

# INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, ECONOMICS & 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.	A STUDY ON STATUS AND PROSPECTS OF INDIA - THAILAND FREE TRADE AGREEMENT DR. SAIFIL ALI & MANIVASAGAN	1
2.	MICRO FINANCE TOWARDS GENDER EQUITY AND SUSTAINABLE DEVELOPMENT DR. WAJEEDA BANO	7
3.	TEXTILE INDUSTRY: INDIA'S SECOND LARGEST EMPLOYER, BUT WHAT'S REALLY IN FOR THE WORKERS? DR. HALIMA SADIA RIZVI & ISHA JASWAL	14
4.	CORPORATE GOVERNANCE ISSUES IN BANKS IN INDIA DR. PRITA D. MALLYA	18
5.	ECOLOGICAL ECONOMY AND SUSTAINABILITY: THE FUTURES DR. PAWAN KUMAR SHARMA	21
6.	DEALING WITH SEASONALITY: MODELLING TOURISM DEMAND IN CROATIA DR. BALDIGARA TEA & MAJA MAMULA	23
7.	SOCIO-ECONOMIC DETERMINANTS OF TELECOMMUNICATION DEVELOPMENT IN INDIA: AN INTER-STATE ANALYSIS NEENA & KAWALJEET KAUR	30
8.	INTEREST RATE AND UNEMPLOYMENT NEXUS IN NIGERIA: AN EMPIRICAL ANALYSIS ABDURRAUF IDOWU BABALOLA	42
9.	CORRELATION BETWEEN CORPORATE GOVERNANCE PRACTICES AND FINANCIAL PERFORMANCE OF THE COMPANY: CASE OF 5 INTERNATIONALLY ACCLAIMED INDIAN FIRMS SHWETA SATUA	46
10.	FINANCIAL CAPACITY AND ITS EFFECT ON IMPULSE BUYING BEHAVIOUR: AN ON-FIELD STUDY AT LULU INTERNATIONAL SHOPPING MALL, KOCHI JITHIN RAJ R & ELIZABETH JACOB	50
11.	INCREASING AND CHANGING ROLE OF MANAGEMENT ACCOUNTING IN CAPTURING THE VOICE OF CUSTOMERS MANMEET KAUR & RAVINDER KAUR	55
12.	GENDER BUDGET STATEMENT: IS THE BIG BEAUTIFUL MASROOR AHMAD	60
13.	CREATING AN OPTIMAL PORTFOLIO ON S&P BSE SENSEX USING SHARPE'S SINGLE INDEX MODEL HETAL D. TANDEL	64
14.	INNOVATION IN RURAL MARKETS: A CASE STUDY OF PROJECT SHAKTI BY HUL CHIRAG V. ERDA	69
15.	TEA INDUSTRY IN INDIA: AN OVERVIEW DR. R. SIVANESAN	71
16.	IMPACT OF WOMEN EDUCATION ON CHILD HEALTH NUPUR KATARIA	77
17.	VIABILITY AND SUSTAINABILITY OF THE EUROPEAN UNION IN LIGHT OF THE TOURISM INDUSTRY BIVEK DATTA	84
18.	AUTHENTIC LEADERSHIP PRACTICES AND TRUST AMOGH TALAN	89
19.	FOSTERING MUTUAL COEXISTENCE AMONG ETHNO-RELIGIOUS GROUPS IN NIGERIA TOWARDS SUSTAINABLE DEVELOPMENT BY THE YEAR 2020 ADEBISI KOLAWOLE SHITTU & ADEKOLA OMOTAYO AJIBIKE	93
20.	THE EFFECT OF CLIMATIC SHOCKS ON AGRICULTURAL PRODUCTION AND FOOD SECURITY IN TIGRAY (NORTHERN ETHIOPIA): THE CASE OF RAYA AZEBO WOREDA GIRMA BERHE	98
21.	A NOTE TOWARDS FINDING A BUYBACK CONTRACT PRODUCING CLOSE RESULT TO A GIVEN QUANTITY FLEXIBILITY CONTRACT SHIRSENDU NANDI	104
22.	DIRECT TAX CODE IN INDIA: A MAJOR TAX REFORM FOR THE EMERGING ECONOMY RAKESH, C & MANJUNATHA, K	107
23.	PERFORMANCE OF INDIVIDUAL BOREWEL PROGRAMME IN KARNATAKA: WITH SPECIAL REFERENCE TO SCs AND STs DR. RAJAMMA.N	113
24.	EMPLOYMENT IN HARYANA: WHAT DOES THE LATEST DATA SHOWS? ANNU	115
25.	ALGERIAN SMEs AMIDST ECONOMIC REFORMS AND GOVERNMENT SUPPORT AISSA MOSBAH & ROCHDI DEBILI	117
26.	CORRUPTION WITHIN EDUCATION SECTOR: A TYPOLOGY OF CONSEQUENCES MOHAMED DRIDI	122
27.	GROWTH EVALUATION OF SELECTED COMMERCIAL BANKS IN PALESTINE MOHAMMED MALI	127
28.	JOBLESS GROWTH IN INDIA IN 2000's JAGANATH BEHERA	131
29.	FOOD PROCESSING AND VALUE ADDITION: THE PATHWAY TO AGRICULTURE SUSTAINABILITY SREEJA MOLE.S	134
30.	AGRICULTURAL MARKETING REFORMS IN INDIA SHIKHA MAKAR	138
	REQUEST FOR FEEDBACK & DISCLAIMER	145

**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 &amp; Tourism, Government of Haryana

Former Vice-President, Dadri Education Society, Charkhi Dadri

Former President, Chinar Syntex Ltd. (Textile Mills), Bhiwani

**CO-ORDINATOR****DR. BHAVET**

Faculty, Shree Ram Institute of Business &amp; 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. M. N. SHARMA**

Chairman, M.B.A., Haryana College of Technology &amp; Management, Kaithal

**PROF. S. L. MAHANDRU**

Principal (Retd.), Maharaja Agrasen College, Jagadhri

**EDITOR****PROF. R. K. SHARMA**

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

**CO-EDITOR****DR. SAMBHAV GARG**

Faculty, Shree Ram Institute of Business &amp; Management, Urjani

**EDITORIAL ADVISORY BOARD****DR. RAJESH MODI**

Faculty, Yanbu Industrial College, Kingdom of Saudi Arabia

**PROF. SIKANDER KUMAR**

Chairman, Department of Economics, Himachal Pradesh University, Shimla, Himachal Pradesh

**PROF. SANJIV MITTAL**

University School of Management Studies, Guru Gobind Singh I. P. University, Delhi

**PROF. RAJENDER GUPTA**

Convener, Board of Studies in Economics, University of Jammu, Jammu

**PROF. NAWAB ALI KHAN**

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

**PROF. S. P. TIWARI**

Head, Department of Economics &amp; Rural Development, Dr. Ram Manohar Lohia Avadh University, Faizabad

**DR. ANIL CHANDHOK**

Professor, Faculty of Management, Maharishi Markandeshwar University, Mullana, Ambala, Haryana

**DR. ASHOK KUMAR CHAUHAN**

Reader, Department of Economics, Kurukshetra University, Kurukshetra

**DR. SAMBHAVNA**

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

**DR. MOHENDER KUMAR GUPTA**

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

**DR. VIVEK CHAWLA**

Associate Professor, Kurukshetra University, Kurukshetra

**DR. SHIVAKUMAR DEENE**

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

**ASSOCIATE EDITORS****PROF. ABHAY BANSAL**

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

**PARVEEN KHURANA**

Associate Professor, Mukand Lal National College, Yamuna Nagar

**SHASHI KHURANA**

Associate Professor, S.M.S. Khalsa Lubana Girls College, Barara, Ambala

**SUNIL KUMAR KARWASRA**

Principal, Aakash College of Education, Chander Kalan, Tohana, Fatehabad

**DR. VIKAS CHOUDHARY**

Asst. Professor, N.I.T. (University), Kurukshetra

**TECHNICAL ADVISOR****AMITA**

Faculty, Government M. S., Mohali

**FINANCIAL ADVISORS****DICKIN GOYAL**

Advocate &amp; Tax Adviser, Panchkula

**NEENA**

Investment Consultant, Chambaghat, Solan, Himachal Pradesh

**LEGAL ADVISORS****JITENDER S. CHAHAL**

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

**CHANDER BHUSHAN SHARMA**

Advocate &amp; 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](mailto: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>



**CORRUPTION WITHIN EDUCATION SECTOR: A TYPOLOGY OF CONSEQUENCES**

**MOHAMED DRIDI**  
**RESEARCH SCHOLAR**  
**FACULTY OF ECONOMIC SCIENCES & MANAGEMENT**  
**UNIVERSITY OF SOUSSE**  
**TUNISIA**

**ABSTRACT**

The aim of this paper is to focus on the variety of corrupt practices that may develop within the education sector and to explore their associated consequences. Given the fact that most previous studies dealing with the costs of corruption put emphasis only on corruption from public officials, we propose a typology of consequences that allows a comprehensive understanding of the effects related to corrupt practices that could thrive in the education sector. The typology of consequences presented in this paper distinguishes three types of consequences: those related to the achievement of the main goals of access, quality and equity, those related to the demand for education and school performance and, those related to the achievement of broader objectives of the education sector and the development of the society as a whole.

**JEL CLASSIFICATION**

D73, I29

**KEYWORDS**

Corruption, Education, Education sector.

**1. INTRODUCTION**

The increasing recognition of the central role of education for social and economic development of countries has been accompanied by the necessity to identify factors that would impede the effectiveness and the performance of the education sector. Despite the overwhelming number of studies developed in this area, the existing literature has not paid much attention to analyzing the various forms of corruption that would thrive within the education sector. In this respect, Hallak and Poisson (2007) denoted that "corruption in education has been carefully ignored for several decades and remains so". This issue has been recently tackled by a smaller but growing literature aimed at diagnosing and evaluating corrupt practices in education and at identifying factors lying behind the development of corruption in the educational field. Studies developed in this direction were completed by a considerable number of reports and analysis concluding invariably that education, like other sectors, is not immune from corruption. This seems refuting the general perceptions that consider the education sector as relatively free from corruption. For instance, the Global Corruption Barometer elaborated by Transparency International in 2007 for sixty countries indicates that education is rarely considered to be among the most corrupt sectors (Transparency International 2007, p. 6). However, such perceptions do not seem to be supported by the knowledge gathered during past years. Indeed, there is some evidence that the education sector is particularly vulnerable to many forms of corruption which would hamper its effective functioning and, therefore, would constitute a major obstacle to the successful achievement of the various goals often assigned to this sector. Although many studies have investigated the incidence of corruption in education, a conclusive picture on the consequences that would result from corrupt practices thriving within education sector is still lacking. This is mainly explained by the fact that most past studies have tried to explore the consequence related to a single form of corruption. In this respect, this paper aims at providing a more comprehensive understanding of the incidence of corruption in the education sector. The rest of the paper is organized as follows. Section 2 recalls the principal forms that corruption could take within the education sector. Section 3 presents a typology of consequences related to corrupt practices in the educational field. On the basis of a detailed review of the existing literature dealing with the issue of corruption in education, we conclude that the consequences of corruption in education are diversified and can be divided into three main categories: those related to achieving the three main education goals of access, quality and equity; those related to the demand for education and school performance and; those in relation with the achievement of broad goals of education and the overall development of the society. Finally, section 4 concludes.

**2. CORRUPTION WITHIN EDUCATION SECTOR: DEFINITIONS AND FORMS**

The last few years have shown a considerable progress in the analysis of corruption in education, leading to an unprecedented international commitment to the issue of corruption in the educational field. In this respect, we recall the research project on "*Ethics and Corruption in Education*" launched, in 2001, by the International Institute for Educational Planning (IIEP-UNESCO) to which are added the significant efforts made by some scientific associations (International Academy for Education), international organizations (World Bank) and nongovernmental organizations (Transparency International). Among the broad range of definitions of corruption in education, both scholars and practitioners often retain a characterization similar to that proposed by Hallak and Poisson (2002). These authors define corruption in education as: "*the systematic use of public office for private benefit whose impact is significant on access, quality or equity in education*"<sup>1</sup>. Such characterization has the advantage to integrating general aspects of corruption that can be applied to other public sectors (the use of public office for private gain), as well as those more specific to education sector (access, quality and equity). In order to offer a reliable picture on the forms of corruption in education, table 1 recalls the main forms of corruption as enumerated by Amundsen (1999) and provides some examples from the education sector.

**TABLE 1: FORMS OF CORRUPTION IN THE EDUCATION SECTOR**

FORM OF CORRUPTION	DEFINITION	EXAMPLES FROM THE EDUCATION SECTOR
<b>Embezzlement</b>	Theft of public resources by public officials	Educational funds used for political Campaigns; School funds diverted for private interest
<b>Bribery</b>	Payment (in money or in kind) given or taken in a corrupt relationship	Bribes paid to be recruited as a teacher; Bribes paid to be admitted to university
<b>Fraud</b>	Economic crime that involves some kind of trickery, swindle or deceit	Ghost teachers; Paper mills and diploma mills
<b>Extortion</b>	Money and other resources extracted by the use of coercion, violence or threats to use force	Illegal fees collected to be admitted to school; Sexual harassment for promotion
<b>Favouritism</b>	Mechanism of power abuse implying 'privatization' and a highly biased distribution of state resources	Recruitment of administrators based on their membership of a political party; Good marks obtained due to favouritism

*Source: Adapted from Hallak and Poisson (2007, p. 58)*

<sup>1</sup> Hallak and Poisson (2002), p. 17.

As shown in table 1, corruption in the education sector covers all the habitual forms of this phenomenon. In addition to these main forms that may occur in any other sector, there is a wide variety of corrupt practices more specific to the educational field. With the aim of providing a better understanding of the corrupt practices that would develop within the education sector, various typologies of forms of corruption in education have been proposed over the past years. One typology has been developed by Tanaka (2001) who focused on corrupt practices at school and classroom level and distinguished three possible areas where corruption may appear, namely:

- Corruption in procurement including procurement of buildings, equipment, textbooks, uniforms, meals, etc. In this area, corrupt practices can result in the procurement of bad quality goods and services, or increased procurement costs. It is important to note that students will ultimately be harmed by this kind of corrupt practices since they are the end users of such sub-standard goods and services.
- Corruption in school administration which may occur in career promotion, entrance/ graduate examinations, teacher recruitment, facilities utilization, etc. Corrupt behavior may involve not only the school, but also parents, local community, municipal offices and even education ministries.
- Teachers' corruption in the classroom which constitute is a matter for concern since students are directly involved. This type of corruption can occur when teachers tend to make abusive use of powers they have over students. The most obvious forms of corruption in this area include the demand for illegal and unauthorized fees, behaviors developed by teachers to increase the demand for private tutoring, as well as sexual harassment of students.

For Heyneman (2004) corruption in education covers all practices involving the abuse of authority for personal gain as well professional misconduct. Five main forms of corruption in education were listed by the author including corruption in selection; corruption in accreditation; corruption in procurement; corruption in educational property and taxes; and professional misconduct. In a similar vein, Rummyantseva (2005) distinguishes educational-specific corruption from that common to any public sector by identifying corruption that directly and indirectly involves students. Two principal categories of educational corruption are identified by Rummyantseva (2005) and can be summarized as follow:

- Education-specific corruption including all corrupt practices that involve students as agents and have a direct effect on their values, beliefs, and life chances. This includes, on the one hand, academic corruption dealing with potential exchanges that can be established between students and teachers or between students and administrators and, on the other hand, corruption in services which covers the exchanges between students and administrators, or between students and staff.
- Administrative corruption which refers to corrupt practices that do not involve students as agents and have limited direct affect on them. Examples of administrative corruption in the educational field include corruption in procurement, corruption in hiring and, the misuse of public funds for private purposes.

In a related issue, Hallak and Poisson (2007) denoted that opportunities for corruption are likely to occur in all areas related to the planning and management of the education sector, as illustrated in table 2.

**TABLE 2: OPPORTUNITIES FOR CORRUPTION BY AREA OF EDUCATIONAL PLANNING/MANAGEMENT**

Areas of planning/management	Major opportunities for corrupt practices
Finance	Transgressing rules and procedures / bypass of criteria; Inflation of costs and activities; Embezzlement
Allocation of specific allowances (Fellowships, subsidies, etc.)	Favouritism / nepotism ; Bribes ; Bypass of criteria; Discrimination (political, social, ethnic)
Construction, maintenance and school repairs	Fraud in public tendering (payoffs, gifts, favouritism); Collusion among suppliers; Embezzlement; Manipulating data; Bypass of school mapping; Ghost deliveries
Distribution of equipment, furniture and materials (including transport, boarding, textbooks, canteens and school meals)	Fraud in public tendering (payoffs, gifts, favouritism); Collusion among suppliers; Siphoning of school supplies; Purchase of unnecessary equipment; Manipulating data; Bypass of allocation criteria; Ghost deliveries
Writing of textbooks	Fraud in the selection of authors (favouritism, bribes, gifts); Bypass of copyright law; Students forced to purchase materials copyrighted by instructors
Teacher appointment, management (transfer, promotion), payment and training	Fraud in the appointment and deployment of teachers (favouritism, bribes, gifts); Discrimination (political, social, ethnic); Falsification of credentials/use of fake diplomas; Bypass of criteria; Pay delay, sometimes with unauthorized deductions
Teacher behaviour (Professional misconduct)	Ghost teachers; Absenteeism; Illegal fees (for school entrance, exams, assessment, private tutoring, etc.); Favouritism/nepotism/acceptance of gifts; Discrimination (political, social, ethnic); Private tutoring (including use of schools for private purpose); Sexual harassment or exploitation; Bribes or favours during inspector visits
Information systems	Manipulating data ; Selecting/suppressing information ; Irregularity in producing and publishing information; Payment for information that should be provided free
Examinations and diplomas Access to universities	Selling information ; Examination fraud (impersonation, cheating, favouritism, gifts); Bribes (for high marks, grades, selection to specialized programmes, diplomas, admission to universities); Diploma mills and false credentials; Fraudulent research, plagiarism
Institution accreditation	Fraud in the accreditation process (favouritism, bribes, gifts)

Source: Hallak and Poisson (2007, pp. 63-64).

Overall, the general picture that emerges from table 2 is that corrupt practices in the educational field could be identified in all planning and management areas of the education sector. Although people attitudes and the tolerance towards some corrupt behaviors can vary considerably from one society to another, it is not unrealistic to affirm that corruption in the education sector is a global phenomenon that involves all education stakeholders, including students, parents, teachers, administrators, suppliers, as well as educational policy-makers and politicians. The extent of corruption within the educational field and the potential costs that might result from corrupt practices raise important questions about the performance of the education sector and its ability to achieve education goals. In the next section, we discuss the challenges that corruption is likely to pose for the education sector.

### 3. CONSEQUENCES RELATED TO CORRUPTION IN THE EDUCATION SECTOR

A number of studies have tried to analyze the consequences associated with corrupt practices that may develop within the education sector. Drawing on the available literature, we can classify these consequences into three principal categories (see figure 1). The first category focuses on the supply-side consequences and considers the impact that corruption may have on the achievement of the main education goals, particularly the provision of an equal access to high-quality educational services. The second type of consequences emphasizes the effect of corruption on the demand for education and its impact on school performances. The third category of consequences questions the capacity of a corrupt educational system to achieve broader education goals, namely the transmission of universal and civic values to the young generations, as well as its ability to contribute to the development of the society as a whole. These categories of consequences are closely interconnected and can be identified at all levels of education, from primary to tertiary. Taken together, they invariably lead to recognize the inability of a corrupt educational system to meet the wide range of challenges that education sector is often facing.

#### 3.1. SUPPLY-SIDE CONSEQUENCES

The first category of consequences highlights the effects that corruption may have on various aspects of educational provision. This includes the education system's ability to provide an equal access to free and high-quality education services and its contribution to create an educational environment conducive to learning. Several forms of corruption have a direct impact on the availability and quality of services delivered by education sector. In the same way as for corrupt



practices that may develop in any other public sector, corruption in the educational field would certainly contribute to decreasing the resources available for education while increasing the diversion and the misappropriation of education funds and, therefore, would lower the quantity as well as the quality of educational supplies. In this sense, two main forms of corruption should be highlighted: embezzlement of education funds and fraudulent practices in the educational procurement process including construction, maintenance and school repairs, textbook procurement, meal provision, etc. In many countries, these malpractices resulted in the leakage of a significant part of education resources. In this context, Uganda's experience seems to be highly instructive as illustrated by the results from the public expenditure tracking survey (PETS) conducted in 250 Ugandan primary schools, in 1996, in order to diagnose and analyze the magnitude of leakages in education resources. The main conclusion from the PETS implemented in Uganda shows that during the 1991-1995 period, the majority of schools did not receive a large part of the funding to which they are entitled. More specially, the survey results confirm that schools received only 13 percent of the central government's allocation for the schools' nonwage expenditures. Similar findings have been suggested by public expenditure tracking surveys implemented in other countries. For instance, the PETS study covering 45 Tanzanian primary schools found that, in 1998 an average of 57 per cent of all nonwage spending were subject to capture whereas the leakages in education resources in Ghana were at around 49 per cent of nonwage funds, as reported by the PETS study implemented the same year in 126 primary schools from this country (Reinikka and Smith, 2004, pp. 36-37). In a related matter, financial losses related to teacher absenteeism, as calculated by Patrinos and Kagia (2007), seem to provide further evidence on the magnitude of educational wastage due to corrupt practices. These authors have estimated the direct financial cost of teacher absenteeism in primary education in some countries and reported that it ranges from \$16 million a year in Ecuador to \$2 billion a year in India (Patrinos and Kagia, 2007, p. 69). All these examples suggest that when educational resources are used for corrupt purposes, it will be more difficult for the educational system to provide high-quality education services for all children.

Other corruption forms that thrive in the educational field are likely to undermine education quality. These mostly concern corrupt practices related to teacher management and behaviour. First, corruption in teacher appointment may favor the recruitment of teachers on the basis of subjective considerations, irrespective of their merit and competence, which could result in lower quality education. Second, excessive teacher absenteeism which constitutes a widespread phenomenon in many countries of the world, tends to reduce instructional time and raises important concerns regarding the professional and ethical commitments of teachers that adopt such behaviour. Given the fact that teachers are the most important element in enhancing quality education, high levels of teacher absenteeism should cast considerable doubt on the schooling system's ability to improve educational quality and learning outcomes. Third, malpractices adopted by some teachers in order to increase the demand for private tutoring could lead to a negligible attention to the quality of classroom instruction and, sometimes, may lead them to cover only part of the mainstream education program. In this respect, some researchers denoted that private tutoring constitutes a serious threat to teacher performance and could result in decreased teacher time and energy during regular classroom hours [Dang et Rogers (2008, p. 182) and, Hallak and Poisson (2007, p. 259)]. Furthermore, a recent empirical study provide evidence that teacher absenteeism increases significantly with the likelihood of providing extra tutoring sessions after school (Benveniste, Marshall and Araujo, 2008, p.70). In addition, private tutoring is likely to distort the curriculum in the mainstream system, disrupting the sequence of learning planned by mainstream teachers and exacerbating diversity in classrooms (Bray, 2007, p. 18). Finally, corrupt practices in the teacher-pupil relationship can also strengthen the segregation within the educational field and could lead, therefore, to an inequitable educational system. In this vein, malpractices in teacher behaviour, including the acceptance of gifts or favours, may impair their professional judgment (Hallak and Poisson, 2007, p. 161). When the relationship between teachers and students is based primarily on unethical and corrupt behaviour such as favoritism, nepotism, bribery or penalization of the pupils who do not attend private tutoring, it becomes even harder to attain an equal treatment for all students, regardless of social class, race, gender, language, religion, or ethnicity.

### 3.2. CONSEQUENCES RELATED TO THE DEMAND FOR EDUCATION AND SCHOOL PERFORMANCE

The second category of consequences deals with the incidence of corruption on two key aspects of the educational process: the demand for education and school performance. The effect of corruption on the demand for education is mainly transmitted through its impact on the ability of parents, especially those with low income, to invest in the education of their children. A vast array of corrupt practices is likely to work negatively to parents' income and, therefore, to the demand for education, including illegal fees for school entrance or for admission to universities, the demand to purchase textbooks supposed to be provided for free, and pressure exerted by teachers on parents to send their children for private tutoring or to purchase materials copyrighted by instructors. Many studies and surveys provide evidence that these corrupt practices are rampant within the education sectors of many countries around the world. For instance, according to the results of a recent study carried out in 2008 by Transparency International in seven African countries within the framework of Africa Education Watch<sup>2</sup>, an average of 44 percent of parents in the surveyed countries reported paying a registration fee to ensure the enrolment of their children in primary education (90 % in Morocco, 79% in Senegal and, 62% in Sierra Leone), with an average amount at around US\$ 4.16 per child for one school year while such fees have been abolished by law in all countries under study<sup>3</sup>. Similar results have been reported by another study conducted in 2003 by Transparency International's chapter in Mexico on the issue of corruption in the provision of public education. The main conclusion of the biennial National Survey on Corruption and Good Governance implemented in 2003 throughout Mexico's 32 federal states reveals that during the 12 months prior to the survey, the sums paid by Mexican households in bribes to secure access to public education (a compulsory and free public service) are over 102 million pesos (US\$10 million), which correspond to an average amount of 300 pesos (US\$30) paid by every household in exchange for a legally free education service (Transparency International, 2005, p. 48). Besides the abusive demands for fees that by law have been abolished, parents are often forced to devote a considerable part of their income in order to respond to various kinds of pressure imposed by teachers to enroll their children in private supplementary tutoring. These additional and undue fees constitute a heavy burden for parents, particularly the poorest, to afford their own children's schooling that, in turn, could translate into lower enrollment and completion rates. That said, the demand for education tends to decrease as costs that parents have to pay for the education of their children raise, due to corrupt practices.

Regarding the impact of corruption on school performance, it constitutes to a large extent the combined effect of those mentioned above. In fact, when corruption tends to undermine the capacity of the education system to provide a high-quality education services, in particular a good quality classroom instruction and, when parents, because of some corrupt practices, are facing supplementary costs for schooling their children, it is students and their school performance who suffer the consequences. In this sense, academic success or failure, as well as the quality of the cognitive and social skills accumulated by students can be considered to a large extent as the product of the educational system itself. In addition, corruption may lead to lower school performance through two interrelated modalities: school participation and students' motivation. Indeed, various forms of corruption that thrive in the educational field could affect the key features of school participation: attendance and retention, and constitute a serious threat to students' motivation and their commitment to learning and, hence, would have a negative impact on the quality of knowledge and skills they are supposed to acquire. In this respect, high levels of teacher absenteeism and unethical behaviors developed by some teachers are likely to result in the development of negative attitudes among pupils towards school that in turn, would undermine their engagement to learning. Some empirical studies conducted over the past years have clearly emphasized that teacher absenteeism is negatively associated with student attendance [Benveniste, Marshall and Santibañez (2007, p. 95) and, Benveniste, Marshall and Araujo (2008, p. 85)]. Moreover, there is some evidence that teacher absenteeism tends to go along with lower school performance [Duflo and Hanna (2005), Clotfelter, Ladd and Vigdor (2007), Das, Dercon, Habyarimana and Krishnan (2007) and, Miller, Murnane and Willett (2007)].

Other corruption forms, especially malpractices in the teacher-pupil relationship, are major impediments that can have a negative impact on students' motivation and would contribute to lower attendance and retention rates. One should recall in this respect the detrimental effects of some corrupt and unethical behaviors such as favoritism and nepotism, sexual harassment and discrimination on grounds of race, gender, religion or ethnic origin. It is noteworthy that other corruption forms, including academic fraud and malpractices during examinations and the accreditation process, can lead to the decline of

<sup>2</sup> Africa Education Watch (AEW) is a three year programme (2007-2010) implemented by Transparency International that focuses on governance in the management of public funds in the primary education system of seven African countries (Ghana, Madagascar, Morocco, Niger, Senegal, Sierra Leone and Uganda). In each country, four types of respondents were interviewed: households, head teachers, heads of Parent-Teacher Associations (PTAs) and local governments (district education officers).

<sup>3</sup> Transparency International (2010), Africa Education Watch: Good Governance Lessons for Primary Education.

meritocratic values and, in the long-term, can constitute a strong disincentive for students to learn (Hallak and Poisson, 2007, p. 233). From this perspective, a corrupt educational system would obviously result in students that are less motivated and less engaged in school and, more prone to attendance problems, particularly when they are beginning to recognize that success is based more on bribery, favoritism and manipulation than on merit, capacity and personal effort.

### 3.3. CONSEQUENCE ON THE DEVELOPMENT OF THE SOCIETY AS A WHOLE

The first two categories of consequences show that corruption in the educational field impedes the achievement of the main education goals (access, quality and equity) and reduces the demand for education, as well as school participation and learning performance. The importance of education for the economic, social and political future of nations suggests that the widespread presence of corruption within the education sector is likely to compromise the development of the society as a whole. Without an education system free of corruption, it becomes harder to any country to create human resources that are necessary to its economic, social and political development. In fact, it is unrealistic to consider that *"in a corrupt education system, students do not acquire the skills and knowledge that will enable them to contribute meaningfully to their country's economy and society. They learn from a young age to value corruption, accepting it is a norm for them and society"*<sup>4</sup>. In this sense, corruption can put at risk the achievement of wider educational policy goals, including the learning and the transmission of civic, ethical and universal values to the future generation, the development of a well-informed electorate and the generation of qualified future leaders. Therefore, as denoted by Hallak and Poisson (2006), *"lack of integrity and unethical behaviour within the education sector is inconsistent with one of main purposes of education; that is, to produce 'good citizens', respectful of the law, of human rights and fairness (it is also incompatible with any strategy that considers education as one of the principal means of fighting corruption)"*<sup>5</sup>. In this respect, malpractices and unethical behaviors adopted by some teachers seriously undermine the schooling system's ability to impart the desired civic education and, thus, its capacity to promote the transmission of integrity and honesty values to the future generation. According to this vision, Tanaka (2001, p. 160) acknowledges that prolonged corruption in an educational environment will create a reproductive process that produces corrupt students. Similarly, as indicated by Chapman (2002, p.3), corruption in the educational field is harmful to the society as a whole and to its future particularly when entire generations of youth begin to believe that personal success comes not through merit and hard work, but through favoritism, bribery and fraud. In addition, academic fraud can endanger the credibility and usefulness of the assessment systems in place and the value of academic degrees, promoting distrust about the academic enterprise at large (Hallak and Poisson, 2007, p. 234). Furthermore, corruption in higher education has also a strong influence on the selection of the elite and, therefore, the nation's future leadership and, can be detrimental to public health and safety by allowing incompetent doctors, teachers and other professionals who have purchased their grades or licenses to practice (Rumyantseva, 2005, pp. 84-86).

### 4. CONCLUSION

The aim of this paper was to put emphasis on the various forms of corruption that may flourish within the education sector and in particular, to explore their associated consequences. Despite the fact that little attention has been paid to the issue of corruption in education, the available literature seems to provide sufficient insights on the magnitude of the problem in the education sector of many countries around the world and acknowledges that corrupt practices can be related to the more specific aspects of the educational field. In this respect, early studies indicate that corruption in education is a worldwide phenomenon that may occur at all areas related to the planning and the management of the education sector and show that corrupt practices are likely to involve all education stakeholders of any country, regardless of its level of development. This is illustrated by the findings of many studies conducted in various regions of the world, underlining the magnitude and the diversity of corrupt practices in the educational field. The main conclusion of past studies dealing with the issue of corruption in education suggests that the vulnerability of the education system to corruption can only lead to disastrous consequences. Drawing on the past literature, we have tried to provide a classification of the consequences that would result from the various forms of corruption thriving within the education sector. The typology of consequences presented in this paper makes a distinction between three types of effects: those related to the supply of education and the achievement of the main education goals of access, quality and equity; those related to the demand for education and school performance and; those related to the achievement of broader education goals and the development of the society as a whole. These three categories of consequences are obviously interrelated and enable us to constitute a better understanding of the costs and implications of corruption in the educational sector. Taken together, they suggest that the development of corruption within the education sector tends to curtail incentives to invest in education, both individually and collectively. The extent of malpractice in the educational field suggests also that the desired education objectives cannot be achieved in the presence of a corrupt educational system. In this sense, a great deal of attention on the issue of corruption in the educational field and a radical education reform are often needed to make the system free of corruption, more competitive and hence, more likely to play a better role in empowering individuals and transforming societies.

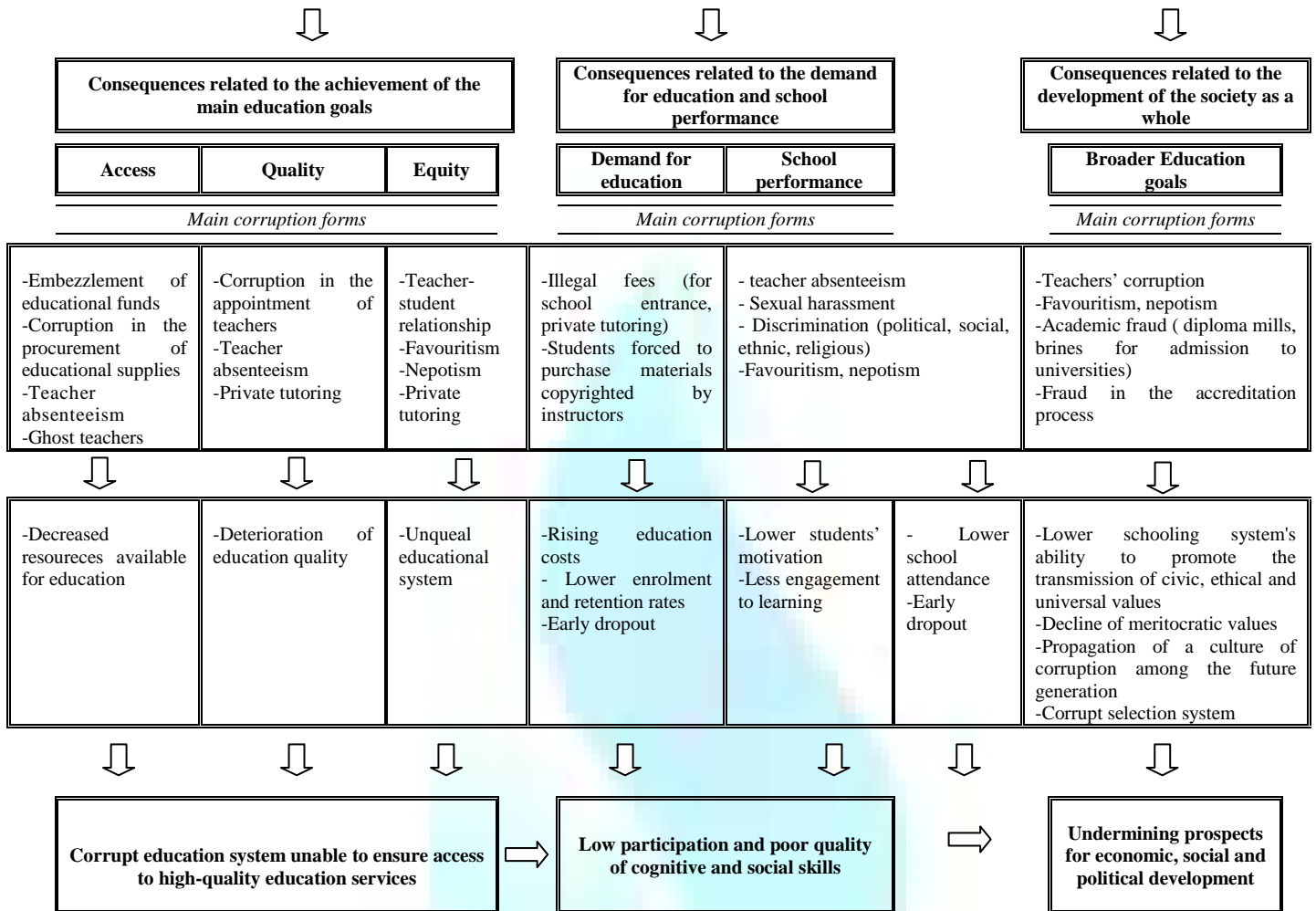


FIGURE 1: EDUCATIONAL CORRUPTION: A TYPOLOGY OF CONSEQUENCES

<sup>4</sup> Transparency International (2009), p. 2

<sup>5</sup> Hallak, J. and Poisson, M. (2006), Governance in Education: Transparency and Accountability, p. 6.

## Consequences of corruption in the education sector



## REFERENCES

- Amundsen, I. (1999), "Political Corruption: An Introduction to the Issues". CMI (Chr. Michelsen Institute), Bergen, June 1999, CMI Working Paper WP 1999:7.
- Benveniste, L., Marshall, J. & Santibañez, L. (2007), "Teaching in Lao PDR". East Asia & the Pacific Region, World Bank, and Ministry of Education, Lao PDR.
- Benveniste, L., Marshall, J. and Araujo, M.C. (2008), "Teaching in Cambodia". Human Development Sector East Asia and the Pacific Region, The World Bank and, Ministry of Education, Youth and Sport Royal Government of Cambodia.
- Bray, M. (2007), "The Shadow Education System: Private Tutoring and its Implications for Planners". IIEP- UNESCO: Paris.
- Chapman, D. (2002), "Corruption and the Education Sector". Sectoral Perspectives on Corruption, November 2002, Prepared by MSI, Sponsored by USAID, DCHA/DG.
- Clotfelter, C.T., Ladd, H.F., and Vigdor, J.L. (2007), "Are Teacher Absences Worth Worrying About in the U.S.?" NBER Working Paper n°13648.
- Dang, H-A. and Rogers, F. H. (2008), "The Growing Phenomenon of Private Tutoring: Does It Deepen Human Capital, Widen Inequalities, or Waste Resources". The World Bank Research Observer, Vol. 23, n°2, pp. 161-200.
- Das, J., Dercon, J., Habyarimana, J. and Krishnan, P. (2007), "Teacher Shocks and Student Learning: Evidence from Zambia". Journal of Human Resources. Vol. 42, No. 4, pp. 820-862.
- Duflo, E., and Hanna, R. (2005), "Monitoring Work: Getting Teachers to Come to School". NBER Working Paper n°11880.
- Hallak, J. and Poisson, M. (2006), "Governance in Education: Transparency and Accountability". IIEP- UNESCO: Paris.
- Hallak, J. and Poisson, M. (2007), "Corrupt schools, corrupt universities: What can be done?". IIEP- UNESCO: Paris.
- Hallak, J., and Poisson, M. (2002), "Ethics and Corruption in Education. Results from the Expert Workshop held at IIEP, Paris, 28-29 November 2001". Published in the series: Policy Forum- N°15. IIEP- UNESCO: Paris.
- Heyneman, S. P. (2004), "Education and Corruption". International Journal of Educational Development, Vol. 24, pp. 637-648.
- Miller, R.T., Murnane, R.J. and Willett, J.B. (2007), "Do teacher Absences Impact Student Achievement? Longitudinal Evidence from One Urban School District". NBER Working Paper n° 13356.
- Patrinou, H. A., and Kagia, R. (2007) Maximizing the Performance of Education Systems: The Case of Teacher Absenteeism, Edited by Campos, E. J. and Pradhan, S., The Many Faces of Corruption: Tracking Vulnerabilities at the Sector Level, Chapter 2, pp.63-87. The World Bank: Washington D.C.
- Reinikka, R. and Smith, N. (2004), "Public Expenditure Tracking Surveys in Education". IIEP- UNESCO: Paris.
- Rumyantseva, N. L. (2005), "Taxonomy of Corruption in Higher Education". Peabody Journal of Education, Vol. 80, No. 1, pp. 81-92.
- Tanaka, S. (2001), "Corruption in Education Sector Development: A Suggestion for Anticipatory Strategy". The International Journal of Educational Management, Vol. 15, No. 4, pp. 158-166.
- Transparency International (2005), "Stealing the Future: Corruption in the Classroom. Ten Real World Experiences". Berlin, Germany.
- Transparency International (2007), "Report on the Transparency International Global Corruption Barometer 2007". Berlin, Germany.
- Transparency International (2009), "Corruption in the Education Sector". Transparency International Working Paper 04/2009.
- Transparency International (2010), "Africa Education Watch: Good Governance Lessons for Primary Education". Berlin, Germany.

## **REQUEST FOR FEEDBACK**

**Dear Readers**

At the very outset, International Journal of Research in Commerce, Economics & 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](mailto: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](mailto: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*

