends to diminish the women's power. Once there is more than just a single woman, their position usually changes, and they are seen as individuals, according to research on women directors. The old boys club may be opening its doors to a few women but it does not necessarily yield up power and comfort.

Informal Promotion Processes

Following years of equal opportunities policy implementation, it is now more likely to be the informal processes within organisations that exclude women. The more senior jobs are often not offered openly across the organisation, nor are the selection criteria made clear. There is still the "tap on the shoulder" hidden promotion system in many organisations. Women only hear about the good opportunity after it has been given to a male colleague. As women are unlikely to put themselves forward unless they feel they satisfy almost all the criteria for the post, it is essential that clear and realistic criteria are given, so that women can see what is on offer now, as well as what they can aspire to later. Organisations can ensure that senior positions are openly advertised, and senior people can encourage and support those who wait for the green light to come forward.

Promotion processes have in-built mechanisms that may discriminate against women, often because of women's non-continuous career paths. The use of position reached by age as a surrogate measure of success up to that point unintentionally discriminates against those who have had career breaks, maternity leave, and periods of part-time work. The use of long hours as a surrogate measure of commitment also discriminates against those who work effectively in the normal hours of work. Women's careers are often cyclic due to geographic relocations for family reasons, as well as periods of child and elder care. They are often unable to work additional hours and weekends as their male colleagues are able to do (many with the support of their wives). Many women accept that these features of their careers do have an inevitable impact on their work lives, and accept that they are making the choices to put family before work. But nonetheless, there appears to be a disproportionate impact when women in their thirties are written off the fast track when they take maternity leave, and are ineligible to start again or resume where they left off at a later

time in their lives. In addition, the present model ignores the contribution that women make to the maintenance and reproduction of society, and the value of women's responsibilities and experiences outside work in their families and communities. Leaders should recognise that these experiences so typical of women's lives could make an important contribution to organisational life.

Gender Stereotyping of Leadership

Gender Stereotyping leads the women being seen less appropriate for leadership roles than men. As leadership development is driven by top management and is closely tied to the business agenda, the existing leadership influences the leadership concept, and males see themselves mirrored in that top team. They see themselves as fitting the concept of what a leader should be, and that leadership profile becomes embedded in competency frameworks and the organisational culture, prolonging the masculine heroic style leader.

The transactional style often preferred by men depends on position power and formal authority, whereas women leaders tend to have a more transformational style, based on personal respect, mutual trust, regard for the contribution that each team member can bring, and the development of individual and often diverse talent. Women tend to prefer to lead from within their group, sharing success and developing the next generation of managers. However, successful women in male dominated organisations, who have few female role models ahead of them, tend to emulate more masculine styles.

Women without same gender role models often see their corporate leaders as very masculine in style and hence do not see themselves as fitting the model for leadership. This can lead to women feeling frustrated, scaling down their ambitions, or leaving if they see a blocked career path ahead.

A better way of viewing leadership style is to move from the bi-polar male-female divide to consider masculinity and femininity as separate dimensions of the leadership construct. This allows an individual's style to be reviewed on both dimensions, so that leadership style could be high on the more expressive, feminine (transformational) as

well as on the traditional instrumental masculine (transactional) characteristics. In this way, women are likely to see that they fit more of the profile of leadership, and extend their ambitions, rather than withdrawing from the competition. Those responsible for setting the values of the organisation, and designing training programmes for managers can integrate this more facilitative model of leadership, so that more women see that they might fit the leadership mould in the future.

Women, Corporate Culture and Power

The glass ceiling is about power system dynamics, and women's lack of power to break through into leadership. Organisational culture can be seen as the interaction between individuals and groups in an organisation, or the values of individuals about their organisations and their interactions within the social setting which shape the organisation. The organisation can be seen as bearing the culture, through its rules, systems, norms, structures, rites, myths, heroes and stories. There may be many sub-cultures, in different departments, different locations and at different levels. Women rising in an organisation have to interact with these different cultures, learning how to operate effectively, to communicate appropriately. Women have to break through the traditional barriers from subordinate positions, and yet manage their sexuality in an arena where women have not had powerful positions, and where men may fear their intrusion. Women have to manage their emotions particularly carefully, as well as their language, their dress and their social interactions with male colleagues and clients. They also have to deal with more junior women who may not welcome their success and may resist their authority.

JUSTIFICATION OF THE PROPOSED STUDY

Today most of the people give a considerable attention to GC concept in competitive environment. Identifying the impact of GC on women workers is very important to decision makers in identifying key workplace issues in order to develop strategies to address and improve the policies for preventing such things. Furthermore findings of this study would be a better guideline for those who are managers; to identify managerial woman's problems, the ways to shatter those barriers, policy

makers; making and improving policies in organizations with regard to GC and WCD and especially for all women workers, identifying things which hinder their career and way to shatter them. Also this study would be important to Indian economy: Through shattering the GC, Indian economy and society will progress with more participation of working women. Also it will help to rise up their earning as well. And also it is important for future researches and future job holders as it provide more knowledge on GC that affect women career. As the job holders they will be informed about the ways for securing their jobs or shattering GC. Ultimately it helps to climb up their career. In the case of male job holders they will able to identify problems faced by their counterparts. In a nutshell, based on the findings of the study, important recommendations can be made that will be useful for different stakeholders.

CONCLUSION

In today's modern world, it is known that a glass ceiling exists for women in management and it is being studied and remedied from varying perspectives. A few women have moved beyond the glass ceiling into the executive suite, yet their number is not proportionate to their representation at middle management levels and is far below that of their similarly qualified male counterparts. Both domestically and globally, women represent a relatively untapped source of talent for leadership in the workplace. While progress has been made across the globe, barriers to women's advancement continue to exist, including cultural norms, stereotypes, and employer policies and practices.

The glass-ceiling barriers are evidenced worldwide, often compounded by cultural values and traditional gender roles and explained the differences in management/leadership styles between men and women. To illustrate, styles of management and leadership in the corporate world that are typically most valued are those often used by men (e.g., being direct and factual), rather than the interpersonal style women often use. Therefore, women who use the more direct communication style may be more likely to advance in the corporate world than women who do not. In summary; all these ideas show that glass ceiling is the visible and invisible obstacle which separates the professional

and organizational hierarchical level for the women. In particular, women who believe that glass ceiling phenomenon will operate to their disadvantage may be less likely to apply for open positions than equally qualified men.

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Managing Teaching Learning Process with Expert System

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ABSTRACT

Expert system is a well known area of Artificial Intelligence and has a huge impact in various fields of life. An expert system is a computer application that solves complicated problems that would otherwise require extensive human expertise. To do so, it simulates the human reasoning process by applying specific knowledge and interfaces. Expert systems also use human knowledge to solve problems that normally would require human intelligence. Education system will be revolutionized with the introduction of expert systems. Expert system are beneficial as a teaching tools because it has equipped with the unique features which allow users to ask question on how, why and what format. It is concluded that while expert systems in education have great potential, they remain un-established as a useful technology due to a lack of research and documentation. This paper argues that the concepts and techniques used in the development of expert systems should be expanded and applied to the field of education.

Keywords: Artificial Intelligence, Expert System, CAI, ITS

INTRODUCTION

The traditional classroom teaching method may be most popular teaching methodology these days and may remain on top for quite some years. The traditional chalk and talk method have several shortcomings including limited time spent on various topics, limited access to teachers and difficulty in transferring lecture information to the real world situations. Because of all these drawbacks innovative and interactive learning methodologies are gaining importance and so is the use of expert systems in the field of education. In the modern era, teaching requires more knowledge of multiple

concepts and complex relationships, enhanced interaction with students where they can explore more with the course materials. However, computer-based training already has a relatively long history and has been shown to positively influence the amount of material learned, the time taken to learn it, and the enjoyment of the learning experience (Garcia et. al., 1993). The rapid accessibility of high-tech graphics, animation, video and sound capabilities and the proliferation of multimedia authoring software have made it very easy to quickly produce impressive presentations and interactive modules. The introduction of Artificial Intelligence in the field of education can

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provide deeper levels of interaction of students with course material. Artificial Intelligence (AI) based techniques have found wide applications in educational field, where knowledge is always evolving and characterized by uncertainty (Stuart & Peter, 1995).

ARTIFICIAL INTELLIGENCE

In last few decades, computers have shrunk in size and also in terms of cost. The memory inside the computer system has increased so much that it is now equivalent to a substantial portion of human brain's storage capacity. With the availability of new hardware and software, computers are being specifically developed for performing some very complex tasks to ease the pressure on human brain. For example, nowadays computers are used to forecast weather conditions and simulate extraordinary galactic events like the birth of a star. Assessing these complex problems requires a lot of computational work, which puts tremendous strain on human brain. Scientists realized that human brain cannot be pushed beyond certain limits and thus began working on the development of systems, which have certain level of intelligence, similar to that of human brain. This gave birth to the concept of "Artificial Intelligence (AI)".

John McCarthy coined the term "Artificial Intelligence" in 1956 at the Massachusetts Institute of Technology (MIT). According to McCarthy, AI is the science and engineering of making intelligent machines, especially intelligent computer programs. AI is the branch of computer science devoted to developing programs that enable computers to display behavior that can broadly be characterized as intelligence. The ability to acquire, retrieve and use knowledge in meaningful way is intelligence. It includes both raw and refined knowledge and the ability to memorize, recall facts and express emotions.

Artificial Intelligence is the automation of activities that we associate with human thinking, activities such as decision making, problem solving, learning etc. Artificial Intelligence falls into four categories.

- **Thinking Humanly:** Thinking comes naturally to human beings and it is termed as common sense. The discipline that deals with the basic

physics of human intelligence is known as cognitive science. In this process, a model of intelligent human behavior is created to simulate on a computer to determine if it exhibits the same intelligent behavior as humans.

- **Acting Humanly:** The system should be able to distinguish intelligent entities from unintelligent ones. Acting humanly also includes physical interactions with environment such as speech recognition and robotics.
- **Thinking rationally:** Rational behavior means doing the right thing, which is expected to maximize goal achievement in available information. Thinking rationally involves mathematical logic as a tool. The problems and knowledge must be translated into formal descriptions. The system should use an abstract reasoning mechanism to derive a solution.
- **Acting rationally:** It may not necessarily involve thinking but thinking should be in service of rational action. Hence acting rationally and thinking humanly are complementary.

EXPERT SYSTEM

A recent application of AI is "Expert System", which began to emerge during the 1970s. These systems have proven effective for finding solutions to a large number of problem domains, which earlier required the assistance of human brain. An Expert system can be defined as embodiment within a computer of knowledge-based component from an expert skill in such a form that the machine can offer intelligent advice or take an intelligent decision about processing functions." It is an AI application that uses proper management of Knowledge base of human expertise to aid in solving problems. The degree of problem solving is based on the quality of the data and rules obtained from the human expert. This system simulates the judgment and behavior of a human or an organization that has expert knowledge and experience in particular field.

An *Expert System* uses human knowledge captured in a computer to solve problems that ordinarily require human expertise. Expert System acts as an intelligent computer program that uses knowledge and inference procedures to solve problems that was

difficult enough to acquire significant human expertise for their solutions. Expert system typically consists of various components like Knowledge base, Inference Engine and User Interface, etc. Knowledge Acquisition Facility is basically responsible for acquiring knowledge from knowledge base conveniently and efficiently. The Knowledge base stores all relevant information, data, rules, cases, and relationships used by the expert system. Inference Engine seeks relationships and information from knowledge base and creates

set of rules to make an intelligent decision (Garcia, 1987). Explanation Facility provides opportunity to the user or decision maker to understand how the expert system arrived at certain conclusions or results. Expert is an individual whose expertise and knowledge is captured for use in an expert system. An expert system may acquire knowledge from one or more experts for any particular application. User Interface makes interaction of expert system easy with the users.

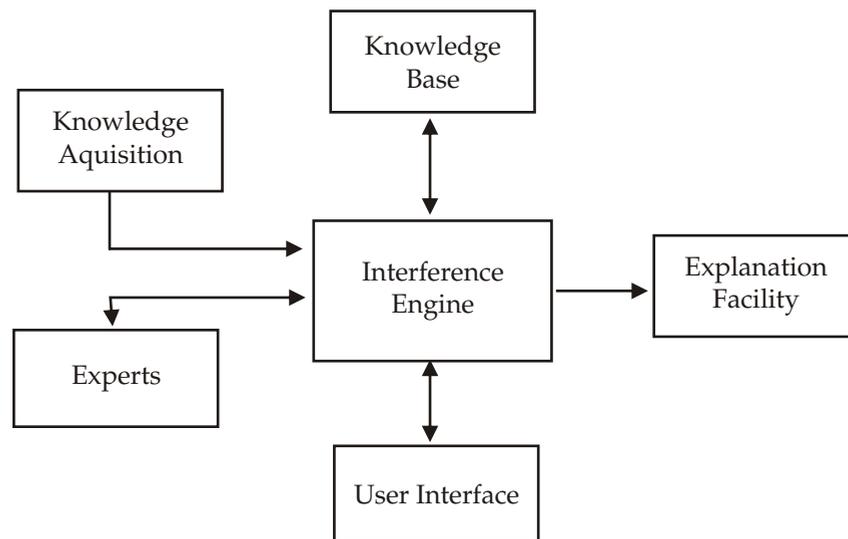


Figure 1: Configuration of an Expert System

It also allows user to query the system and receive the results of the query. As the expert system works on the knowledge acquired from an expert, it asks same sequence of questions that an expert would. An expert system should also be able to make appropriate guesses if definite rules are not identified regarding any specific problem (Chen, 1991).

A system is designed in expert systems by manipulating and understanding knowledge, which is required through experience and extensive learning- rather than using simple information. Problem solving is accomplished by applying specific knowledge rather than a specific technique. This reflects the belief that human experts do not process their knowledge differently from each other, but they do possess different knowledge. The principal distinction between expert systems and

traditional problem solving programs is the way in which the problem-related query is programmed. In traditional applications, problem is encoded in, program and data structure both, while in expert system approach the problem is encoded in data structures only. It has problem-dependent set of data declarations called knowledge base and problem-independent program called the inference engine. Some expert systems are designed to act or perform like human experts, while others are designed to aid human experts.

Expert system originally focused its activities on specific products such as spelling correctors for both general purposes and/or specialized use for governments as well as for specific clients. This initial experience led to improvement in technical knowledge in text processing and development of various types of different applications. The main

areas where experts systems are used include education, sciences, aero space, finance, banking, medical and military.

The basic need of an expert system arises when there is a potential risk that an irreplaceable human expert of any domain will leave the organization. The organization will be adversely affected in this situation. Thus expert system is needed which can capture such domain specific knowledge and expertise which is rare and priceless (Stefik et al.). This expertise will be very constructive for training and development to share the wisdom of human experts with larger number of people. With the development of Artificial Intelligence and expert systems, their usage is widespread in various fields including education. Some popular expert systems implemented for education include Computer Aided Instruction (CAI) and Intelligent Tutoring Systems (ITS).

Computer Aided Instruction (CAI)

The best application candidates for expert systems are those dealing with expert heuristics for solving problems. The most popular expert system across the globe is Computer Aided Instruction (CAI). The brilliant idea of CAI is since 1950s and was developed primarily in USA and UK. CAI is still evolving in European and Asian countries and gaining popularity. CAI simulates the teaching approach of an experienced teacher but still it is not regarded a true expert system. It is based on teaching individual students according to their learning speed and abilities. They are best for independent study and distance learning (Kaiser & Javaid, 1985). Depending on the usage, CAI is implemented in two ways. The first way is supplementing the classroom teaching where the sessions are small in duration and dependent on the teacher. This way is known as Adjunct CAI which aids the teacher to explain the topic to the students in a fascinating way. Other approach acts as a substitute for the teacher and the sessions are normally bigger in duration. This way is recognized as Primary CAI and it is independent of the teacher. The CAI system is developed in three stages: Conceptual, Design and Implementation.

1. **Conceptual Stage** - It defines any innovative idea or concept to meet a need. The CAI system may be goal-oriented, while need, curiosity and innovation establish goals. Every goal determined refers to a group of people to whom

it is related. A considerable outcome of this stage is the project grounds. After requirements are known and goals are identified, the next step is to convert this conceptual design into reality.

2. **Design Stage** - It involves development of objectives, choice of instruction model and choice of coding language to bring the concepts to reality. The purpose of design stage is to review design decisions independently as well as their impact on other components of the model in terms of expected goals.
3. **Implementation Stage** - After the design stage, system is ready for coding in any selected language. After coding, various components of system like system output, working logic, branching strategies and student interface are tested individually and integrated to meet system requirements. The maintainability and portability of the system is a major part of the implementation stage.

CAI is vastly popular because of motivation that it provides for the students to learn. CAI uses games, puzzles, colorful graphs and sounds to keep the student attentive until the end of session. CAI provides opportunity to track individual learning records as intelligent students may take on more challenges while slow learners can do more learning before proceeding on. CAI also allows students to explore the subject by submitting queries and getting answers on the spot (Kaiser & Javaid, 1985). CAI system uses multimedia to speed up the learning process in a friendly way. Moreover, CAI is also economical than traditional teaching.

Intelligent Tutoring System (ITS)

Although CAI offers interactive learning and individually emphasis on students but still it is not that effective as the human tutoring, that is where Intelligent Tutoring System (ITS) comes into picture. This expert system was primarily developed to help first year engineering student gain deep understanding of fundamentals to be able to follow the more advanced topics in the engineering fields. This expert system is based on fuzzy logic and it gives significant flexibility in presenting the information and responding to individual student needs. ITS is highly useful for motivating students and enhancing their performances. Learning time of students for any topic is decreased dramatically by

using ITS. ITS will assist student in their learning by using adaptation techniques to personalize with the environment, prior knowledge of student and student's ability to learn. Moreover ITS will keep a check on student's progress and also guides the next step in training for individual students. Another unique feature of ITS is its 24*7 availability to students that is they can learn anytime and

anywhere (Hayes-Roth, 1984). Typically, ITS consist of four major components namely the student model, the pedagogical module, the domain knowledge module, and the communication module. However, one additional component named as expert model is also considered to be indispensable part of ITS.

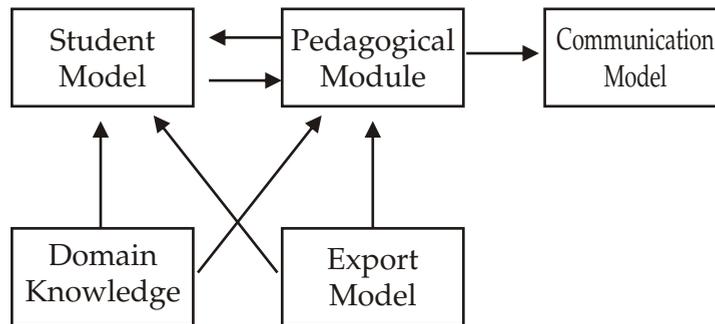


Figure 2: Components of Intelligent Tutoring System

The Student model is responsible for storing individual performance records of every student to keep track of his/her learning. Pedagogical Module describes the teaching process model, which include detailed information about when to review, when to present a new topic, and which topic to present next time. Domain Knowledge is the knowledge the tutor is sharing with the students. It also finds out a suitable way to represent explicit and implicit knowledge so that it easily scales up to larger domains. Communications Module is accountable for interactions with the learner, including the dialogue and the screen layouts, are controlled by this component. Expert Model is an extension of the domain knowledge. It also includes information like modeling how someone skilled in a particular domain represents the knowledge. The popular ITSs are those who teach procedural skills; the goal is for students to learn how to perform a particular task. These ITSs that are designed according to these doctrines are called cognitive tutors. Some examples of cognitive tutor are LISP tutor and SHERLOCK. Other ITSs concentrate on teaching concepts and "mental models" to students. These ITSs require a larger domain knowledge base and are generally known to as knowledge based tutors. Usually, tutors that teach procedural skills use a cognitive approach, while tutors that teach concepts and

frameworks use knowledge based approach where a superior knowledge base and better communication with users are required. The major drawback of designing ITSs is the time and cost required. Moreover, a large team including computer programmers, domain experts, and educational theorists, is needed to create just one ITS.

Benefits of expert system

Expert systems offer an environment where the good capabilities of humans and the power of computers can be incorporated to overcome many of the limitations. Expert systems have many benefits are:

1. Increase the probability, frequency, and consistency of making good decisions.
2. Help distribute human expertise.
3. Facilitate real-time, low-cost expert-level decisions by the no expert.
4. Enhance the utilization of most of the available data.
5. Permit objectivity by weighing evidence without bias and without regard for the user's personal and emotional reactions.
6. Permit dynamism through modularity of structure.
7. Free up the mind and time of the human expert to enable him or her to concentrate on more

creative activities.

8. Encourage investigations into the subtle areas of a problem.
9. Expert system gives emphasis on individual student by keeping record of their learning ability and speed.
10. Expert system provides a convenient environment to ask queries and find out their solutions.
11. Expert system also gives a congenial way to find out errors and fix them.

CONCLUSION

Expert systems are gaining importance in the field of education. They are becoming an integral part of engineering education and even other courses like accounting and management are also accepting them as a better way of teaching. The expert systems available in the market present a lot of opportunities for the students who desire more spotlight and time to learn the subjects. They present a friendly and interactive environment for students which motivate them to study and adopt a more practical approach towards learning. Expert system may act as an assistor or substitute for the teacher. Expert systems focus on each student individually and also keep track of their learning pace. This behaviour of expert system provides independent learning procedure for both student and teacher, where

teachers act as mentor and students can judge their own performance. Expert system is not only beneficial for the students but also for the teachers which help them guiding students in a better way. Expert systems offer several advantages over traditional chalk-talk method and is bound to replace it in near future.

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Business Intelligence: A Strategic Tool for The Hospitality Industry

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ABSTRACT

Hotels traditionally accumulate operational data during daily transactions. Business Intelligence, one of the latest developments of Decision Support Systems offers important tools to use this data. The major challenge for Hospitality companies is to create business intelligence infrastructure that can provide deep knowledge of the organisation's activities at various levels and thus can assist the goal of better & quick decision making and greater efficiency. This paper explores as to how the hospitality industry can benefit by using Business Intelligence Systems. The paper also discusses successful adoption of Business Intelligence by McDonald's and the Marriot group.

Keywords: Data, Decisions, Business Intelligence, Hospitality

INTRODUCTION

Business Intelligence (BI)

The army needs intelligence reports to formulate strategies for war; similarly businesses need intelligence to formulate strategies for growth and to beat competition. The term business intelligence was for the first time used by IBM researcher Hans Peter Luhn in an article in 1958. In his paper he defined business as "a collection of activities carried on for whatever purpose, be it science, technology, commerce, industry, law, government, defense, etcetera." and an intelligence system as "the communication facility serving the conduct of a business (in the broad sense). The concept of intelligence is the ability to apprehend the relationships between presented facts in a way so as

to guide action towards a desired goal (Rus & Toader, 2008).

Dresner (1989, as cited by Wikipedia) proposed that Business Intelligence be used as an umbrella term to describe all the concepts and methods that can be used for improving business decisions by using fact-based support systems. In late 1990s, the usage of this term became widespread. Business Intelligence basically involves collection, storage, analysis and supply of information by using modern technology to help organizations make better decisions.

Business Intelligence works on the principle of sharing information across the organization. Providing the right information to the right people at the right time in organizations helps in making

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informed decisions. Decisions thus made are faster, accurate and market oriented. Managers are able to anticipate changes and make proactive decisions with the help of factual real time information.

The customer-centric model where companies need detailed analysis of customer's patterns is seen as the key driver for the BI market. According to Gourish Hosangady, CEO and managing director, SAS India, "Market participants that align products and solutions to match customer needs are likely to place themselves in an advantageous position through BI tools as against the competition. This in turn is likely to reflect in their market share." The Business Intelligence market will be driven by the competitive requirement to track customer needs in a real-time environment and thus be equipped in introducing enhanced versions of products and services at a rapid pace to meet these needs. According to Gartner (2014), 80% of consumers by 2017 will trade their personal data in exchange for cost savings, convenience and customization. Also negotiating the best supplier deals will be a motivator for adopting Business Intelligence.

Successful implementation of Business Intelligence tools requires considerable change in the organization culture – changing the way various processes are conducted e.g. point of interaction with customers and suppliers needs to be altered so as to incorporate it into the database. According to Gaurav Dua, senior research analyst, IT practices, Frost & Sullivan, the organization needs to configure data in usable format so that it may be converted into knowledge based on which decisions are made at a completely new platform.

Naveen K. Vodapalli identified seven critical success factors for business intelligence implementation-business driven methodology and project management, clear vision and planning, committed management support & sponsorship, data management and quality, mapping solutions to user requirements, performance considerations of the BI system and robust and expandable framework.

Early adopters of BI in India were the UB group, HDFC bank and the Orange brand e.g. BI tools helped the UB group identify executive travel and accommodation as the main reasons for increasing expenses and also helped figure that building guest

houses in major cities would be more cost effective and help in controlling expenses.

HOSPITALITY INDUSTRY: AN OVERVIEW

The hospitality industry is a key member of the service sector and is linked directly to domestic and international tourism. According to the World Tourism Organization (WTO), tourism has become one of the most important economic, social, cultural and political phenomena of the twentieth century. Hospitality comprises a wide range of services such as accommodations, food and beverage, events and activities etc. With the world becoming a global village, travel for pleasure and business has increased manifold and is expected to increase further in future making travel and tourism the world's largest industry. This has resulted in increased demand for hospitality services worldwide that conform to internationally acceptable service standards. The peculiar characteristics of hospitality products are their intangibility, perishable nature, inseparability of production and consumption with little or no time differential, and direct interface with guests at the place of consumption itself.

Modern hospitality organizations seek to increase occupancy rates and thus revenue by enhancing the guest experience. To achieve this end, a deep knowledge of customer needs and preferences is required by the hotel so that services that the guest value can be delivered to promote loyalty (Valeria, 2003).

The Hospitality Industry and Information

Hotels generate huge quantities of operational data in their day to day transactions. Data is gathered at various points of sale like the reservation system, restaurants etc. The data collected at different points is dispersed across the organization and hence the hospitality industry is characterized by islands of information - the hospitality industry lacks integration of data e.g. the coffee shop has the sales figures; the front office has information related to guests.

Application of BI in the Hospitality Industry

Use of different systems in different departments and locations makes it difficult to use information

and the first need is to integrate the available data and this goal of integration of data to build a repository needs large investments in terms of money, time and technology. The Lodging Industry Technology Study of the Hospitality Technology in 2005 identified "integrating systems" as the foremost information technology management challenge.

Once systems are integrated and a central repository of data is built, it can be converted into a knowledge platform to provide current, real-time access to information for people who can use it to take decisions. According to Sandra Andrews, industry solutions director, Retail & Hospitality group, Microsoft, "Delivering the right information to the right people in the right format at the right time is critical. Empowering employees with real-time views of where the business is now and where it's headed adds value to daily decisions." She adds that reporting about the past is being replaced by analyzing how key performance indicators compare to goals.

Following are some ways in which the hospitality industry can use BI to enhance performance:

- BI tools can provide a snapshot of the organization's key performance indicators and the top management can intervene proactively in the areas that need attention thus bringing about a change in outcomes. BI helps in seeing things faster and thus taking advantage of new market opportunities ahead of competitors. Also, hospitality organizations can identify problems like underperforming properties quickly by using BI tools.
- Global Distribution System (GDS) has the capability to provide detailed information regarding booking source, rates, length of stay for various properties of a group and also that of its competitors.
- Guest history records with the hotel can be used in various ways. Hotels can assess guest behavior and can accordingly offer incentives so that the particular guest's lifetime value is maximized. Managers by having access to guest history can match guest needs with available facilities. Loyalty program members can be contacted as per their stated preference to improve marketing. A company can formulate

an ideal package deal by analyzing spending patterns of a customer.

- BI tools can be used by cruise liners to assess loyalty of guests and agents since their business to a large extent is dependent on good word of mouth.
- Restaurant chains can use BI to analyze inter-relation between food sales and labor costs as also in inventory control.
- Airlines can monitor as to how various websites direct travelers to their and competitor airlines flights.
- Yield maximization can be done on the basis of rate comparisons and current booking data.
- BI can help create alerts to match staffing levels to expected high and low phases.
- BI tools can be useful in dealing with suppliers-companies can analyze supplier performance and price changes to be in a better position to negotiate.
- BI tools can help determine appropriate locations for new properties.

Hotels are reaping benefits of BI by embedding BI into their business processes and in decision making. This is resulting in higher customer satisfaction, more repeat stays, higher RevPAC (revenue per available customers), record high RevPAR (revenue per available room) and therefore, higher profits. Increased revenue and substantial cost savings offset the cost of deployment of Business Intelligence tools.

Hospitality industry leaders are using Business Intelligence solutions available in the market e.g. Marriot International is using Travel Click's Hotelligence, Hilton is using Microsoft BI solutions. Most of the large companies like Marriott leverage information, processes, and business intelligence tools to make informed, responsive decisions on significant changes in their business and markets. Starbucks after having to close hundreds of stores during 2007 and 2008 has now adopted a data driven approach to plan store openings and uses Esri's mapping software to analyze huge amounts of data. This software is helping the company expand and will help determine locations for more than 1500 new outlets without hurting sales at other company stores (Thau, 2014).

MCDONALD'S SUCCESS THROUGH BUSINESS INTELLIGENCE

Mc Donald's was founded in 1940 and now comprises of more than 34,000 restaurants in 118 countries. It employs more than 1.7 million people and serves around 68 million customers each day, selling about 75 burgers every second. This huge network, generating millions of transactions offers great potential in the area of business intelligence.

McDonald's was for years following the simple philosophy of "build it and they will come" as its corporate growth strategy. In the late 1990s McDonald's was using a well established WAN and was gathering a lot of information on sales, product mix, productivity etc. This information was not interlinked and hence could not be applied for analysis e.g. in case a new product was launched, it could be told as to whether the new product was doing well or not individually but advance analysis as to how the new product affected sales of the existing products was not available. After a significant fall in stock prices around 2002, the chain turned to using Business Intelligence for improving business strategies Information was already being collected and the challenge was making the information available to users.

After adopting Business Intelligence, information pertaining to sales, product mix, orders for suppliers etc. for each restaurant is fed into an oracle database after working hours and is distributed across the intranet. Information is thus made available to area supervisors early morning and they are now able to identify stores that need their expertise and help.

The accounting side was also improved through BI. Earlier, the restaurants mailed all financial documents to the head office where the inputting was done to generate Profit & Loss figures of each outlet. To get the finances in order, the outlet manager was allowed to call the accounts department on last three days of each month. Through use of BI, McDonald's started posting all this information online and the query process is now spread over the month. This resulted in 500 reduced man hours in the accounts department.

BI was also used for product improvement e.g. using large amounts of data and BI applications

McDonalds automated bun inspection achieving perfection in color and seed distribution. Several such gains were made because of the new analytical capabilities acquired through use of BI.

The next key area where McDonald's focused was customer contact. According to Julio Ortiz, Senior Director, IT business intelligence, McDonalds, "We needed a way to accurately measure the customer experience and wanted to review everything from top to bottom from an internal perspective" (Britt, 2007). A toll-free line for customers was initiated for receiving feedback- positive or negative. Earlier customer complaints and praise were looked into at a very high level at a later date. Now through use of BI such complaints/praises are made available to the restaurant manager so that they can be dealt with promptly then and there. This also permits comparison of performance of outlets which have no complaints to those with a high incidence of complaints - managers earlier could measure this only at the outlet level. BI helped McDonald's look deep into areas like customer buying habits and new product performance. Key managers like financial controllers, marketing managers, area supervisors and outlet managers could apply this knowledge in developing suitable strategies. After BI application, they could see it across a region/ supervisor's area.

McDonald's collects large amounts of data keeping track of customer dealings, in-store and drive- thru flow, ordering patterns, point-of-sale, video and sensor data. Software by ACS, Teradata, Microstrategy and Oracle is deployed to maintain a data warehouse. This data is translated into information that is used to improve the organization and customer experience by bringing about changes in menu, design of outlets, optimizing supply chain management and employee training programs. McDonald's online analytical processing (OLAP) manipulates information to support decision making and they also use data marts to provide specific detailed information as required by departments.

The BI strategy that McDonald's established emphasizes the five P's: Place, People, Products and Promotions. Standard questions and scorecards for mystery shoppers were developed which were critical contributors towards improving the company's performance besides other factors like

menu changes and increased operating hours at several locations.

Julio Ortiz, senior director of IT business intelligence at McDonald's says that "It's not all about sales" and that customer service, product and other information needs to be collected. He recommends that companies seeking to introduce BI should ensure that it is adopted in a way that reflects the organization's corporate culture. He also warns enterprises to formulate a BI strategy to deliver value, rather than to just collect data merely for the sake of collecting data (Britt, 2007).

Business Intelligence at Marriott International

Marriott International is a large diversified hospitality company managing and franchising more than 4,000 properties across the world in 80 countries. It operates through 18 brands employing about 333,000 people and generated approximately \$13 billion revenue in 2013.

Marriot is using BI tools to obtain booking history of both their own properties and competitors. Information pertaining to booking sources, tariff rates and occupancy patterns are sourced from thousands of travel agents using GDS (Global Distribution System). According to Lee Jones, VP of Global Pricing for Marriott, it is extremely important for Marriot to assess its market position and penetration especially considering the turbulent economy. BI assists in identifying market opportunities ahead of competitors and helps making quick decisions to utilize these opportunities. Marriot recognizes Business Intelligence as a best practice to build long term business value.

CONCLUSION

Business intelligence is now becoming an essential tool for helping businesses survive and thrive in tough competition. BI applications can help hotels increase productivity and provide excellent service that builds guest loyalty. On the broader level the hospitality industry needs to identify underperforming properties, use BI to protect market share, identify new revenue opportunities, identify unproductive rate strategies etc. With BI solutions becoming affordable and success stories being showcased, independent properties will also

seek to find intelligence in their data and take crucial decisions based on it.

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CSR in the Era of Globalization and Women Leadership

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ABSTRACT

In today's world, Globalization has become a necessity for business organizations' growth and survival. Also, as many companies operate in a number of countries, their global citizenship comes under scanner from a multiple set of watchdogs and they are expected to adhere to best business practices which emphasizes a heightened level of CSR adoption and practice. This paper dwells into leadership styles required to steer ahead large business enterprises in such environment. It was observed that to competitively address globalization and CSR issues in future, transformational style of leadership is much in need than transactional leadership. It was observed that women are more apt at transformational leadership which suggests that a higher number of women business leaders would be required for future business enterprises.

INTRODUCTION

Globalization as a necessity

From the start of industrial revolution till early twentieth century, political systems with imperialist approach dominated trade and economy throughout the world. This dominance was terminated in World War I and then onwards till end of World War II, there was a period of transition. Afterwards, slowly emerged the new world order, where we had many MNCs, which were large and powerful enough to influence heavily (or manipulate) political systems in many countries across the world, primary among them were American and European MNCs. Slowly, there was emergence of MNCs from many other countries / regions like Japan, south-east Asia, and off-late from

BRICS. This has greatly contributed to process of globalization.

There has been a rapid rise in globalization and international trade after 1990s. The factors which have contributed to such remarkable pace may be attributed to both external and internal environments for a firm. External factors are establishment of WTO, growth in regional integration, decline in trade and investment barriers and technological changes. Internal factors are markets, financial and human resources as well as need for cost leadership and differentiation.

World Trade Organization, since its inception has facilitated a far greater degree of bi-lateral and multi-lateral understanding among member nations. We

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have regional integration like the European Union, NAFTA, GCC, ASEAN etc. which have opened new opportunities and advantages for the firms among member nations. Such global and regional integration provide both opportunity and threat for business organization for all functional areas like for marketing, they get markets in foreign countries but similarly firms from foreign countries get market in domestic markets.

But it is not only that because of integration that firm are going global, there are many internal factors as well. The most obvious of them is market. Establishing ones product and services in various geographies provides extended market as well as diversifies various market risks. Further, ease of movement of financial capital and human resource throughout the globe has added another set of opportunities and challenges. Because of their sheer size in terms of deployment of capital, human and technical resources, multinational enterprises in a global world economy impact the modern interstate system and sovereignty in multiple ways, all obviously interrelated.

Obviously, globalization is inevitable. It is impacted by emerging national and international policies and technologies. It is continuously evolving in form as well as in substance. The emerging form of globalization essentially reinforces the "survival of the fittest" and brings competition among corporations as well as among sovereign states at the center stage. Such competition brings forth its own challenges and limitation for globalization itself.

GLOBALIZATION AND NEED FOR CSR

Globalization is difficult to define precisely. Globalization implies both deep integration and interconnectedness; networks of relationships between a large number of heterogeneous social, cultural, political and economic organizations.

It is important to note that globalization transcends economics, it includes social, cultural and political processes which are enmeshed in a larger 'global' order; forms of social, political and economic organization beyond the pale of the state. As companies grow economically, they tend to have impact on political and social environments. Political and economic dominance paves way to

influence society in great measures. With their high-end and deep-reached communication capabilities, MNCs, throughout the globe have reframed our perspectives for dress, food, shelter, the way we behave and in some cases even the language we speak. They have been influential in setting new moral and ethical values as well as cultural norms. Emergence of cosmopolitan culture in developing or underdeveloped countries may be attributed ever expanding impact of MNCs. This is a reflection of nothing but globalization. Today's business houses have an unparalleled need to understand, influence and integrate with foreign societies and cultures.

The spatial reach and density of global and transnational interconnectedness weave complex webs and networks of relations between communities, states, international institutions, non-governmental organizations, and multinational corporations which make up the global order.

Given such transnational amalgamation and imbibing arising through interconnectedness, the global corporations have grown enormously in terms of markets, production, technologies capital and human resources but along with this growth new challenges have emerged.

There have been glaring examples of corporate irresponsible behavior e.g.

- "Pfizer has committed some horrible human rights violations, testing new drugs on poor, sick Nigerian children (many of whom died or suffered irreparable brain damage) without their or their parents' knowledge and consent and engaging price gouging on AIDS drugs - even when governments fought tooth and nail to get generic licenses to treat the poor in developing nations, where these treatments are needed most! While Pfizer may not be the most socially responsible company, they've at least made some efforts to repay the damages they've done. In 2009, Pfizer gave more than \$60 million to charity, amounting to an astounding 24.2% of its total net profits for the year.
- At Wal-Mart employees are often underpaid, overworked and have little recourse, as the bigwigs at the company spend millions each year to ensure that any attempts to unionize are quickly terminated from employment with the

company. The company has also been known to take out life insurance policies on their workers, profiting from their death or misfortune, while their families have little way to pay medical bills or cover funeral costs. And that's not where the bad press ends. The company also has a pretty bad reputation on the environmental front as well, paying fines for infractions all over the United States. While the company is making efforts to improve its environmental record, the low prices of its goods come with a pretty high cost for both humans and the planet.

- While at BP (formerly British Petroleum) they bill themselves as a business leading the way in green initiatives, BP's careless actions cost lives, damage the environment, and drain thousands upon thousands of jobs, especially in the hardest hit areas like the coast of Louisiana, where residents were already reeling from the effects of Hurricane Katrina. A PR campaign launched to help the company promised that they would take full responsibility for the cleanup and associated costs, yet news reports have shown that they haven't really fulfilled that promise, with dire consequences for Gulf wildlife and the people who call it home.
- Nestle comes under fire for their aggressive marketing campaigns for their baby formula in developing and poor nations. Why is this big deal? Because the company markets its formula under false pretenses (making mothers believe it is healthier than their own [free] breast milk) and millions of liters of the substance were found to be contaminated with harmful chemicals. Also, it has been known for sourcing cocoa for its products from farms in Ivory Coast employing illegal and forced child labour".

In emerging economies experts have expressed two major concerns on impact of globalization: first major concern is that globalization leads to a more iniquitous distribution of income among countries and within countries. The second fear is that globalization leads to loss of national sovereignty and that, countries are finding it increasingly difficult to follow independent domestic policies.

To address these issues, it is imperative that corporations understand that they are there for the society and not otherwise. As early as 1932, E Merrick Dodd argued, 'Companies, like individuals,

should strive to be good corporate citizens by contributing to the community to a greater extent than is generally required' and therefore the corporation as an economic institution has a social service as well as a profit making function.

The 1970s saw the first widely accepted definition of CSR emerge - Archie Carroll's 4-part concept of economic, legal, ethical and philanthropic responsibilities, later depicted as a CSR Pyramid - as well as the first CSR code, the Sullivan Principles. Around the same time, The Confederation of British Industry published the Watkinson Report 'A new Look at the Responsibilities of the British Public Company' which observed that there must be and be seen to be an ethical dimension to corporate activity and concluded 'companies must recognize that they have functions, duties and moral obligations that go beyond the immediate pursuit of profit and the requirements of law'. During the last two decades, emphasis has been on standardization and institutionalization of CSR. A vast amount of guidelines, codes and standards have emerged like Triple Bottom Line (TBL) approach and Global Reporting Initiative (GRI).

Despite, being in a dynamic state since last 50-60 years, CSR as has been practiced has been far from achieving the objective set or meeting the expectation of the stakeholders. Our ecological footprint has tripled since then, one-third of the world's population still lives in abject poverty and to bring the situation at almost an anti-climax, in last three years, some of the world's best companies have either filed for bankruptcy or sought bailout packages mostly attributed to unethical conduct.

In yesteryears CSR has been considered mainly a peripheral, incremental and uneconomic activity and generally required some coercive push either by the government or other stakeholders. This form of CSR has been generally paternalistic, risk-based, image driven, specialized, standardized and western in reach. With constantly increasing global interdependence, interconnectedness a new form of CSR practice is emerging. The CSR in future is expected to be collaborative, reward based, performance driven, integrated, diversified, scalable and global.

To summarize the above, the large corporations throughout the world need to expand their businesses in many geographic and economic regions; in some cases these corporations have presence in one or the other form in almost every country of the world. As they exploit the opportunities, deploy and move resources and benefits from one place to another, impact the environment as well as social and cultural norms and value systems, stakeholders expect them to behave like a good citizen and require them to engage in CSR activities. Both globalization and CSR are constantly evolving phenomena.

LEADERSHIP STYLE REQUIRED FOR FUTURE

Ten years from now globalization will pose entirely different challenges from what are there now, it is in a transient state. As stated, the changes will be more on social, political and cultural front rather than mere economic. To face such challenges corporate leadership will have to assume a holistic role including high degree of people orientation to manage and lead future interconnectedness and interdependence. The same is true for CSR. The next decade will require CSR leaders to have people oriented capabilities and skills of collaboration, integration, and diversification and scaling.

The leadership will not be limited to mutually beneficial exchange between parties to optimize mutual benefit including accomplishment of organizational task instead it would require to touch deeper values and sense of higher purpose leading to higher level of follower commitment and effort and more enduring change. It will need to provide compelling vision of a better future and inspire trust through seemingly unshakeable self-confidence and conviction.

The four essential roles for meeting future business challenges include master strategist, change manager, relationship / network builder, and talent developer. The most important de-railers in the future include hesitancy to take necessary business risks, personal arrogance and insensitivity, control line leadership style and reluctance to tackle difficult people issues.

The time of individualistic and imperial leadership has waned. The last decade in the current millennium has seen adoption of a humble, collaborative, and highly communicative and people centric approaches for corporate leaders. But it is still in a nascent state. With the rapid change required in globalization management and CSR practice stated above, it has a long way to go.

Task oriented style, defined as a concern with accomplishing assigned tasks by organizing task-relevant activities, and interpersonally oriented style, defined as a concern with maintaining interpersonal relationships by tending to others' morale and welfare. This distinction was introduced by Bales (1950) and developed further in the Ohio State studies on leadership (e.g., Hemphill & Coons, 1957). In this research, task-oriented style, labeled initiation of structure, included behavior such as encouraging subordinates to follow rules and procedures, maintaining high standards for performance, and making leader and subordinate roles explicit. Interpersonally oriented style, labeled consideration, included behavior such as helping and doing favors for subordinates, looking out for their welfare, explaining procedures, and being friendly and available.

In the 1980s and 1990s, many researchers turned their attention to other types of leadership styles by distinguishing between leaders who are transformational and those who are transactional (Bass, 1998). This effort was initially inspired by Burns's (1978) argument that existing analyses of leadership style left out some of the most important aspects of effective leadership. To capture these neglected aspects, he proposed that researchers study a type of leadership that he labeled transformational. Such leaders set especially high standards for behavior and establish themselves as role models by gaining the trust and confidence of their followers. They state future goals and develop plans to achieve them. Skeptical of the status quo, transformational leaders innovate, even when the organization that they lead is generally successful. By mentoring and empowering followers, such leaders encourage them to develop their full potential and thereby contribute more capably to their organization. Burns contrasted leaders with these characteristics to transactional leaders, who establish exchange relationships with their

subordinates. Such leaders manage by clarifying subordinate responsibilities, monitoring their work, and rewarding them for meeting objectives and correcting them for failing to meet objectives.

The above discussion implies that necessary future leadership style/traits are being transformational leader rather than being transactional, being more communal than agentic and should have a high degree of social skills, networking skills and knowledge. Such leaders will be high on effectiveness with strong people skills.

GENDER IMPLICATIONS

The impact of gender on leadership style should emerge especially clearly on measures of style that reflect the agentic norms associated with the male gender role and the communal norms associated with the female gender role.

Although transformational and transactional styles are not as obviously related to gender roles as the leadership styles investigated by earlier researchers, transformational leadership has communal aspects, especially the theme of individualized consideration whereby leaders focus on the mentoring and development of their subordinates and pay attention to their individual needs. Consistent with the possibility that transformational leadership may be somewhat more aligned with the female than the male gender role are studies showing that subordinates perceive greater correspondence between leaders' feminine personality attributes and their transformational style than their transactional style.

Robert Kabacoff and Helen Peters, in their study on leadership difference between men & women have found that women scored higher on leadership scales measuring an orientation toward setting high standards of performance and the attainment of results. Women were far more apt to organize work in a structured way, to follow-up to ensure objectives were met, and to push for results. Also, they found that women measured higher on the expressiveness dimension. They operate with more energy, intensity, and emotional expression, and have a greater capacity to keep others enthusiastic and involved as well. They demonstrate more concern for others, and are more apt to develop close

working relationships and be more involved in the development of others. Women can be perceived as more candid and sincere than men. Further in the study, they obtained the rating for three dimension of leadership effectiveness viz. overall effectiveness, business skills and people skills. The peer and direct reports' ranked women slightly higher than men in overall effectiveness, and all observers rated women higher on people skills.

In her very interesting paper titled *The End of Men*, Hannah, Rosin has mentioned that women as more empathetic, as better consensus-seekers and better lateral thinkers; women as bringing a superior moral sensibility to bear on a cutthroat business world. After the latest financial crisis, these ideas have more resonance. Researchers have started looking into the relationship between testosterone and excessive risk, and wondering if groups of men, in some basic hormonal way, spur each other to make reckless decisions. The picture emerging is a mirror image of the traditional gender map: men and markets on the side of the irrational and overemotional, and women on the side of the cool and levelheaded. We don't yet know with certainty whether testosterone strongly influences business decision-making. But the perception of the ideal business leader is starting to shift. The old model of command and control, with one leader holding all the decision-making power, is considered hidebound. The new model is sometimes called "post-heroic," or "transformational" in the words of the historian and leadership expert James MacGregor Burns. The aim is to behave like a good coach, and channel your charisma to motivate others to be hardworking and creative. The model is not explicitly defined as feminist, but it echoes literature about male-female differences.

The above literature reflects that, though there are similarities in the leadership styles of men and women but there are some significant differences as well. On leadership measures like motivating people, social and interpersonal skills, creativity, collaborations and sharing etc., women are higher than men.

CONCLUSION

In a time when, wealth maximization goal of corporations is in process of replacement by sustainable development, it is imperative that

business corporations look much beyond just profitability. They strive for a market share which is vertically growing and horizontally expanding. They compete for resources sans national or regional boundaries. They produce products in number of locally preferred variants at plants and factories located in number of countries. In fact, entire set of designing, producing and delivering process now present a kaleidoscope of globally dispersed conceptual, technical and managerial capabilities as well as distribution or deployment of raw materials, human, capital and technical resources. In such a business environment, large business corporations have little choice than to be a global corporation.

As the objective of the firm has normally been accepted to be maximization of shareholders' wealth by drawing resources from the business environment, the other stakeholders found themselves at losing end in terms of ecological and environment degradation of our entire planet, less concern for employees and society and in many cases even the human life. Voices were raised, protests were held and laws were enacted. Business corporations now cannot find their sustenance without addressing the concerns of all stakeholder. Corporate social responsibility has become essential for all large global corporations.

Globalization as well as CSR are dynamic phenomenon and are constantly evolving. Globalization on one hand presents enormous opportunities to companies but on the other hand it brings forth a number threats, restrictions and limitations. Similarly CSR is fast changing from the original image driven, uneconomic, concentrated and paternalistic approach to be holistic, collaborative, integrated, reward based and scalable. To address such emerging dimensions of globalization and CSR practices, corporate houses will have to adapt a suitable leadership style which can not only effectively tackle the challenges but also identify and implement synergy arising out of the same. The vast literature available and referred for this paper on future of leadership indicates that emerging business and economic situation will require a leadership which is much beyond the style of being agentic, transactional, and individualistic; rather it would be communal, transformational and collaborative. It would require a high degree of leadership qualities like social judgment, empathy,

acceptance for complexity and contradictions etc. The desired behavioural competencies of global business leaders will include social skills and networking skills. Apart from having a generalist skill set to run the business, they must have excellent people skill.

When these required qualities for a global leader are put on a gender grid, the available literature suggests that women score higher on these qualities than men.

Many successful business women have described their leadership style as mentioned below:

Andrea Jung of Avon Products Inc. credits her open and warm leadership style to her traditional Asian upbringing in which confrontation was discouraged, but also notes that she has evolved somewhat as a result of occupying senior roles. "I don't think I'm aggressive but I'm far more assertive than I was brought up.... [but] I am the same person," she says. "I'm proud that I still have the values that were beaten over my head about humility." She also observes some differences between female and male styles of leadership. "Women are adept at seeing all sides of the situation. They tend to be inclusive, are able to bring others around to their point of view," she suggests. "Women work very hard at building relationships. Their style is often one of influence rather than command and control."

PepsiCo CEO Indra Nooyi said in her key note address at BlogHer that female business leaders hold an advantage over their male counterparts because they nurture and add humanity to the position. She said "Women globally represent 70% of the buying decisions around the world." The importance of incorporating humanity into advertising, business and the executive role is something that has become extremely important since the recession. The senior leaders must balance their IQ with their EQ, or emotional intelligence. This emotional intelligence provides female leaders a huge advantage to relate directly to their employees and consumer. Employees perform better when they bring their whole selves to work."

Nooyi distills her leadership philosophy into "Five C's," which she shared with the audience.

- Competency. Stand out from the pack and be a lifelong learner. Remain ahead and abreast in your field.
- Courage and Confidence. Speak out. Establish your knowledge base and be confident in it as a leader.
- Communication. Over-invest in written and oral communication. Leaders constantly have to motivate the troops.
- Consistency. Remaining steady, reliable, and determined allows for credibility and a baseline to measure your successes and failures.
- Compass. Integrity is critical in this job. 23

Irene Rosenfeld of Kraft Foods is described as a risk taker who leads by pushing decisions authority down the hierarchy. She lets managers of Kraft's major brands have control of their budgets and operation. She focuses on top management teamwork to bring perspective in from all parts of the company. And she urges top managers to focus resources on what they do best in their customer markets. To create change, Rosenfeld says you need to "get the right people on the bus," "give them a roadmap", and "communicate frequently, consistently and honestly".²⁴

It is evident from above examples that women leadership is emerging as the need of the hour and for the time to come. We may safely say that we shall be seeing a lot more women at the helm of the large global corporations in the near future.

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“THE READERS’ VIEW”

Another issue of Vimarsh, the journal of School of Business Management, IFTM University. is in my hands & I don't have any hitch in saying that level of articles, published in the journal are of high standard. In my view it is providing an excellent forum for academicians, scholars, researchers and industrialists to share their views, ideas and thoughts. The editorial board definitely deserves an appreciation. I wish them a great success.

Dr V S Chauhan

Assistant Professor

Institute of Business Management

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This is the first time when I am going through Vimarsh, the Bi-annual journal of School of Business Management, IFTM University. The first glance of this journal, from the verse written on its cover page, the first paper till the last one, is so appealing, full of energy, knowledge, awareness, that I am unable to take out my brain from wandering in this ocean of intellect. The researchers have done a great job and so has the Editorial team. I congratulate and wish the Vimarsh Team a great future ahead.

Dr. Ambrien Ahmed

Assistant Professor

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About The University

Institute of Foreign Trade and Management (IFTM) was a pioneering attempt to provide the world class professional education in the brass city of Moradabad in the year 1996 by a family of public spirited entrepreneurs. It was a joint vision by a philanthropist to the core and visionary in the education arena (Late) Sri Onkar Saran Kothiwal and renowned economist Dr. R.M. Dubey. IFTM was the first institute in entire Rohilkhand region to bring BBA, MBA & MIB programmes for Management education.

Having tasted the success and feeling the appetite of ever growing demands of students and parents alike, IFTM ventured into other areas of professional education. It started offering new courses in Engineering, Pharmacy and Computer Applications to cover the entire spectrum of professional courses. Year 2002 saw the addition of another feather in IFTM's cap whereby a new Engineering institute, College of Engineering and Technology (CET) was established. It offers various undergraduate and postgraduate engineering courses in Computer Science, Electronics & Communication, Information Technology, Mechanical and Biotechnology. By the year 2010, IFTM group has established itself as a niche player by becoming a "Centre of Excellence" in various disciplines of professional education providing best in class education for Management, Engineering, Computer Applications and Pharmacy courses. All the technical and professional courses are approved by AICTE with Pharmacy course being also approved by PCI. National Board of Accreditation (NBA) has accredited all the eligible courses.

Year 2010 brought a new dawn for IFTM group and the great dedication, commitment, perseverance; untiring efforts of the entire IFTM team were noticed and appreciated by the government of Uttar Pradesh (U.P.). Hence IFTM was granted the University status by U.P. Government vide IFTM University Act No. 24 of 2010. IFTM University started the operations from the session 2010 as it already had the necessary and university compliant facilities and infrastructure. In an endeavour to expand the horizon of its offerings in professional education space, IFTM University has added more programmes at UG, PG and Doctorate levels in different disciplines. To bridge the gap between High School and Degree courses, IFTM University will also offer the Diploma courses. In addition to professional courses the University has a comprehensive plan to introduce other subjects in the field of Natural, Social and Medical Sciences.

Current times are challenging for Education sector with lot of churn happening and as the saying goes "Challenging times need unprecedented measures", IFTM University embarks upon a journey to be the "Trusted Partner of Choice" for Parents, Students, Teachers and Industry Champions. In this attempt, University now boast to house more then 11000 students and 400 faculty members till date. Thus with the humble beginning in 1996, IFTM has traversed a long path to become IFTM University by 2010. It strives to scale new heights and aspires to forge new partnerships with National & International bodies in order to make an indelible mark on the face of Indian Education.



About The School of Business Management

School of Business Management (SBM) is one of the most reputed and sought-after Centres of education in the field of management studies in the region.

This school was established in the year 1996 as Institute of Foreign Trade & Management and had been offering the BBA, MBA & MIB programmes of Management of Rohilkhand University, Bareilly, until 2000 when MBA programme came under the affiliation of the Uttar Pradesh Technical University, Lucknow. The Institute has become one of the most reputed Centres of education in the field of management studies and has been producing gold and silver medalists, as well as top ten merit holders on a regular basis since inception. In 2010, it has been reorganized as School of Business Management and is offering UG, PG and PhD in management and commerce, however, Masters of Business Administration has been a flagship course of the school, since its inception.

The School has been a constant contributor in the field of management through its research and development outputs. Doctoral research facilities are available in the various areas of management studies such as Business Economics, Security Analysis and Portfolio Management, Statistical Techniques, Human Resource Development, Supply Chain Management, Tourism Marketing, Advertising & Publicity Management and other functional area of management.

With a well connected network of alumni and reputed recruiters, the school has proven its role in disseminating relevant knowledge to the students and satisfy long list of recruiters. Parle Biscuits Pvt. Ltd., IDBI Bank, Reliance Money Ltd., DBS Bank, Yes Bank, Kudos Ltd., SMC Ltd., Designco Pvt. Ltd. and Micro Turners are just few to name among satisfied recruiters. The decision of prospective candidates to join the school for their career building thus, will be right and rewarding.

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