

INTERNATIONAL JOURNAL OF RESEARCH IN COMPUTER APPLICATION & MANAGEMENT

I
J
R
C
M



A Monthly Double-Blind Peer Reviewed (Refereed/Juried) Open Access International e-Journal - Included in the International Serial Directories

Indexed & Listed at:

Ulrich's Periodicals Directory ©, ProQuest, U.S.A., EBSCO Publishing, U.S.A., Cabell's Directories of Publishing Opportunities, U.S.A.

Open J-Gate, India [link of the same is duly available at Inlibnet of University Grants Commission (U.G.C.)].

Index Copernicus Publishers Panel, Poland with IC Value of 5.09 & number of libraries all around the world.

Circulated all over the world & Google has verified that scholars of more than 2980 Cities in 165 countries/territories are visiting our journal on regular basis.

Ground Floor, Building No. 1041-C-1, Devi Bhawan Bazar, JAGADHRI – 135 003, Yamunanagar, Haryana, INDIA

<http://ijrcm.org.in/>

CONTENTS

Sr. No.	TITLE & NAME OF THE AUTHOR (S)	Page No.
1.	APPLICATION OF SEMANTIC SIMILARITY USING ONTOLOGY FOR DOCUMENT COMPARISON <i>PALLAWI UNMESH BULAKH & DR. AJIT MORE</i>	1
2.	ORGANISATIONAL CULTURE AMONG THE APPAREL MANUFACTURING AND EXPORTING ORGANISATIONS LOCATED IN TIRUPUR CLUSTER <i>DR. J. SHANTHILAKSHMI & S. GANESAN</i>	3
3.	INDIAN CONSUMER BEHAVIOUR ON BRAND LOYALTY: SUBSTANCE STILL SCORES OVER STYLE <i>RIDDHI BISWAS</i>	9
4.	ROLE OF TEACHERS IN QUALITY ASSURANCE IN INDIAN HIGHER EDUCATION <i>DR. ANIL CHANDHOK</i>	16
5.	THE ROLE OF ENTREPRENEURS IN THE ECONOMIC DEVELOPMENT OF INDIA <i>DR. SAMBHAVNA GUPTA, DR. M. K. GUPTA, DR. JASVEEN KAUR & DR. PRADEEP KUMAR AGGARWAL</i>	19
6.	KEY PERFORMANCE INDICATORS TO EVALUATE SOFTWARE PROFESSIONALS <i>U. JEYASUTHARSAN & DR. N. RAJASEKAR</i>	24
7.	HIGHER EDUCATION AND DEMOCRATIC IDEALS: DISRUPTIONS AND DIRECTIONS <i>DR. PAWAN KUMAR SHARMA</i>	29
8.	BUYER BEHAVIOUR IN PURCHASING RESIDENTIAL FLATS IN CHENNAI CITY <i>DR. A. MOHAMED SALI, DR. K. SALEEM KHAN & I.NASEEMA</i>	32
9.	UNDERSTANDING EURO-CRISIS: HOW DID IT OCCUR? <i>NEHA NAINWAL & ASHIS TARU DEB</i>	38
10.	THE DYNAMICS OF GLOBAL STRATEGY AND STRATEGIC ALLIANCES IN INTERNATIONAL TRADE AND INVESTMENT <i>OMANKHANLEN ALEX EHIMARE & JOSHUA O. OGAGA-OGHENE</i>	41
11.	GROWTH OF INDIAN FINANCIAL SECTOR: POLICIES AND PERFORMANCE ANALYSIS <i>PRIYANKA PANDEY & AMOGH TALAN</i>	48
12.	A STUDY ON HRD PRACTICES IN BANKING SECTOR <i>P.V.V.KUMAR & MEERAVALI SHAIK</i>	54
13.	TO STUDY OCCUPATIONAL STRESS: AS A RELATIONAL STUDY ON SCHOOL TEACHERS <i>JAIBHAGWAN GUPTA</i>	57
14.	DEVELOPMENT OF POWER SECTOR IN INDIA: A BIRD'S EYE-VIEW <i>DR. BHASKAR DASARIRAJU</i>	60
15.	DEVELOPING A PARSER FOR SIMPLE PUNJABI SENTENCES <i>VIVEK AGGARWAL</i>	65
16.	GREEN MARKETING: CONSUMERS' ATTITUDES TOWARDS ECO-FRIENDLY PRODUCTS AND PURCHASE INTENTION IN PUNE <i>YOGESH RAUT</i>	67
17.	A STUDY ON CONSUMER BEHAVIOUR TOWARDS CELL PHONES <i>RAJESH KUMAR</i>	72
18.	GROWTH MOVEMENT OF DEPOSITS IN OMKAR MAHILA SAHKARI CO-OPERATIVE SOCIETY LTD, PUNE <i>MEGHA MEHTA</i>	79
19.	A STUDY OF AWARENESS OF TAX PLANNING AMONGST SALARIED ASSESSEES <i>CA SHILPA VASANT BHIDE</i>	86
20.	DATA PROTECTION IN CLOUD COMPUTING <i>CHENNA LAKSHMI</i>	89
21.	AN OUTLOOK OF STRUCTURAL UNORGANISED UNEMPLOYMENT IN INDIA <i>JAI BHAGWAN GUPTA</i>	93
22.	DATA HIDING TECHNIQUE FOR E-TENDERING USING STEGANOGRAPHY <i>MAHAVEER PRASAD TAWANIA, ABHISHEK DIDEL & SAURABH MAHESHWARI</i>	96
23.	ANALYSIS ON AUDITING PRACTICES AND THEIR EFFECTS ON HUMAN RESOURCES: A CASE STUDY OF SELECTED FIRMS IN NAIROBI COUNTY <i>JANE DIANA IMALI KIGUMBA & KARIM OMIDO</i>	105
24.	CORE BASED COMMUNICATION IN MULTICASTING <i>ASHOK KUMAR BHOI & BIJAYA KUMAR KHAMARI</i>	110
25.	E-WASTE: A LATENT ECONOMIC POTENTIAL <i>SIDDHARTH RATHORE</i>	119
26.	USE OF XBRL: AS E-TECHNOLOGY IN COMMERCE <i>NEHA JAISWAL</i>	123
27.	E-COMMERCE IN INDIA – GROWTH & CHALLENGES: A THEORETICAL PERSPECTIVE <i>KARAN JOSHI</i>	129
28.	FINANCIAL DERIVATIVES MARKET IN INDIA <i>ANSHIKA AGARWAL</i>	132
29.	A STUDY INTO THE PROCESS OF OPEN TENDERING AND HOW IT INFLUENCES STRATEGIC ORGANIZATIONAL PERFORMANCE: A CASE STUDY OF KENYA POWER AND LIGHTING COMPANY <i>FASIKA BERHANU WOLDESELESSIE & KARIM OMIDO</i>	142
30.	A TEXT READING SYSTEM FOR THE VISUALLY DISABLED <i>ARAVIND.S & ROSHNA.E</i>	148
	REQUEST FOR FEEDBACK & DISCLAIMER	151

CHIEF PATRON

PROF. K. K. AGGARWAL

Chairman, Malaviya National Institute of Technology, Jaipur
(An institute of National Importance & fully funded by Ministry of Human Resource Development, Government of India)
Chancellor, K. R. Mangalam University, Gurgaon
Chancellor, Lingaya's University, Faridabad
Founder Vice-Chancellor (1998-2008), Guru Gobind Singh Indraprastha University, Delhi
Ex. Pro Vice-Chancellor, Guru Jambheshwar University, Hisar

FOUNDER PATRON

LATE SH. RAM BHAJAN AGGARWAL

Former State Minister for Home & Tourism, Government of Haryana
Former Vice-President, Dadri Education Society, Charkhi Dadri
Former President, Chinar Syntex Ltd. (Textile Mills), Bhiwani

CO-ORDINATOR

DR. SAMBHAV GARG

Faculty, Shree Ram Institute of Business & Management, Urjani

ADVISORS

DR. PRIYA RANJAN TRIVEDI

Chancellor, The Global Open University, Nagaland

PROF. M. S. SENAM RAJU

Director A. C. D., School of Management Studies, I.G.N.O.U., New Delhi

PROF. S. L. MAHANDRU

Principal (Retd.), Maharaja Agrasen College, Jagadhri

EDITOR

PROF. R. K. SHARMA

Professor, Bharti Vidyapeeth University Institute of Management & Research, New Delhi

EDITORIAL ADVISORY BOARD

DR. RAJESH MODI

Faculty, Yanbul Industrial College, Kingdom of Saudi Arabia

PROF. PARVEEN KUMAR

Director, M.C.A., Meerut Institute of Engineering & Technology, Meerut, U. P.

PROF. H. R. SHARMA

Director, Chhatrapati Shivaji Institute of Technology, Durg, C.G.

PROF. MANOHAR LAL

Director & Chairman, School of Information & Computer Sciences, I.G.N.O.U., New Delhi

PROF. ANIL K. SAINI

Chairperson (CRC), Guru Gobind Singh I. P. University, Delhi

PROF. R. K. CHOUDHARY

Director, Asia Pacific Institute of Information Technology, Panipat

DR. ASHWANI KUSH

Head, Computer Science, University College, Kurukshetra University, Kurukshetra

DR. BHARAT BHUSHAN

Head, Department of Computer Science & Applications, Guru Nanak Khalsa College, Yamunanagar

DR. VIJAYPAL SINGH DHAKA

Dean (Academics), Rajasthan Institute of Engineering & Technology, Jaipur

DR. SAMBHAVNA

Faculty, I.I.T.M., Delhi

DR. MOHINDER CHAND

Associate Professor, Kurukshetra University, Kurukshetra

DR. MOHENDER KUMAR GUPTA

Associate Professor, P.J.L.N. Government College, Faridabad

DR. SAMBHAV GARG

Faculty, Shree Ram Institute of Business & Management, Urjani

DR. SHIVAKUMAR DEENE

Asst. Professor, Dept. of Commerce, School of Business Studies, Central University of Karnataka, Gulbarga

DR. BHAVET

Faculty, Shree Ram Institute of Business & Management, Urjani

ASSOCIATE EDITORS

PROF. ABHAY BANSAL

Head, Department of Information Technology, Amity School of Engineering & Technology, Amity University, Noida

PROF. NAWAB ALI KHAN

Department of Commerce, Aligarh Muslim University, Aligarh, U.P.

ASHISH CHOPRA

Sr. Lecturer, Doon Valley Institute of Engineering & Technology, Karnal

TECHNICAL ADVISOR

AMITA

Faculty, Government M. S., Mohali

FINANCIAL ADVISORS

DICKIN GOYAL

Advocate & Tax Adviser, Panchkula

NEENA

Investment Consultant, Chambaghat, Solan, Himachal Pradesh

LEGAL ADVISORS

JITENDER S. CHAHAL

Advocate, Punjab & Haryana High Court, Chandigarh U.T.

CHANDER BHUSHAN SHARMA

Advocate & Consultant, District Courts, Yamunanagar at Jagadhri

SUPERINTENDENT

SURENDER KUMAR POONIA

CALL FOR MANUSCRIPTS

We invite unpublished novel, original, empirical and high quality research work pertaining to recent developments & practices in the areas of Computer Science & Applications; Commerce; Business; Finance; Marketing; Human Resource Management; General Management; Banking; Economics; Tourism Administration & Management; Education; Law; Library & Information Science; Defence & Strategic Studies; Electronic Science; Corporate Governance; Industrial Relations; and emerging paradigms in allied subjects like Accounting; Accounting Information Systems; Accounting Theory & Practice; Auditing; Behavioral Accounting; Behavioral Economics; Corporate Finance; Cost Accounting; Econometrics; Economic Development; Economic History; Financial Institutions & Markets; Financial Services; Fiscal Policy; Government & Non Profit Accounting; Industrial Organization; International Economics & Trade; International Finance; Macro Economics; Micro Economics; Rural Economics; Co-operation; Demography; Development Planning; Development Studies; Applied Economics; Development Economics; Business Economics; Monetary Policy; Public Policy Economics; Real Estate; Regional Economics; Political Science; Continuing Education; Labour Welfare; Philosophy; Psychology; Sociology; Tax Accounting; Advertising & Promotion Management; Management Information Systems (MIS); Business Law; Public Responsibility & Ethics; Communication; Direct Marketing; E-Commerce; Global Business; Health Care Administration; Labour Relations & Human Resource Management; Marketing Research; Marketing Theory & Applications; Non-Profit Organizations; Office Administration/Management; Operations Research/Statistics; Organizational Behavior & Theory; Organizational Development; Production/Operations; International Relations; Human Rights & Duties; Public Administration; Population Studies; Purchasing/Materials Management; Retailing; Sales/Selling; Services; Small Business Entrepreneurship; Strategic Management Policy; Technology/Innovation; Tourism & Hospitality; Transportation Distribution; Algorithms; Artificial Intelligence; Compilers & Translation; Computer Aided Design (CAD); Computer Aided Manufacturing; Computer Graphics; Computer Organization & Architecture; Database Structures & Systems; Discrete Structures; Internet; Management Information Systems; Modeling & Simulation; Neural Systems/Neural Networks; Numerical Analysis/Scientific Computing; Object Oriented Programming; Operating Systems; Programming Languages; Robotics; Symbolic & Formal Logic; Web Design and emerging paradigms in allied subjects.

Anybody can submit the **soft copy** of unpublished novel; original; empirical and high quality **research work/manuscript anytime** in **M.S. Word format** after preparing the same as per our **GUIDELINES FOR SUBMISSION**; at our email address i.e. infoijrcm@gmail.com or online by clicking the link **online submission** as given on our website ([FOR ONLINE SUBMISSION, CLICK HERE](#)).

GUIDELINES FOR SUBMISSION OF MANUSCRIPT

1. **COVERING LETTER FOR SUBMISSION:**

DATED: _____

THE EDITOR
IJRCM

Subject: SUBMISSION OF MANUSCRIPT IN THE AREA OF

(e.g. Finance/Marketing/HRM/General Management/Economics/Psychology/Law/Computer/IT/Engineering/Mathematics/other, please specify)

DEAR SIR/MADAM

Please find my submission of manuscript entitled ' _____ ' for possible publication in your journals.

I hereby affirm that the contents of this manuscript are original. Furthermore, it has neither been published elsewhere in any language fully or partly, nor is it under review for publication elsewhere.

I affirm that all the author (s) have seen and agreed to the submitted version of the manuscript and their inclusion of name (s) as co-author (s).

Also, if my/our manuscript is accepted, I/We agree to comply with the formalities as given on the website of the journal & you are free to publish our contribution in any of your journals.

NAME OF CORRESPONDING AUTHOR:

Designation:
Affiliation with full address, contact numbers & Pin Code:
Residential address with Pin Code:
Mobile Number (s):
Landline Number (s):
E-mail Address:
Alternate E-mail Address:

NOTES:

- a) The whole manuscript is required to be in **ONE MS WORD FILE** only (pdf. version is liable to be rejected without any consideration), which will start from the covering letter, inside the manuscript.
- b) The sender is required to mention the following in the **SUBJECT COLUMN** of the mail:
New Manuscript for Review in the area of (Finance/Marketing/HRM/General Management/Economics/Psychology/Law/Computer/IT/Engineering/Mathematics/other, please specify)
- c) There is no need to give any text in the body of mail, except the cases where the author wishes to give any specific message w.r.t. to the manuscript.
- d) The total size of the file containing the manuscript is required to be below **500 KB**.
- e) Abstract alone will not be considered for review, and the author is required to submit the complete manuscript in the first instance.
- f) The journal gives acknowledgement w.r.t. the receipt of every email and in case of non-receipt of acknowledgment from the journal, w.r.t. the submission of manuscript, within two days of submission, the corresponding author is required to demand for the same by sending separate mail to the journal.

2. **MANUSCRIPT TITLE:** The title of the paper should be in a 12 point Calibri Font. It should be bold typed, centered and fully capitalised.

3. **AUTHOR NAME (S) & AFFILIATIONS:** The author (s) **full name, designation, affiliation (s), address, mobile/landline numbers, and email/alternate email address** should be in italic & 11-point Calibri Font. It must be centered underneath the title.

4. **ABSTRACT:** Abstract should be in fully italicized text, not exceeding 250 words. The abstract must be informative and explain the background, aims, methods, results & conclusion in a single para. Abbreviations must be mentioned in full.

5. **KEYWORDS:** Abstract must be followed by a list of keywords, subject to the maximum of five. These should be arranged in alphabetic order separated by commas and full stops at the end.
6. **MANUSCRIPT:** Manuscript must be in **BRITISH ENGLISH** prepared on a standard A4 size **PORTRAIT SETTING PAPER**. It must be prepared on a single space and single column with 1" margin set for top, bottom, left and right. It should be typed in 8 point Calibri Font with page numbers at the bottom and centre of every page. It should be free from grammatical, spelling and punctuation errors and must be thoroughly edited.
7. **HEADINGS:** All the headings should be in a 10 point Calibri Font. These must be bold-faced, aligned left and fully capitalised. Leave a blank line before each heading.
8. **SUB-HEADINGS:** All the sub-headings should be in a 8 point Calibri Font. These must be bold-faced, aligned left and fully capitalised.
9. **MAIN TEXT:** The main text should follow the following sequence:

INTRODUCTION**REVIEW OF LITERATURE****NEED/IMPORTANCE OF THE STUDY****STATEMENT OF THE PROBLEM****OBJECTIVES****HYPOTHESES****RESEARCH METHODOLOGY****RESULTS & DISCUSSION****FINDINGS****RECOMMENDATIONS/SUGGESTIONS****CONCLUSIONS****SCOPE FOR FURTHER RESEARCH****ACKNOWLEDGMENTS****REFERENCES****APPENDIX/ANNEXURE**

It should be in a 8 point Calibri Font, single spaced and justified. The manuscript should preferably not exceed **5000 WORDS**.

10. **FIGURES & TABLES:** These should be simple, crystal clear, centered, separately numbered & self explained, and **titles must be above the table/figure. Sources of data should be mentioned below the table/figure.** It should be ensured that the tables/figures are referred to from the main text.
11. **EQUATIONS:** These should be consecutively numbered in parentheses, horizontally centered with equation number placed at the right.
12. **REFERENCES:** The list of all references should be alphabetically arranged. The author (s) should mention only the actually utilised references in the preparation of manuscript and they are supposed to follow **Harvard Style of Referencing**. The author (s) are supposed to follow the references as per the following:
 - All works cited in the text (including sources for tables and figures) should be listed alphabetically.
 - Use (ed.) for one editor, and (ed.s) for multiple editors.
 - When listing two or more works by one author, use --- (20xx), such as after Kohl (1997), use --- (2001), etc, in chronologically ascending order.
 - Indicate (opening and closing) page numbers for articles in journals and for chapters in books.
 - The title of books and journals should be in italics. Double quotation marks are used for titles of journal articles, book chapters, dissertations, reports, working papers, unpublished material, etc.
 - For titles in a language other than English, provide an English translation in parentheses.
 - The location of endnotes within the text should be indicated by superscript numbers.

PLEASE USE THE FOLLOWING FOR STYLE AND PUNCTUATION IN REFERENCES:**BOOKS**

- Bowersox, Donald J., Closs, David J., (1996), "Logistical Management." Tata McGraw, Hill, New Delhi.
- Hunker, H.L. and A.J. Wright (1963), "Factors of Industrial Location in Ohio" Ohio State University, Nigeria.

CONTRIBUTIONS TO BOOKS

- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

JOURNAL AND OTHER ARTICLES

- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

CONFERENCE PAPERS

- Garg, Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19-22 June.

UNPUBLISHED DISSERTATIONS AND THESES

- Kumar S. (2011): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

ONLINE RESOURCES

- Always indicate the date that the source was accessed, as online resources are frequently updated or removed.

WEBSITES

- Garg, Bhavet (2011): Towards a New Natural Gas Policy, Political Weekly, Viewed on January 01, 2012 <http://epw.in/user/viewabstract.jsp>

ROLE OF TEACHERS IN QUALITY ASSURANCE IN INDIAN HIGHER EDUCATION

DR. ANIL CHANDHOK
PROFESSOR
M. M. INSTITUTE OF MANAGEMENT
MAHARISHI MARKANDESHWAR UNIVERSITY
MULLANA

ABSTRACT

'Quality in education has been described as a 'degree of excellence'. In order to meet the requirements of modern industry, business and society, it is necessary to develop effective quality assurance and assessment systems that are internationally standardized and recognized. The entire educational process revolves around the two major components of the educational systems, the teacher and the student. This study has been focused upon one of these components, that is, the role of teacher in quality assurance. The main objective of this study is to explore the relationship of socio-economic background of the college teachers of Haryana and their impact on their role performance for quality assurance in higher education.

KEYWORDS

Quality assurance, Teacher, Socio-economic, Role, Higher education.

1.0 INTRODUCTION

Regular monitoring and assessment of educational institutions is essential for quality assurance, recognizing this need, the GOI has framed the National Policy on Education. The role of teacher is at the focal point so far as the quality in education is concerned. To play this role effectively, the teacher should be more aware and need to be responsive towards societal concerns. Rapidly changing society requires the acquisition of more and more knowledge in lesser and lesser time. The challenge for the teachers and educational administrators is to ensure the quality in diverse area such as knowledge, cultural and sports and above all to make one good citizen for the society who is productive and employable in the society.

Considerable attention has been directed for quality assurance in higher education during the last two decades, largely because of the fact that 'education is essential for national development and economic prosperity. The quality issues in education are viewed to be multidimensional, to be conceptualized in terms of input indicators, process indicators and output indicators.

In this context, quality assurance means the development of mechanisms and procedures that are designed and used to maintain and enhance institutional effectiveness. It is probably best described by the Japanese term "kaizen" meaning 'continuous improvement'. For effective quality assurance in higher education, the aspects that need to be motivated and assessed are:

- Infrastructure and learning resources including student support
- Curricula design
- Teaching and learning methodologies
- Evaluation and mechanisms of student progression
- Linkages with research and community.

2.0 MAIN OBJECTIVES OF THE STUDY

- To find out the socio-economic background of the college teachers in Haryana
- To find out the linkage between the responses of teachers and their socio-economic backgrounds in the context of teacher-student interaction.

3.0 REVIEW OF LITERATURE

Sachchidananda (1997) discusses researches in sociology of education under five broad categories namely (i) education as a social system, (ii) school as a social system, (iii) education and society, (iv) education and politics, (v) miscellaneous category which includes a review of research in sociology of education'. He has commented that the teachers' role in education has not received as much attention as it deserves. The problem of teacher's absenteeism is becoming acute.

Halim (2004) Considerable attention has been directed to quality assurance in higher education during the last two decades, largely because of the fact that 'education is essential for national development and economic prosperity. The quality issues in education are viewed to be multidimensional, to be conceptualized in terms of input indicators, process indicators and output indicators.

4.0 RESEARCH METHODOLOGY**NEED FOR THE STUDY**

There is an urgent need to look at the priorities of our times as far as social development through education is concerned. The socio-cultural aspects of society are inter-related with each other and system of education is to be seen in this framework, since it is dependent on political, economic, social and cultural factors operating in society. The findings of the study pertaining to educational problems as perceived by teachers are expected to provide an insight to educational planners and administrators to find out the solutions to these problems and strengthen the mechanisms to improve quality of higher education, necessary in last-changing Indian society.

SCOPE OF THE STUDY

The scope of the study restricted to the teachers of the colleges in Haryana. For the collection of the primary data, the study was confined to the districts of Ambala, Kurukshetra and Panchkula

SAMPLING UNIT

In this study, the sampling units were the teachers of colleges (Govt. & Private) of the state of Haryana.

SAMPLE SIZE

The total sample size was restricted to 200.

SAMPLING DESIGN

Keeping in mind the nature of data required for the study, convenience sampling technique has been used.

DATA COLLECTION

In the present study, we have made use of primary data collected through questionnaire. We have also used information available on web-portals.

QUESTIONNAIRE METHOD

The primary data was collected by administering structured questionnaire to the teachers of colleges of Haryana.

STATISTICAL TOOLS AND TECHNIQUES

In this study, Weighted Average and percentage techniques have been used.

5.0 SOCIO-ECONOMIC BACKGROUND OF COLLEGE TEACHERS

- The distribution of the teachers on the basis of gender revealed that 57.47% were females and 42.33% were males.
- As regards to their marital status 86.21% of the teachers belonged to married strata and the rest of 13.79% were unmarried.
- The distribution of the teachers according to their monthly income indicates that 70.50% teachers falls in the category of above Rs. Fifty Thousand income group and the others 29.50% fall into the category of upto fifty thousand.
- The family background of the teacher consists of two categories one who came under rural background and the others from the urban background majority of the teachers i.e. 67.05% belonged to urban background and 32.95% of the teachers were from the rural family background strata.
- The school background of the teachers was also taken under consideration as one of the socio-economic variables. The school background of the teachers is divided in two categories – government school background and public/private school background. There were 46.68% of the teachers with their schooling from public/private and 56.32% of the teachers with government school background.
- The distribution of the teachers according to their nature of job revealed that 78.93% of the teachers had permanent jobs and 21.07% of the teachers came under the category of temporary jobs.
- Two major faculties of the teachers – science faculty and arts faculty were undertaken. A large proportion of the teacher i.e. 66.28% came under arts faculty and 33.72% under science faculty.
- The distribution of the teachers according to their teaching experience indicated 39.85% of the teachers had up to ten years teaching experience, 31.80% had their experience between ten and twenty years and the rest of the teachers 28.35% had more than twenty years teaching experience.

The responses of teachers were analyzed in terms of nine sociological variables i.e. age, gender, marital status, monthly income, family background, school background, type of recruitment, type of faculty and teaching experience.

6.0 TEACHING-LEARNING PROCESS

The analysis of the data regarding responses of the teachers regarding teacher-student interaction leads to certain findings as following:

6.1 The teachers were asked to give their responses regarding extra time given by them to their students outside the class. The findings in this context are as follows:

The data revealed that 72.03% of the teachers were giving extra time to the students outside the class, but 27.97% were not giving any extra time to the students outside the class.

The responses given by the teachers in the concerned question were studied across levels of nine socio-economic variables. The findings in this regard are as follows:

- A higher proportion of middle age group (76.92%) and elder age group (88.89%) of teachers were giving extra time in comparison to the below 30 years age group of the teachers.
- A higher proportion of males (85.59%) in comparison of females (62.00%) were giving extra time to the students.
- A higher proportion of married teachers (69.78%) were giving extra to the students in comparison to un-married teachers (33.33%).
- A large number of the teachers belonging to both lower income group (71.43%) and higher income group category (72.28%) of the teachers were giving extra time to the students.
- A large number of teachers belonging to government school background (93.88%) were giving extra time to the students in comparison to public/private school background (43.86%).
- Majority of the teachers belonging to urban family background (90.86%) were not giving extra time to the students as compared to the teachers belonging to rural family background (33.72%).
- A higher proportion of the teachers in permanent jobs (84.95%) were giving extra time but the temporary teachers (23.64%) were not.
- A large proportion of teachers belonging to arts faculty (96.53%) were giving extra time to the students in comparison to the teachers of science faculty (23.86%).
- A higher proportion of teachers having more than ten years (97.59%) and more than twenty years of teaching experience (75.67%) were giving extra time to the students as compared to the teachers having less than ten years of teaching experience (49.04%).

6.2 The teachers were asked to give their responses regarding type of appreciation given by them to students for hard work. The findings in this regard are as follows:

47.51% of the teachers adopted direct ways of appreciation by recognizing their work in presence of other students and 36.02% of the teachers adopted indirect ways of public appreciation by involving other students to clap so that whole class appreciates their work and emulate the same and 16.47% of the teachers have not adopted any way of appreciation.

The responses given by the teachers in the concerned question were studied across levels of nine socio-economic variables. The findings in this regard are as follows:

- The data in this regard revealed that majority of the teachers below the age of thirty years (70.18%) were adopting direct ways of appreciation as compared to above 40 years category of teachers (46.83%) adopted indirect ways of appreciation.
- A higher proportion of male teachers (55.87%) adopted direct ways but female in majority adopted (51.33%) indirect ways of appreciation.
- A large number of married teachers (53.33%) adopted direct ways but public school teachers in majority (50.87%) adopted indirect ways.
- Majority of science faculty (59.09%) adopted direct ways in comparison to arts faculty (41.62%).
- A large proportion of teachers belonging to less than 10 years experience category (66.35%) adopted direct ways in comparison to more than 20 years of teaching experience (57.70%) adopted indirect ways.

6.3 The teachers were asked to give their responses regarding ways to control their class. The findings in this context are as follows:

A large number of teachers i.e. 57.68% adopted persuasive ways to control the class. 42.32% of the teachers giving more class work as a ways to control the class.

The responses given by the teachers in the concerned question were studied across levels of nine socio-economic variables. The findings in this regard are as follows:

- The analysis of the data reveals that a large proportion of teachers belonging to younger age group (56.14%) adopted persuasive ways in comparison to elder age in majority (69.05%) adopted punitive ways to control the class.
- A higher proportion of the males (47.45%) adopted persuasive ways in comparison to 60.67% of females adopted punitive ways.
- A large proportion of lower income group of teachers (77.92%) adopted persuasive ways but 66.30% of higher income group adopted punitive ways to control the class.
- Rural background teachers in majority (58.14%) adopted persuasive ways but urban in majority (56.57%) adopted punitive ways to control the class.
- A very large proportion (72.18%) of public/private school background teachers adopted punitive ways in comparison to 45.58% of government school background in majority adopted only persuasive ways.
- Permanent category of teachers in majority (54.37%) adopted punitive ways as compared to temporary teachers in majority (61.82%) adopted only persuasive ways to control the class.
- Art faculty teachers (55.49%) adopted punitive ways as compared to science faculty (46.59%) adopted only persuasive ways to control the class.
- A very large proportion of teachers belonging to less than 10 years teaching experience category (53.84%) adopted direct ways to control the class in comparison between 10 to 20 years teaching experience category (63.86%) and more than 20 years (60.22%) adopted indirect ways to control the class.

6.4 The teachers were asked to give their views about need of regular class tests for the studies. The findings in this regard are as follows:

A large proportion of the teachers i.e. 87.74% were in favour of regular class tests and 12.26% of the teachers were not in favour of regular class tests.

The responses given by the teachers in the concerned question were studied across levels of nine socio-economic variables. The findings in this regard are as follows:

- a) The analysis of the data shows that a higher percentage of teachers belonging to younger age group (92.98%) responded in favour of regular class tests in comparison to 92.31% of the teachers belonging to middle and 89.69% elder age group variable.
- b) Female teachers in large proportion (885) were in favour of regular class tests in comparison to male (87.39%).
- c) A higher proportion of unmarried teachers (94.445) were in favour of regular class tests than married teachers (86.67%).
- d) A large proportion of teachers belonging to lower income group strata (89.61%) were in favour of regular class tests than the higher income group of teachers (86.96%).
- e) Urban background of teachers (88.57%) in large proportion favours regular class tests than the rural background teachers (86.05).
- f) A higher proportion of temporary (96.36%) were in favour of regular class tests than permanent teachers (85.44%).
- g) A large proportion of the teachers belonging to science faculty (88.64%) were in favour of regular class tests in comparison to arts teachers (87.28%).
- h) A higher proportion of the teachers belonging to more than 20 years teaching experience category (89.19%) were in favour of the tests in comparison to the others i.e. younger age group (88.46%) and middle age group (85.54%).

7.0 CONCLUSION

In the context of age, gender, rural-urban difference, there are significant variations in the responses of the teachers in regard to the entire gamut of questions. As far as, gender difference is concerned, there is a significant difference among male and female teachers towards the class discipline. Number of male teachers are more which are inclined to give personal attention and more time to the students in comparison to female teachers. In the context of age and experience, the younger lot is more enthusiastic for participation but discontented with their working conditions. The teachers belonging to younger and older, males and females, married and unmarried, higher and lower income group, permanent and temporary arts, and science, government and public school background have different outlook in assuming the quality in higher education.

In the processes of nation building, the role of teacher is pivotal. The investment made by any nation for the development and enrichment of their teachers is a long term investment. It may not have immediate tangible results but there is no short cut for the credible human resources development. Present study shows that the younger and new generation of the teachers, despite their best intentions, is not feeling involved in their work and are unable to relate to the entire educational process. This study thus leads us to the conclusion that if any radical improvement in the field of education is desired and wanted in higher education, due weightage must be given to the teachers views. We have to create an atmosphere where the job involvement level of teachers can be boosted up for up gradation of accountability in teaching profession which is essential to ensure better quality, effective, relevant, timely and meaningful education to the students for economic and social growth of society.

REFERENCES

1. Bound, B. 1999. 'Situating academic development in professional work : Using peer learning'. The international journal for academic development, 4(1) : 3-10
2. Raza, M. 1990. Education development and society. New Delhi: Vikas Publication.
3. Thakur D., and Thakur D. D. N. 2004, 'Higher Education and Development, New Delhi: Deep and Deep Publication Pvt. Ltd., 100-00.
4. Thirtha, N. V. 1974. Quoted in Chanana, K. 'Research in Sociology of education: A trend report', in Buch, M.B. 1991 Fourth Survey of Research in education (1) 116-17.
5. Tilak, J.B.G. (Ed.) 2003 Education Society and Development New Delhi: APH Publishing Corporation 399-400

REQUEST FOR FEEDBACK

Dear Readers

At the very outset, International Journal of Research in Computer Application & Management (IJRCM) acknowledges & appreciates your efforts in showing interest in our present issue under your kind perusal.

I would like to request you to supply your critical comments and suggestions about the material published in this issue as well as on the journal as a whole, on our E-mail infoijrcm@gmail.com for further improvements in the interest of research.

If you have any queries please feel free to contact us on our E-mail infoijrcm@gmail.com.

I am sure that your feedback and deliberations would make future issues better – a result of our joint effort.

Looking forward an appropriate consideration.

With sincere regards

Thanking you profoundly

Academically yours

Sd/-
Co-ordinator

DISCLAIMER

The information and opinions presented in the Journal reflect the views of the authors and not of the Journal or its Editorial Board or the Publishers/Editors. Publication does not constitute endorsement by the journal. Neither the Journal nor its publishers/Editors/Editorial Board nor anyone else involved in creating, producing or delivering the journal or the materials contained therein, assumes any liability or responsibility for the accuracy, completeness, or usefulness of any information provided in the journal, nor shall they be liable for any direct, indirect, incidental, special, consequential or punitive damages arising out of the use of information/material contained in the journal. The journal, nor its publishers/Editors/Editorial Board, nor any other party involved in the preparation of material contained in the journal represents or warrants that the information contained herein is in every respect accurate or complete, and they are not responsible for any errors or omissions or for the results obtained from the use of such material. Readers are encouraged to confirm the information contained herein with other sources. The responsibility of the contents and the opinions expressed in this journal is exclusively of the author (s) concerned.

ABOUT THE JOURNAL

In this age of Commerce, Economics, Computer, I.T. & Management and cut throat competition, a group of intellectuals felt the need to have some platform, where young and budding managers and academicians could express their views and discuss the problems among their peers. This journal was conceived with this noble intention in view. This journal has been introduced to give an opportunity for expressing refined and innovative ideas in this field. It is our humble endeavour to provide a springboard to the upcoming specialists and give a chance to know about the latest in the sphere of research and knowledge. We have taken a small step and we hope that with the active co-operation of like-minded scholars, we shall be able to serve the society with our humble efforts.

Our Other Journals

