Global Journal of Enterprise Information System
ISSN: 0975-153X (print)
ISSN: 0975-1432 (online)

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Vol. 6 / Issue. 3 Global Journal of Enterprise Information System July - September, 2014 Pages: 1 - 59

ISSN (Print): 0975-153X | ISSN (Online): 0975-1432

Enhancing Innovation, Sustainability and Entrepreneurship through EIS

Global Journal of Enterprise Information System

www.gjeis.org

Vol. 6 Issue. 3 | July - September, 2014

Dr. Subodh Kesharwani
Editor-in-Chief

Co-published by
INFORMATICS
A Passage to Knowledge
www.informindia.co.in
KARAM Society

GLOBAL JOURNAL OF ENTERPRISE INFORMATION SYSTEM

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Subscription Information

Subscription includes print version with online access. Annual subscription rate for **4 issues: INR 3500 /USD 350.** Please send a cheque in favour of Informatics Publishing Limited and send it to the below address:

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GLOBAL JOURNAL OF ENTERPRISE INFORMATION SYSTEM

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Enhancing Innovation, Sustainability and entrepreneurship through EIS

Cherished Academician,

The business world has been designated as a foremost strength for creating a sustainable world, predominantly when acting as a source of innovation and creativeness. Sustainability, Innovation, and Entrepreneurship (SIE) explores the evolution of sustainability thinking in the workplace. Sustainopreneurship (a portmanteau of sustainability and entrepreneurship) is the exercise of business organizing to resolve problems related to social and environmental sustainability. It is a "business with a foundation" where world problems are twisted into business opportunities by deployment of sustainability innovations. Social entrepreneurship in contemporary society offers a philanthropic appearance of entrepreneurship that focuses on the benefits that society may harvest. Merely putting, entrepreneurship becomes a social endeavor when it transforms social capital in a manner that affects society completely. The deep roots of sustainability philosophy are now perceptible in widespread and increasingly visible activities worldwide, and SIE explores this progression; its stipulation, its implications and its progression.

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The GJEIS as an academic Journal facilitates smart business leaders with its research initiatives and considering the changing face of the nation, because it also represents the changing face of business. The journal is presently listed in almost thirty directories in the world, equipped with Digital Object Identifier (DOI) from Crossref USA http://www.crossref.org. It also had an impact factor of 1.20 of 2013 and 1.346 for the year 2014 from International citation report (ICR).

The journal with its present volume focused on this part and highlight how changes brings a paradigm shift on the plus side and create tremendous market opportunities in products and services. Mandate of a Journal is to popularize the concept of Enterprise, Information and System in business and outside business. It is designed to enlighten people that synchronization of three words is not just a financial objective, but is more omnipresent, that is why we have to get across what the academics and the peers are doing and saying about technological pitch in creating a niche. We have built a global team to make GJEIS an authenticity.

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Dr. Subodh Kesharwani,
Founder, Editor-in-Chief

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Global Journal of Enterprise Information System [GJEIS]

ISSN No. 0975-1432

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Investigating the Effect of Different Methods of Financial Supply on the Profitability Ratios of Companies Accepted in Tehran Stock Exchange

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Abstract

One of the most important stimulating factors that have an accelerating role in achievement the countries to stage of development are capital adequacy and financial supply. To supply required capital, there are different ways. These ways mainly consist of the use of debt, the use of shareholders' capital in the form of common stock, the use of retained earnings, the combination of these methods and etc. Different ways of financial supply have various risks and efficiencies and different economic, accounting, functional, liquidity and profitability variables of the company are markedly changed under the influence of different methods of financial supply. In this study, the influence of different conventional methods of financial supply (retained earnings, common stock and debt) as independent variables on profitability of companies (return on asset, operating profit margin, net profit margin and return on equity) as dependent variables has been examined. The present study is applicable and descriptive in correlation branches from view points of objective and the nature of method, respectively. Simple random and cluster methods were used for sampling. Thus, at first, the samples were selected among various industries active in Tehran Securities and Exchange using simple random sampling. And then all of the companies in the oil and petrochemical industry during years 2005-2012 were considered as research sample. Test results of the assumptions show that there was a statistically significant relationship between financial supply through retained earnings and the logarithm of return on equity and but a statistically significant relationship was not found between the financial supply of common stock and debt. Also, results showed that a statistically significant relationship exists between financial supply through retained earnings and debt with net profit margin. But a statistically significant relationship was not observed between financial supply through debt, retained earnings and common stock with return on asset and between financial supply through debt, retained earnings and common stock with operational profit margin.

Keywords: Common Stock, Debt, Return on Equity, Operational Profit, Net Profit of Profitability

1. Introduction

The concept of financial supply determines the composition of essential resources for investment[16]. Financial supply methods are very effective for continuing the activity and implementation of profitability projects in growth process of companies and they result in continuing the life of companies in today competitive world. Financial supply is conducted using various short- and long-term methods and companies can supply their required financial sources from inside (for example, retained earnings) or outside of company (through issuance of stock or bonds). The main aim of companies is increasing the return on equity and therefore they use a method that helps them to achieve this goal. Enhancement of return on equity and consequently decrease of capital costs increase value of the company. Indeed, investors such as shareholders or suppliers of loans and log-term facilities have accepted the risk of not receipting it by giving their own capital or money to the company and want a return equal with capital cost of the company[10]. Determining the optimal structure of capital is one of the essential issues of financial supply of companies. This point has an important application in the field of making a decision about financial supply of current operation and investment plans of companies. Due to lower risk of debt securities, expected return of creditors is also lower than that of the shareholders. Therefore, the more use of debt for more financial supply, the lower total capital cost and the more profitability for the company; and it is true up to a given level. In spite of this, financial risk of the company increases with enhancement of debt and consequently creditors want higher interest rate. In this situation, the total capital cost

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increases. Consequently, optimal structure of capital must exist between two limits of financial supply (stock and debt)[7]. Some of theorists have stated that much more money can be earned using wise decisions made in the field of investment but the fact is that it must be hesitated and the role of correct financial supply must be considered. Undoubtedly, this theory not only does not deny the important role of financial supply but also prioritize the investment. Therefore, if decisions related to financial supply were made consistent with company investment strategy not against it, it can result in more profitability. Topics of the theory are in relation to capital structure following on achieving a limit of balance between two main resources of financial supply, namely debt and return on equity to can maximize the stock value of the company at that point and minimize the cost of supply of financial resources. Capital structure decisions in real world are usually made according to many factors and based on different conditions and they are often based on judgment and viewpoints of managers. Financial theories also help identifying effective factors on value of company and rationalizing decisions in determining capital structures. Overall, financial supply resources in view point of a company consist of debt and return on equity. Applying each of these resources in capital structure of the company has a specific property and it is done in accordance with dominated conditions. Debts due to their high priority for paying back and being known the price, usance, and interest rate has a lower risk than capital in view point of creditors. Accepting higher risk, investors also expect more returns; based on this, it is expected whatever the institution use more borrowing, the capital cost decreases, however, enhancement of debt and bankruptcy risk result in increasing the expectations of investors and it is possible to offset the cost of savings. Various theories have been stated that some of them did not considered any difference among financial supply sources and some have gone so far as that they propose that a company can maximize its own value using 100% debt. Enhancement of shareholders' wealth is final goal of profit institutions. Use of correct methods of financial supply and the type of financial supply methods selected in companies for implementation of profitable projects can play a fundamental role in increasing the company value and shareholders' wealth. Because if a company attracts proper sources and has optimal consumptions, the profitability and value of the company increase. On the other hand, some of researchers of financial science know the profitability of the company resulted from management performance not from its capital structure. In their opinion, the value of the company and shareholders' wealth can be affected by performance of managers. In this research we aim to answer this question that whether various methods of financial supply are effective on profitability ratios of companies? Indeed, the main matter in this research is answering to this question: how is the effect of various common methods of financial supply (retained earnings, common stock, and debt) on profitability of companies (return on assets, profit margin, and return on equity)? Final purpose of various researches in the field of capital structure and different methods of financial supply is to achieve the optimal capital structure in any institution and organization according to task nature and activity of that organization. What meantime and before design of optimal model of capital structure that has high importance is to discover the relationship between the profitability of organization and various methods of financial supply. Indeed, investigating the relationship between various methods of financial supply and the profitability is a prerequisite to achieve the optimal capital structure in any organization. This study aims to determine the relationship between various methods of financial supply and the profitability of companies by understanding the necessity and importance of this matter.

2. Hypotheses of Research

1. There is a significant relationship between return on equity and various methods of financial supply.
2. There is a significant relationship between return on assets and various methods of financial supply.
3. There is a significant relationship between operational profit margin and various methods of financial supply.
4. There is a significant relationship between net profit margin and various methods of financial supply.

3. Research Method

The present research from view points of purpose and information collection method is applicable and descriptive of a kind of correlation with branch of regression analysis, respectively. Correlation study is used when a researcher has two or several groups of different information related to one group from two or several groups and the purpose is to study changes of two or several factors resulted from changes of the other one or several factors. Regression analysis is one of various kinds of correlation study that it will be used in this study. This study can be called "applicable" because by considering the importance of profitability for company managers and beneficiaries, determining the relationship between financial supply and profitability helps investors to predict future profitability and then to determine the value of the company and also helps company management to make a decision about determining the correct method of financial supply. Also, this study is a library study from view point of data collection because with referring to balance sheet, documents, notes and financial statements of bourse companies, information related to variables of study are collected. In order to collect data and required information for study, library studies in branch of documentation and information existed in texts related to the topic, various internet websites such as irbourse.com, tsemc.com, and www.rdis.ir and software applications that present information in the field of bourse companies like Rahavard Novin were used. Statistical population of study consists of all companies accepted in Tehran Securities and Exchange. Cluster and simple random methods were used for sampling. Thus, at first, the samples were selected among various active industries in Tehran Securities and Exchange using simple random sampling. And then all of the active companies in the oil and petrochemical industry during years 2005-2012 were considered as research sample. In order to analyze information, Pearson's correlation coefficient test was applied.

4. Conceptual Model of Study

Study model consists of three independent variables that are separately fitted to three dependent variables. Graphical chart of study model is shown as follows:

Independent variables in this study are financial supply methods that three prominent methods including through retained earnings, through issuance of common stock, and through debt for financial supply have been considered according to statistical sample and way of financial supply of these companies that financial supply through debt and issuance of common stock are regarded as external sources of financial supply and they have a high importance from view point of their effects on financial risk and control of companies. Financial supply through retained earnings also is known as the most important and the most common internal method of financial supply. Thus, these three methods have been selected as independent variables of study. These variables are theoretically and operationally described below:

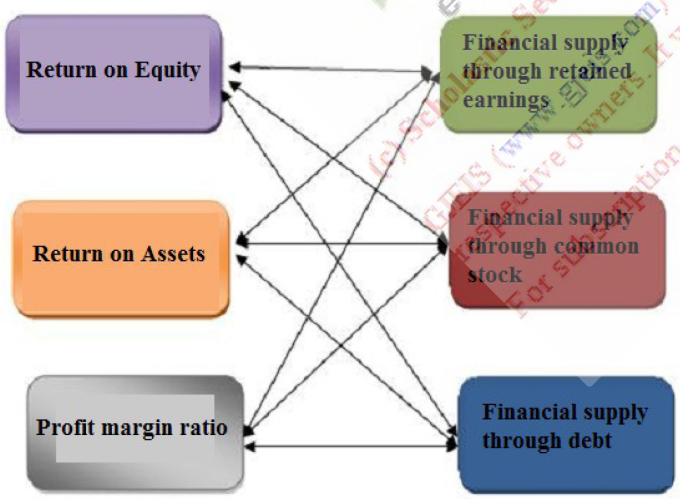

Figure 1. Conceptual model of study.

4.1 Financial Supply through Retained Earnings

$$E = (C_1 - C_0) - A$$

In above equation, E, C_0, C_1, and A represent financial supply through retained earnings, capital before capital increase, capital after capital increase, and capital increase percentage from reserves and present receivables, respectively.

4.2 Financial Supply through Issuance of Common Stock

$$S = (C_1 - C_0) - B$$

In above equation, S, C_0, C_1, and B represent financial supply through issuance of common stock, capital before capital increase, capital after capital increase, and capital increase percentage from shareholders' cash provided, respectively.

4.3 Financial supply through debt

$$D_t = d_t - d_{t-1}$$

In above equation, D_t, d_t, and d_{t-1} represent financial supply through debt duration t, supply through debt duration t, and financial supply through debt duration t-1, respectively.

5. Dependent Variables of Research

5.1 Return on Equity

It is obtained from division of net profit belongs to common shareholders of company (i.e. net profit minus paid dividend to owners of preferred stock) by common equity. It is one of the profitability ratios. Profitability ratios show the success of company in obtaining net return on sales with investment. The purpose of management is to maximize the return for shareholders. Thus, return on equity is the most important criterion for measuring the company success to achieve mentioned purpose[2].

$$ROE = \frac{\text{Net profit}}{\text{Equity}}$$

5.2 Return on Assets

$$ROA = \frac{\text{Net profit}}{\text{Total assets}}$$

5.3 Profit Margin Ratio

$$\text{Profit margin ratin} = \frac{\text{Net profit}}{\text{Sales}}$$

6. Research Background

Pecking order theory of finance was firstly introduced by Myers (1984) as below:

1. Companies prefer domestic financial supply sources (retained earnings).
2. A division ratio of targeted profit was selected according to investment situations and sudden changes in divided profit were avoided.
3. Making a constant profit division policy with unexpected changes in profitability and investment situation means internally generated cash flows are sometimes greater and sometime lower than capital costs. If cash flows are greater than capital costs, the company pays its own debts back. If cash flows are lower than capital costs the company uses its own balance of accounts or tries to sell its own marketable securities (short-term).
4. If you need external financial supply sources; companies first release the safest securities. Thus, companies first use debt, then if possible, convertible bonds or common stock for financial supply[13].

Meyer (1989) compared and investigated financial structures of companies in eight different industrial countries over the period 1970-85. Some of his results are as follows:

1. Retained earnings is the most important financial supply sources of all countries, especially in England, Canada and America, so that more than 75% of investments in America and England have been provided through retained earnings.
2. An inverse relationship exists between the use of retained earnings and bank credits.
3. Small and medium companies more than large companies use external sources and they in financial supply have more connection with commercial banks and use lower securities for financial supply (Meyer, 1989).

Singh[24] investigated financial supply methods of fifty developed countries and developing countries. The main results of this study are as follows:

1. Companies located in developing countries mostly use from foreign sources for financial supply.
2. Companies located in developing countries create new stocks to increase their net assets.

In a study, Corbett [15] investigated financial supply methods in developed countries over the period from 1970 to 1989. The main results of this study are as follows:

1. The most important financial supply method in companies of all the countries studied is internal resources.
2. Small amounts of financial supply sources in the investigated countries are bonds and securities.
3. The most important external source of financial supply is bank mortgages to companies under study. Pahor[23] in their research found that a non-linear relationship between financial ratios and internal rate of return exists in certain industries.

Fama [19] in a study about financial supply decisions emphasized the preferred model. In this study, they obtained considerable and questionable results about this model.

They concluded from their investigation that it looks financial decisions reverse the main predictions of the preferred model about that how often firms and under what circumstances issue securities.

They consider negative relationship between leverage and profitability documented in many previous works (e.g., Tytmen and Wessells, [19]) as a serious contradiction for the main predictions of the model about tax and interests of representation of debt. Thus, they see both the parallel and preferred models to have serious.

Casser[14] investigated the relationship between the amount and type of financial supply and future and past profitability of the companies from the New York Stock Exchange.

The results of investigation showed that changes in company profitability have orderly a relationship with amount and kind of financial supply.

Jang[21] investigated the relationship between growth and profit in companies that have revised their financial statements. They used generalized dynamic moment panel. The results of this study showed that the predicted profit has a positive effect on the current growth, but previous growth has a reverse relationship with current profit. Pourheidari [1] showed that companies that finance through long-term debts, unexpectedly, do not decrease conditional conservative level not only during financial supply but also earlier period. But companies that finance through equity, expectedly, decrease conditional conservative level in financial reports both during financial supply and earlier period; because this results in improving the expectations of investors and shareholders from future company performance and it accompanies by more efficient financial supply.

Namazi and Parisaei (2003) investigated the effect of capital structure of companies in Tehran Stock Exchange on the return and risk. They divided companies into two samples including companies that have used credits to supply their needed funds and companies that have issued stocks to supply their required funds. Then, they calculated the stock returns of first and second sample companies during years from 1996 to 2001 and obtained total average of return of each statistical sample. They using t-test with 95% level of confidence concluded that financial supply method has not had a significant effect on the stock return of companies under study.

Jaber[4] in his study aims to investigate the effect of capital structure on the profitability of active companies in cement industries accepted in Bourse during years from 1998 to 2002. The results show that there is not a significant relationship among debt ratios, coverage of interest costs, debt to equity, and stock return in a 95% level of confidence. Also, there is not a significant relationship among financial supply methods, financial structure of active companies in cement industry, and their stock return and stock return is not affected by debt amount in financial structure of companies.

HassanAli Sinaee (2007) in a paper studied the effect of various factors on the use of leveraged financial supply method. Obtained results not only emphasize the effect of specific factors of every industry on the financial structure of companies, but also they have presented especial suggestions for managers of companies.

Hassan Ghalibaf[5] in a paper have investigated the relationship of factors such as amount, profitability, collateral assets, commercial risk and liquidity with use of debt in capital structure of companies in order to test a new theory about capital structure like static trade off theory in Iranian companies. The results showed that during study the factors of amount, profitability and liquidity have a reverse significant relationship with capital structure of companies accepted in Tehran Stock Exchange. In summary, results obtained from this study do not confirm static trade off theory in Tehran Stock Exchange.

Mojtahedzadeh, Alavi Tabari[10] studied the relationship of financial supply and operational performance in companies accepted in Tehran Stock Exchange. Their results showed that financial supply not only does not an effect on before and after operational performance but also type and volume of financial supply do not have an effect on most measures of operational performance.

7. Findings

Kolmogorov-Smirnov test was used to investigate the normality or non-normality of distribution of variables. If calculated significance level in Smirnov test that was calculated with statistics Z is higher than 0.05 in error level of 0.05, the mentioned variable is normal and if it is lower than 005, the variable is not normal. Output table of SPSS software is given in Table 1.

It is observed that the significance level (Sig) of return on asset and operational profit is higher than 0.05 thus, normality of data is confirmed. But significance level (Sig) of net profit and return on equity is lower than 0.05 thus normality of data is rejected and we must use logarithmic transformations to normalize variables. Also, normality of logarithm of net profit and logarithm of return on equity were tested and results showed that the significance level (Sig) of net profit and logarithm of return on equity is higher than 0.05 and the normality of data is confirmed.

First hypothesis: There is a significant relationship between logarithm of return on equity and variuos methods of financial supply.

According to Table 2, since the significance level (Sig) of two methods of debt and retained earnings is higher than 5%, the hypothesis of zero that means insignificance of correlation is not

Table 1. Normality test using Kolmogorov-Smirnov test

	Operational profit	Net profit	Return on asset	Return on equity	Logarithm of net profit	Logarithm of return on equity
Kolmogorov-Smirnov Z	0.832	1.99	0.991	3.522	0.432	1.057
Sig	0.493	0.001	0.280	0.000	0.992	0.214

Table 2. Results of Pearson's correlation coefficient for first hypothesis.

		Debt	Retained earnings	Common stock
Logarithm of return on equity	Pearson correlation	.022	.374	.020
	Sig. (2-tailed)	.902	.032	.902

rejected. Therefore, with 95% confidence we can say that there is not a significant relationship between logarithm of return on equity (ROE) with debt methods and common stock, but a significant relationship with retained earnings is observed (p=0.032, r=0.374).

Second hypothesis: There is a significant relationship between return on asset and various methods of financial supply.

According to Table 3, in as much as the significance level (Sig) of debt and retained earnings is higher than error level (5%), the hypothesis of zero that means insignificance of correlation is not rejected. But, the significance level of debt is zero and lower than 5%. Therefore, with 95% confidence we can say that there is a reverse significant relationship between return on assets (ROA) and common stock (p<0.001, r=-0.600).

Third hypothesis: There is a significant relationship between operational profit margin ratio and various methods for financial supply.

According to Table 4, inasmuch as the significance level (Sig) of debt method is higher than error level (5%), the hypothesis of zero that means insignificance of correlation is not rejected. But, the significance level of common stock and retained earnings is lower than 0.05. Therefore, with 95% confidence we can say that there is a negative significant relationship between operational profit margin ratio and common stock (p<0.001, r=-0.491). And there is a positive significant relationship between operational profit margin ratio and retained earnings (p=0.048, r=0.323).

Fourth hypothesis: There is a significant relationship between logarithm of net profit margin ratio and various methods of financial supply.

According to Table 5, inasmuch as the significance level (Sig) of each of financial supply methods is lower than error level (5%), the hypothesis of zero that means insignificance of correlation is rejected. Therefore, with 95% confidence we can say that there is a significant relationship between net profit margin ratio and each of financial supply methods. This relationship is in a reverse direction with common stock (p=0.006, r=-0.492) and in a direct direction with retained earnings (p<0.001, r=0.713) and debt (p<0.001, r=0.606).

8. Discussion and Conclusion

We in this study aim to investigate the relationship of various methods of financial supply and profitability. Different methods of financial supply used in this study including retained earnings, issuance of common stock and debt for valid ratios of profitability of return on equity, return on assets and profit margin (net and operational) were tested. Results of this study showed that there is not a significant relationship between logarithm of return on equity (ROE) with debt methods and common stock but there is a positive significant relationship between return on equity (ROE) and retained equity.

In second hypothesis, the relationship between return on equity (ROE) and various methods of financial supply was investi-

Table 3. Results of Pearson's correlation coefficient for second hypothesis

		Debt	Retained earnings	Common stock
Return on asset	Pearson correlation	.066	.274	-.600
	Sig. (2-tailed)	.694	.096	P<001

Table 4. Results of Pearson's correlation coefficient for third hypothesis

		Debt	Retained earnings	Common stock
Operational profit margin ratio	Pearson correlation	.160	.323	-.491
	Sig. (2-tailed)	.338	.048	P<001

Table 5. Results of Pearson's correlation coefficient for fourth hypothesis

		Debt	Retained earnings	Common stock
Logarithm of net profit margin ratio	Pearson correlation	.606	.713	-.492
	Sig. (2-tailed)	.000	.000	.006

gated and the results showed that a reverse significant relationship exists between Return on Asset (ROA) and common stock. In third hypothesis, the relationships between operational profit margin and various methods of financial supply were examined and the results showed that a negative significant relationship exists between operational profit margin and common stock and a positive significant relationship exists between operational profit margin and retained earnings. In fourth hypothesis, the relationships between net profit margin and various methods of financial supply were investigated. The results showed that a significant relationship exists between net profit margin and each of financial supply methods. This relationship is a reverse direction with common stock and in a direct direction with retained earnings and debt. In relation to lack of a significant relationship between financial supply methods including retained earnings and issuance of stock with various profitability variables such as ROA and operational profit margin, we can say that due to being newly establishment, newly accepted companies in Bourse of the country have not had high tendency to save the profit. Newly companies accepted in Bourse through distribution of better profit at first years of acceptance have tended to announce their shareholders this point that the company was working on profitability and distribution of high profits among shareholders. In capital markets with semi-strong efficiency, lack of distribution of good profit always does not mean the unsuccessfulness and participants in market have been aware of accumulating profit due to existence of proper investment opportunities in future. The results obtained from the study are consistent with the results of Myers and Fernandez (1998), Shiam, Sander and Myers (2001), Drabtez and Fix (2003), Chen and Hams (2004), Casser[14], Delavari (2007), Ahmadi (2006), and Zahmatkesh (2004). Also, prevailing theories and studies conducted in Bourse of the other countries show that activities of external financial supply sources and investment, each of them separately has a negative effect on stock return Khani[3]. Capital management and supply method of financial sources for utilization have been considered and in a study conducted in Finland, results showed that productivity of companies involves in management of optimal capital[17]. Results of a study conducted by Karimzadeh[8] also showed that financial supply source has a significant effect on the reaction of market to reported profits, so that with enhancement of reliance of the company on financial supply through debt the reaction of market to reported profits decreases. Also, results showed that the shareholders' focus on the reaction of the market has a significant effect on the reported profits, so that with enhancement of shareholders' focus, the reaction of market to the reported profits by companies increases. Considering the positive relationship between variables of return on assets and financial supply through debt and existence of a severe negative relationship between this method of financial supply and profit margin (operational and net), it is suggested to the managers of the companies to pay attention to company situation, status of market, shareholders, and the other parameters if use of this method of financial supply is necessary and make a decision according to the current conditions of the company. It is propose to investors to pay attention to debt ratio at the time of buying and assessing the bonds and considering its high amount up to a proper limit as strength for the company. It is proposed to analyzers to pay attention to return ratios instead of profit margin ratios at the time of assessing companies and comparing leveraged and non-leveraged companies. Because low ratios of profit margin in leveraged companies may not be correctly interpreted. In determining the relationship among variables, it is found that financial supply of companies through debt increases return on asset, however, profit margin (net and operational) also decreases with enhancement of company debt. Thus, it is proposed to company management to consider various aspects in order to financial supply and select a proper method and do not suffice for easy availability of one of methods and using it promptly. In determining the relationship among variables in this study, it is found that existence or lack of a significant relationship and even directness or reversion of the relationship between various methods of financial supply and profitability depends on definition of profitability by a company. When return on assets is used as an index of profitability for a company, it is concluded that debt has a direct significant relationship with the profitability of a company; when profit margin is used as an index of profitability for a company, it is concluded that debt has a negative significant relationship with the profitability of a company; when return on equity is applied as an index of profitability for a company, it is concluded that debt does not have any significant relationship with the profitability of a company. Thus, it is considered that definition of profitability by a company has a supplier role in making a decision in the field of selecting a proper financial supply method according to effect of various methods on company profitability. Therefore, it is proposed to develop a same, uniform, and comprehensive definition for profitability in Bourse and a specific and standard accounting method to be used for measurement and calculation of profitability. Large companies with high capital can use retained earnings and issuance of new stock for financial supply of their own required liquidity.

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Global Journal of Enterprise Information System

Development through Sports: A Sociological Study of two States in India

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Abstract

Over the past decade, UN agencies, international sport federations, international and national non-governmental organizations (NGOs) and national governments have been using sport as a tool for development. The crucial rationale that can be attributed to this belief is documented from studies that under appropriate conditions physical health benefits of sport such as prevention of diseases, lessening of likelihood of unhealthy practices (such as illegal drug use and unsafe sex), potential to positively influence social integration and inclusion of people with disabilities, women and girls, enhancement of self-worth and the likes contribute to the social fabric of our society. The level of development of a Nation which was initially considered only in economic terms limiting itself to dependence on industrial, agricultural and/or service sectors, is witnessing a paradigm shift. The idea that well-being of a country only on the pretext of economic growth was challenged by the United Nation's Declaration on the Right of Development (1986):

Keywords: NGO, Sociological, Sport, Challenges, United Nations, Physical education

1 Introduction

The development is a comprehensive economic, social, cultural and political process, which aims at the constant improvement of the well-being of the entire population and of all individuals on the basis of their active, free and meaningful participation in development and the fair distribution of benefits there from.

Perhaps when we talk of development, more pervasively there should be a talk of Sport. The Sport implies to all kinds of physical activities that contribute to physical fitness, psychological well-being and social interface, such as structured or competitive sport, play, recreation, and aboriginal sports and games (European Charter 2001). Sport is an important tool to promote issues of development, social cohesion and understanding amongst people (Kofi Annan, Former United Nations Secretary – General). It promotes healthy living, which can better be described as the ability to utilize well the intrinsic and extrinsic resources within each dimension of life to participate fully in life activities which contribute to growth and development in each stage of the lifestyle of a person; from birth, infancy, to aging.

As I intend to study the sociological perspective of sport through which the development mechanism can be generated, it would be appropriate to apprehend it in a broader sense. This field should be concerned with the descriptions and explanations of the interrelations between sports and other social components…the unique feature about the sociological approach to sport, as distinct that from psychology has been a focus about sport in its function as a component of social organization (Edwards, Harry: 1973) Thus, sport is a vital component of major sociological concepts such as social organization, socialization, culture, deviance, small groups, collective behavior, mass media, and institutional interrelationships (education, politics, and religion). The sociological perception of sports is based on three fundamental themes; sport is a social institution worthy of sociological examination like the more traditional institutions of politics, religion, economy, marriage/family, law, health/medicine education, and science; sport is a microcosm of the larger society and as such reflects and reinforces the foremost philosophy; and several institutional links between sport and other societal institutions make it impossible for changes in one sphere not to have deep effects in all spheres. Methodological considerations of Bourdieu and Gidden's render the current research as discursive construction of social practices. Bourdieu's social approach to the study of sport, the sub discipline of Sport Sociology, and the scope it offers to those inquiring into the social dimensions of sport and physical education have been widely recognized (Clement, 1995; Jarvie & McGuire, 1994; De France, 1995). His sociology has inspired many publications on 'sport studies' (Clement, 1995) and Clement (1995) and argues that it is the relevance of the bodily dimensions (which I talk of as the mind set) of sport that makes Bourdieu's approach attractive. He does not offer a social set of principles as much as a sociological method and a set of analytical tools through

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which culture and society can be understood and examined. His notion of habitus in particular, suggests a means of understanding how bodily engagement in day to day practice and in the practice of sport and other institutionalized physical activity function to symbolize the interacting dynamics of culture, class and gender. However, when I try to collaborate Giddens structuration with what I intend to do, I do find a symmetry. The structuration approach does not focus on the individual actor or societal totality but social practices ordered across space and time. Agency, as Giddens calls, is human action. To be human is to be an agent, although not all agents are human beings. The agency, according to Giddens, can lead to both the reproduction and the transformation of society. Practices are produced in a context of the duality of structure and agency (Rob Stones, 2005, Structuration Theory, pp.4-5) and are not themselves simply agency. It is the practices that reproduce social structures and these social structures can develop the mind set of the very vast populace of India, in particular the youth, by absorbing and driving them in to the main stream of national development. With the given potential and India developing as a youth nation in the forth coming 15 years, there are dream projects by which I intend to draw schedule as to why we have still to move ahead in this area of sports, despite that other big nations are already on the pace of development far more than us.

2. Importance of the Proposed Topic and Objectives of the Research

In most developing nations today, young people make up the largest segment of the population — in some cases more than 50%. In most cases, the number of young people will peak in the next 10 years, in some cases in the next 20 years. This means that countries will be facing significant fiscal pressures to fund secondary education and the prevention of non-communicable and infectious diseases such as HIV and AIDS. The large number of young people also offers an historic opportunity. The emerging workforce is young, and the overall population contains relatively few elderly individuals and children to support. For governments, this can free up resources to invest in things like human capital that yield high development returns. To maximize the opportunity this young cohort presents, it is important to invest in and support today's children and youth. Investing in children and youth today will ensure that they are healthy and well equipped to manage the critical life transitions ahead of them. While the early years are an important determinant of a child's future, adolescence is also critical multiple transitions that set the stage for adult life. The World Bank has identified five components of because it involves youth development, or transitions, that have a major impact on how each young person's human capital is safeguarded, developed and deployed:

- Continuing to learn;
- Starting to work;
- Developing a healthy lifestyle;
- Beginning a family; and
- Exercising citizenship.

The importance of this proposed topic can be readily gauged by the global attention it has been receiving for the past some years, and this importance has increased vigorously at least during the past two decades. Some of these vital commitments are as follows:-

- In 1959, the UN Declaration of the Rights of the Child recognized every child's right to play and recreation.
- In 1978, UNESCO echoed this sentiment, declaring sport and physical education a fundamental right for all in its International Charter of Physical Education and Sport, adopted by the General Conference at its twentieth session in Paris.
- In 1999, the third International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS III) put forward the Declaration of Punta Del Este, which committed to a focus on sport for all.
- Governments again acknowledged the right of children and youth to sport and recreation in 2002 when the UN General Assembly adopted A World Fit for Children.
- Following the report of the UN Inter-Agency Task Force on Sport for Development and Peace in 2003, the UN General Assembly passed a series of resolutions entitled Sport as a Means to Promote Education, Health, Development and Peace in 2003, 2004 and 2006.
- In 2005, the United Nations proclaimed 2005 the International Year for Sport and Physical Education (IYSPE) and called on decision-makers to come together to support sport and physical education activities and sport-based development.

These commitments reinforce the importance of sport and play as a basic human right for all children and youth. Sport can add significantly to global, national and local efforts to give children a healthy start. Sport can help those who haven't received a good start, and equip youth with the information, skills, personal and social resources, and support needed to make key life transitions successfully. It is important to note, however, that much of the facts supporting sport's potential come from developed countries. More focused research and evaluation of policies and programs is needed in developing nations, to generate knowledge and inform initiatives undertaken in these contexts. However, sport is already being used worldwide to advance child and youth development and education, suggesting that its benefits are already appreciated, if not yet fully understood or explained.

Existing evidence shows that developmentally appropriate programs for young children can help ensure they receive the positive experiences and stimulation through play that they need to take advantage of critical developmental windows and establish a foundation for success. Involving parents and caregivers allows programs to pass on simple and enjoyable ways for them to help their children develop and grow through play. The role of sport in crisis management, social development and community building has augmented tremendously over the past decade, and countries all over the globe have started concentrations on this vital issue in order to socially uplift the standards of their denizens. Countries have empirically observed that a sporting nation is a strong nation, both physically and mentally. Example of countries of the likes of the United States of America, China, Canada, Australia, United Kingdom are before us and these nations have consistently maintained the standards of a sporting nation. Small countries such as Japan, the Korea, and Kenya etc. have made steady inroads. The secret of their success are coupled with the coordinated efforts of various agencies involved in promotion of sports, creation of infra structure from the grass root level and intensive coaching. As compared to the progress of these nations, there has been no progress in India's performance over the years despite various sports programs. Previously, some attempts have been made by the Government of India to analyze the reasons behind the dismal performance. Some instances to quote are formation of the Amrik Singh Committee in 1987 to study the report of Indian Olympic Association on the show of India in the Tenth Asian Games held at Seoul. Another Committee headed by Mr. M.M. Rajendran in 1991 was constituted to study all sports schemes. Sport development is a national priority, as it promotes active lifestyle, child and youth development, social inclusiveness, employment opportunities, peace and development, and above all a sense of belongingness and national pride. While as state subject, sports development comes within the purview of the States up to the state level; at the national and international level, (including meeting international treaty obligations), it falls within the realm and remit of the Union Government under its residuary powers and within the ambit of Entries 10 and 13 of the Union List in the Seventh Schedule of the Constitution of India (National Development Code of India, 2011, Ministry of Youth & Sports Affairs, Government of India).

However, the sports culture in India is one prime issue which needs to be analyzed. The sociological mindset of parents towards sports which visualizes it only as a recreational activity (that too in very less number of cases) and not as a career growth prospect, the educational curriculum which puts more emphasis on academics leaving behind sports are some of the concerns which require investigation. Research directed at the relationship between parents and their children is important in that the behavior and approach of parents may impact the players' desire to continue playing sports. With this background, it is trusted that this study shall contribute towards a better understanding of the sociological factors which can be instrumental in promotion of sports, development of the youth and the nation.

3. Literature Review

By naming 2005 The International Year of Sport and Physical Education, the United Nations did much to broaden the analysis of sport, and child and youth development, globally, and to increase the acceptance of sport as both an end and a means to aspects of international development, such as the Millennium Development Goals (Van Eekeren, 2006, p.19). Although much of the literature reviewed in this document uses definitions, concepts and evidence from high-income countries, such as Canada, the United States, the United Kingdom and Australia, a great deal of international attention is being paid to the potential utility of sport for child and youth development in Lower Middle Income Countries (LMICs). Recently, scholars have argued for the need to conduct prolonged, critical and empirical analyses of the utility of sport for child and youth development in LMICs, although this literature is only now emerging, and evidence of the success (or failure) of sport and child/youth development interventions in LMICs is scarce at this time (Auweele et al., 2006, p.15).

With context to India, there is almost no research work done in this area, particularly with reference to the sociological measurements pertaining to growth and development of the children and youth through sports practices. As such, reliance on a single type or source of data (statistics, case profiles, and interviews with stakeholders and/or participants) will fail to capture the complexities of the relationship between sport and child/youth development and many studies need to be reflected upon, apart from evidence based research.

The Panchayat Yuva Krida Aur Khel Abhiyan Scheme Document narrates as follows:

"Sports and physical education play a crucial role in the all round development of children, adolescents and youth, hereafter referred to as youth in general, who constitute not only about 70 per cent of our population but, as the Prime Minister has repeatedly emphasized, constitute our single most significant human resource advantage over all aging developed societies and even China. With a view to ensuring sport development as an integral aspect of youth development and youth development as critical to accelerated national development, the National Sports Policy 2001 lays special emphasis on "Broad-basing of Sports" through grassroots level sport activity and "Promoting Excellence in Sports" at the national and international levels. It is, therefore, essential that sport development is given adequate thrust so that it could permeate through other aspects of social life and make the youth health conscious, positive and productive".

According to Peter Donnelly & Simon Darnell, University of Toronto, and Jay Coakley from University of Colorado in their report on The use of sport to foster child and youth development and education, 2007:

"With regard to all of the other benefits of participation in sport identified in the research literature (i.e., psychological and social benefits and improved mental health), the evident benefits appear to be an indirect outcome of the context and social interaction that is possible in sport rather than a direct outcome of participating in sport. Critical analysis of a broad range of research findings provides overwhelming support for this conclusion. The research is often carried out under the assumption that positive benefits result from sport, or with the intention of discovering the positive benefits resulting from sport. As pointed out in the reviews, and in a number of critical meta-analyses that were reviewed, the results of such 'research' are frequently taken up uncritically, and repeated in other literatures. As a consequence of the above finding, two major areas of further research are needed:

- Research to add to our growing knowledge of the precise circumstances under which sport may result in positive outcomes for gender relations, disability inclusion, youth development, mental health, peace and conflict resolution, and other areas of interest; research concerning how sport may be adapted to achieve positive outcomes in different contexts, and for different populations and individuals; and research that assists program organizers to determine and plan the specific aims and form of the intervention.
- Research on leadership and leadership training – the form of leadership, and the knowledge and training of leaders have frequently been identified in the research literature as key to the achievement of positive benefits as a result of sport participation".

Feren Takacs, 1988 in his report on The Development and Theoretical Background of Sport Sociology in Hungary, published by the International Review for Sociology of Sport, narrates:

However, the best professional and sociological research was carried out by Ferenc Kemeny, founding member of the International Olympic Committee and a close friend of Coubertin on physical education in Hungarian secondary schools (Kemeny and Kovacs, 1899). These surveys carried out in 1897 and 1898 met the contemporary criteria of educational sociology. Typical examples of classical sociological approach were: what impact do exercises have on (a) the moral attitudes of youth? (b) their physical development? (c) their character? Do the parents and society do anything for physical education? If so, what?"

Nuria Puig, INEF-CATALUNYA, Avinguda de'l Estadi, in 1995 in The Sociology of Sport in Spain, translated by Richard Rees states

"Study themes predominating in Sociology of Sports today can be grouped in three main areas: (a) the evolution and significance of sport, (b) the organization of sport and (c) social attitudes to sport. The first is of more global character that sets out to interpret the significance of sport in contemporary society. The other two are more developed from empirical point of view and involve a greater number of people".

Douglas Hartmann and Christina Kwauk, in their research on sport based social programs, titled Sport and Development: An overview, Critique and Reconstruction published by the Journalf Sports and Social Issues, Sage 2011 state:

"Development has become both a watchword and a fascination in sporting circles worldwide. Yet sport officials, policy makers, and advocates often have relatively unsophisticated understandings of development and the role of sport therein. This can result in programs and initiatives that are unfocused, ineffective, or even counterproductive. Drawing on critical theory and informed by our own research on sport-based social programs, the authors attempt to impart clarity by distinguishing two different approaches to sport and development: a dominant vision, in which sport essentially reproduces established social relations, and an interventionist approach, in which sport is intended to contribute to more fundamental change and transformation".

Newtonian physics is supplemented by the theory of relativity. In the natural sciences, the process of explanation is continual, and in many cases relatively straightforward. The process of explanation in the social sciences – social theory – is not nearly so straightforward. Giddens, 1982 notes:

(1) We cannot approach society, or 'social facts', as we do objects or events in the natural world, because societies only exist in so far as they are created and re-created in our own actions as human beings …

(2) Atoms cannot get to know what scientists say about them, or change their behavior in light of that knowledge. Human beings can do so. Thus, the relation between sociology and its 'subject-matter' is necessarily different from that involved in the natural sciences.

Abercrombie, 2000: 8 state that:

Giddens argues that 'societies only exist in so far as they are created and re-created in our own actions [agency] as human beings' (1982: 13), and he resolves the dilemma by proposing the 'duality of structure' – '"structure" is both the medium and the outcome of the actions which are recursively organized by structures'

Donnelly, Peter in Sport and Social Theory, 2007 observes:

The relationship between social class and participation in sport and physical activity is much more complex than it is possible to explain by either agency or structure interpretations alone. Individuals do choose whether to participate or not, if the circumstances of their lives permit such a choice. And even if the choice is available to an individual, a whole host of circumstances from that person's past (e.g. whether his/her family had been involved in sport, or had encouraged participation; the person's experiences in school physical education classes, etc.) and present (e.g. whether transportation and child care are available; whether they are safe; whether people are made to feel welcome and comfortable participating) may affect his/her decision.

Donnelly and Harvey (1996: 23–4) outline the structural barriers to participation in sport and physical activity, which they classify as:

(1) Infrastructural barriers – associated with the material means of access (e.g. cost, available transportation, time, etc.);

(2) Super structural barriers – associated with ideas about access (e.g. policies, knowledge, prejudice, etc.); and

(3) Procedural barriers – associated with the course of action available to individuals to attain access (e.g. social support, citizens' rights, organizational structure and management style).

In addition, two types of access are identified by Donnelly:

(1) Participation access – when individuals have information; when they are able to cope with procedures associated with access (e.g. registration); and when they meet competent staff who are sensitive to diversity; and

(2) representational access – when participants (i.e. those with participational access) are also present in the structure and decision-making process.

Donnelly characterized the latter as 'a fully democratized sport and leisure environment [which] include(s) both the right to participate, regardless of one's particular set of social characteristics, and the right to be involved in determination of the forms, circumstances and meanings of participation' (1993: 417). In other words, the agency of participants is involved in creating and recreating the structural circumstances of their participation.

Richard Light, University of Melbourne, 2001 finds:

Bourdieu is rare among mainstream sociologists in that he has a central concern with the body and his conceptual tools offer a powerful means of investigating the social dimensions of sport and physical education. (Clement, 1995; Jarvie & McGuire, 1994; De France, 1995)

In the study on high school soccer conducted in a Melbourne school in 2001 some key informants' engagement in soccer emerged as the primary means through which they could find meaning in their lives. As Gardner,(1993) suggests, schools tend to value the more academic dimensions of schooling over other achievement or ability such as that in the 'bodily-kinesthetic' domain (Gardner et al., 1990). Some of the young men in the study came from families with little financial resources, brought with them little of the cultural capital valued in schools and experienced little success in the classroom. They had however developed physical capital in the form of playing ability and embodied knowledge in soccer. From a very young age these boys had embodied the game and developed a 'practical mastery' of their cultural and physical environment. Unlike the school in which their particular form of physical capital had little value, their ability and worth was highly valued in their world outside school. It was valued by their families, their friends, and their local and ethnic communities and by all involved in their soccer clubs. Through corporeal engagement in soccer they were able to construct an identity and find a sense of dignity.

4. Research Methodology

The factors that influence sports participation have emerged as a point of interest among many academics and policy-makers (Wheeler, Sharon; 2011). In order to detect the determinants of sports participation, a constructive and exploratory research methodology has been adopted by me. My academic pursuits in the field of Sociology, coupled with my distinctions in the field of sports as a National Technical Official of the Athletics Federation of India have helped me in making an empirical study, the base for which has been the interview methodology.

It is well established that sports participation rates decline with age and the decline is most marked between the ages of 16 and 23, the period during which most individuals complete full-time education. After this period, participation rates continue to decline but at a slower pace (Roberts and Brodie, 1992).

The data drawn upon in the present study has a sample size of 500 interviews, spread over the two big States of Uttar Pradesh (U.P.) and Bihar. 350 interviews have been conducted from Uttar Pradesh and 150 interviews from Bihar. The States of U.P. and Bihar had been chosen due to reasons of their population percentile (U.P. being the most populated and Bihar the third most populated state of India) (Census, India 2011), and due to their lagging behind in the human index of development. A choice of these states helped me in assessing the virtual impact of sociological development through sports. Geographically, districts (both empowered and underpowered were selected) from both the states were selected for interviewing, so as to get a mix of the sample and spatial classification method was used. Urban, Semi-urban and rural areas were given due consideration in my study, so as to make it more pragmatic and meaningful. For each interview, the questionnaire was bifurcated. The first part imbibed questions which were put up to the parents of the children (students) and the other part for the children (students). The age group of students interviewed ranged from 15 to 24 years. Prior to this, the first phase considered data collection for recruitment of families. Before going for the interview, the parents and children were briefed regarding the nature and purpose of the study. Some initial questions relating to interviewee's sporting habits, what sports they ever did, or what sports will they be doing, how often they did these sports, who with, where they did them, and how they become involved in them were common to both. Furthermore, both interviews included questions regarding the parents' behaviors and beliefs in relation to the child's sports participation, thus shedding light on the children's socialization into sport. Children's sports activities, their schoolings, hobbies, interests towards other social activities, their inclination towards sports and which sport in particular, facilities in their schools or colleges and back at home, availability of telecommunication facilities such as mobile phones, internet etc., their experiences after playing, their level of satisfaction at the end of the day after playing, etc. were recorded. Gender consideration was given while interviewing the children. The parents interview scheduling consisted of their occupations, socio-economic background, whether they too hail from a sportive cultural background, and if yes, then whether they have tried to provide opportunities for their children, their views about national and international sports events and inclinations, their opinion about sport as a sociological tool for their children's development and growth, or sport as a leisure time activity, sport as a career objective, sport as a feel of patriotism, role of government in promoting sports, etc. Some interviews were recorded also. Marks in a point scale from 0 to 100 in groups of 0-10, 10-20, 20-30…were assigned for each question thereby quantitatively classifying the data. Frequency distribution was ascertained thereafter.

The questionnaire, containing 50 questions were designed with the help of senior luminaries in the field of sports, such as the Secretary and Joint Secretary of Athletics Federation of India, some Cricket coaches, Kabaddi coaches, etc. as this could have helped in designing the most pertinent questions. From the field of Sociology, I consulted some eminent Sociologists in order to ensure that the sociological aspect of development is being purely looked into. A Pre-Testing was done on four to five sets of parents and students and this helped me in knowing the shortcomings, drawbacks, costing, timings etc., and I incorporated the corrections in the interview questionnaire. Statistical tools were applied to derive the results.

5. Results and Conclusion

The significant effects of various factors imminent to the development aspect through this Sociological study were investigated. The summary tables statistically for various levels with brief discussions are being produced here below:-

It has been analyzed that the inclination of parents given their socio-economic background towards putting their children in sports activities shows a declining trend (i.e.27% and 24% in the 1 – 1.25 lac bracket) in both the States. The meager enhancement of 1% (i.e. 29% in 0.75 – 1 lac bracket) in the State of U.P. but again a dip in the same bracket in Bihar shows the disinclination. The overall percentage of inclination of the parents, who had been thoroughly questioned, is dismal. The mindset of these parents towards sports and social development is read as less impacting. Involvement and attainment in a 'field' are based on a combination of one's habitus and cultural capital and those groups that possess the most capital can dictate the legitimate means of access to the 'field'. The proletariat class suffers.

The Socio-Cultural scenario is somewhat different, with some healthy factors (Table 1). The parents were discussed about their social and cultural backgrounds, with not only sports but regarding participation in other co-curricular activities, such as indoor games, meetings in societies, attending panchayats, fairs, exhibitions, traditional dancing, singing and other such activities which make them and their children more vibrant and active. The results at Table 2 show that with the rise of income level, the inclination towards cultural activities and sports does increase. In many ways sport represents a social 'field' (Bourdieu, 1990), a structured space of positions that impose specific determinations on those who enter it and this has been tested

The observations given by the respondents establish that geographical location plays a vital role towards educating the mindset of the people. It is evident that the state of Uttar Pradesh takes lead in comparison to the state of Bihar. It was assessed that the per capita income of the state of UP is higher in relation to Bihar. Moreover, the various districts covered in the state of UP, pose the advantage that people take over. A good geographical location, which envisages the desired infra structure, helps in aiding and enhancing the outlook of the parents and children/ youth both. The parents informed that the availability of infra structure somewhat incited them to send their children to

Table 1. The Socio-economic back grounds of parent's vis-à-vis inclination towards sports

Income bracket Annually (INR)*	State of UP	State of Bihar	Inclination/Sports U.P. (in %)	Inclination/Sports Bihar (in %)
38,000 – 50,000	73	23	21	16
50,000 – 75,000	174	69	28	27
75,000 – 1,00,000	58	33	29	25
1,00,000 – 1,25,000	45	25	27	24

*As per the latest index (of 2012) of the Planning Commission, Government of India, the annual income of an average Indian comes to INR 36,500. This had been the basic criteria behind starting with an income bracket of INR 38,000.

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Table 2. The Socio-Cultural back grounds of parent's vis-à-vis inclination towards sports

Income bracket Annually (INR)	State of UP	State of Bihar	Inclination/Sports U.P. (in %)	Inclination/Sports Bihar (in %)
38,000 – 50,000	73	23	19	14
50,000 – 75,000	174	69	32	25
75,000 – 1,00,000	58	33	34	23
1,00,000 – 1,25,000	45	25	35	25

Table 3. Impact of geographical location

Income bracket Annually (INR)	State of UP	State of Bihar	Inclination/Sports U.P. (in %)	Inclination/Sports Bihar (in %)
38,000 – 50,000	73	23	36	11
50,000 – 75,000	174	69	39	13
75,000 – 1,00,000	58	33	41	14
1,00,000 – 1,25,000	45	25	46	17

playgrounds. However, in the state of Bihar, despite the less percentile in comparison to UP (Table 3), we observe that there is increase in the percentage and involvement, and this goes to establish somewhat that geographical location does play a role in changing social awareness and belonginess towards sports. The knowhow of Government Sports policies is very less, and as such there is no follow up in this regard from the participants. These policies are yet to make inroads, and therefore it becomes imperative for the Government of India to judicially exercise its authority and ensure that the sports development programs do reach its destination so as to benefit the populace at large.

Observations on gender participation were heartening. Out of the income brackets shown, the percentile of women increases with the enhancement of income. It were the women which had been interviewed, and they were of the opinion that sports does change the mindset of children and youth. They compared sports with the physical work which they were doing at home, and stated that this keeps them mentally and physically healthy. Naturally, the increase in income level provided them with more able opportunities. However, it was informed that female participation was less in comparison to male, and many factors such as environment, economic background, etc. were attributed, besides the male hierarchical approach.

Rather than simply enhancing individual freedom and opportunity, sport-based intervention programs also serve as a form of social control and regulation (Table 4). Basic education is important for gaining foothold in sports in order to think of social neoliberalism. Sport (organizations) can be viewed as a vehicle for generating different forms of capital, most notably

Table 4. Female participation factor influencing sports

Income bracket Annually (INR) % of Women	State of UP	State of Bihar	Inclination/Sports U.P. (in %)	Inclination/Sports Bihar (in %)
38,000 – 50,000 (12%)	73	23	29	22
50,000 – 75,000 (14%)	174	69	36	25
75,000 – 1,00,000 (16%)	58	33	41	29
1,00,000 – 1,25,000 (21%)	45	25	53	31

economic, cultural, social and symbolic capital (Bourdieu,1986), from which certain benefits can be derived that enable social agents to improve or maintain their social position. The social environment, geographical conditions, educational arrangements and the regional economy determine to a large extent if personal development and ambition are able to flourish. The role of schools and colleges in promoting sports activities and social involvements is meager.

6. Limitations

The present study has some encumbrances and limitations. More emphatically, following are some of the limitations which could not be taken care by me due to limited resources, some within and some beyond my control:-

1. Developing countries are, of course, underdeveloped, at least by the indexes used in Western industrialized nations. The statistics used to measure development are usually analyzed in relation to the concept of a developed country, and consequently the indicators for "development" are usually fixed by the Western industrialized nations who make decisions about the validity of data concerning underdevelopment and development (Digel, 1995). The concept of development is addressed by reference to statistical data of the population's demographic conditions, the quality of public communications, the achieved technological standards, life expectancy, the nutritional situation of the inhabitants, and the distribution of wealth (Coghlan, 1992). I have no option other than contextualizing the western sports sociology. However, due attention has been given to the aspects of geographical locations.
2. Due to the exploratory nature of this investigation as well as its small sample size, I feel it is important to note that the reader should exercise caution when considering this investigation's results so as not to make totalizing assumptions.
3. In totality, the terminology "sports" is being investigated, and research in to the disciplines is wide open.

4. The children / students of age group ranging from 9 – 14 years could not be taken in to consideration. The rationale for selection of age group ranging from 15 – 24 years was that the participation rate witnesses a negative trend after the age of 24 years, and thus a study conducted in the current range of 15 – 24 years will be appropriate. In this context, there is a scope of studies involving these age groups too.

7. Expected Contribution of the Research

The potentials that exist within sport are those that can help with fundamentally different views of the world perhaps based upon opportunities to encourage trust, obligations, redistribution and respect for sport in a more socially orientated humanitarian world. The late novelist Susan Sontag (2002) once said about the novel that any novel worth reading is an education of the heart; it enlarges your sense of human possibilities and what human nature can be. Does this make sense in relation to sport, does it fulfill its potential to expand once sense of human possibilities, to delight, to inform and transform the worlds we live? While it is important to explain and understand economic, social, historical, physiological, psychological and many other explanations of what sport can do for society, the more significant intellectual and practical questions often originate from questions relating to social change (Jarvie, Grant 2007. To ignore the capacity of sport to assist with social change is not an option, particularly for students, teachers and researchers of sport, all of whom have the capacity and the platform to act as public intellectuals.

A broader discussion relates to the capacity of sociology to address multiple publics (Burawoy, 2005). This issue is as relevant to the activities of sociologists of sport as it is to other sociologists and, indeed, to all university teachers and researchers, particularly those who are involved in the social sciences. In India, the Sociology of Sports is yet to make a route. No work at all for the study of a sociological impact of sports on the development perspective has been carried out. References, books, bibliographies etc. in the fraternity of sports sociology in India are rare, to say, negligible. Studies such as the present one or for that sake leading to study of sociological interests in the field of sports are not present. With the given youth potential of India, its young population, achievements in the field of sports, advancement in the area of Indian Sociology, advancement of the Indian Economy, and other co-related factors, the need and interest in the area of sports sociology and studies has risen. It was indeed a challenging assignment, as references from western countries can only be taken in to account. It is in this more detailed analysis that the power of Bourdieu's theory, and the importance of sports, will become most apparent.

It is for the first time that this research stresses the importance of human beings in sport rather than sport itself. Thus, alongside vigorous economic and social reform, Indian sports policy will be encouraged to undergo a substantial change. The contribution which I intend to deliver to the policy makers and educationists is as follows:

1. Despite the growing number of actors and actions promoting sporting activity, it remains true that few of the young people are used to sports practices in India. To address the use of sports practices by the children and youth and inculcate a habit of indulging in to physical activities, this study will visualize those reasons which may prove to be of assistance in garnering their resources.
2. The present need and objective of this study can be satisfied if it develops quantitatively and qualitatively, especially in search of new paradigms and bold individual and collective research ventures and integration with related social sciences.
3. The socio-political situation of the States of U.P. and Bihar is responsible for the underestimation of sports developmental trends in families. This study will for sure contribute towards this direction in understanding the reasons for underdevelopment in sports.
4. The value of this work embarking on the problems will be important above all due to the need to awaken and develop "a sociological imagination" in Indian society, a humanistic approach to matters related to sport, and also to formulate future hypotheses that would be useful for more advanced empirical studies.
5. The "physical culture – society" wherein social aspects of physical culture will be studied shall lay emphasis on future researching interests of cultural studies in sports, on its adaptation transformations, on historical determinants of changes regarding influence and functions, and on the description and analysis of basic developmental tendencies, resulting from the social character of this culture, from value patterns and norms regulating human behavior in this context.
6. An emphasis is placed on maintaining a solid knowledge base of statistics and sports news, which can be utilized by researchers in future.
7. The paradigmatic significance of sport's contribution to the development and reinforcement of national identity will be identified through interviews, and this will contribute amply in forming a solid data base for sports councils, federations and ministries.
8. According to Wang (2006), "national reputation is one clear indication of a nation's power strength" (p. 91), and as Mercer (1996) noted, it reflects and affects the country's standing in the global arena. If more and more of the Indian youth gets associated with sports, the more the pride and power of the nation.

9. A broader perception of the significance of sport participation can be apprehended.
10. A shift from sport participation as exceptional behavior to sport participation as accepted and even normative behavior will be the likely outcome, as hypothesized and this paradigm shift in stances will help the Government in designing a policy of Sports for All.
11. In conclusion, this research project is designed to 'get the ball rolling' in the field of sport sociology in regard to the systematic examination of social movement theories in India.

8. Acknowledgement

This work is unsupported financially. However, I thank Dr. BN Mishra, my Assoc. Professor (Sociology) for his valuable comments and feedback. I also take this opportunity in thanking all the parents, children and youth who made this analysis feasible for me. Not to forget, I sincerely express my gratitude to the Athletics Federation of India, the Indian Sociological Society and the International Sociological Association, Research Committee 27 on Sociology of Sports.

Global Journal of Enterprise Information System

Green Banking in India: Way to Sustainable Growth

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Abstract

On planet earth, the rich biodiversity and the varied flora and fauna along with the changing climate, weather, natural resources, all the components are integral to sustainable development. Due to the turbulence in nature, many countries are promoting pathways for environmental development at par with economic growth and are "Going Green". It is the need of the hour and Banks being the backbone of the economy and of prime importance can help in providing with the ideas and vision for financing portfolio projects that create a strong and successful low carbon economy. The objective of the study is to highlight the responsiveness of banks in India towards the environmental uproar and to understand the action plan towards adoption of green banking practices. In the study parameters based on awareness, implementation, gaps and drivers for green banking practices in India have been studied. The performance of regional rural banks has also been mapped to study the level of their participation in green banking. The research has been conducted using a structured questionnaire in addition to the secondary data obtained from published reports. The results show that only a very small subset of Indian banks have recognized the opportunity of green banking and are vigilant in dealing with environmental issues. Also on a global front, despite a number of initiatives taken and the potential opportunities arising, Indian banks have shown a tepid response. This is evident from the number of signatories in United Nations Environmental Program- Finance Initiative (UNEP-FI, 2014) where only two of them are Indian namely, Yes Bank Ltd and Infrastructure Finance and Leasing Corporation. The main deterrent for Indian banks probably is the risk of losing business to competition whereas the major drivers are shareholder pressure and improvement in brand equity and value addition. For making the topic of green banking more inclusive, clear RBI mandate, training and development, reduction of information asymmetry will play a pivotal role.

Keywords: Brand Equity, Green Banking, Going green, Low Carbon Economy, Portfolio Project, Sustainable Development

1. Introduction

Numerous environmental movements lead to the genesis "sustainable development" that was defined in 1987 by the World Commission on Environment and Development as:

"Development that meets the needs of the present without compromising the ability of future generations to meet their own needs". However it was in Summits such as the Earth Summit in Rio, Brazil, 1992, when the phrase came to mainstream when production of national sustainable development strategies of all countries was recommended. However, the pace of movement in this direction has been tardy. Since banking sector is the backbone of the economy, and therefore one of the major stake holders, it plays a primary role in developing the economy and managing the resources. Banking sector is generally considered clean and eco friendly in terms of emissions and pollution. Also, the environmental impact of banks is not directly related to banking activities, but through the business of its customers. Management of environment is similar to risk management as it increases the value and lowers the possibility of loans becoming non-performing as the asset quality rises with better portfolio of customers. This also lowers the probability of credit risk. Thus the banks should assess the vital role they play in managing the equilibrium between financial and environmental aspects and go green. Banks should accord priority to industries that have adopted environmentally friendly investments and are making serious attempts to preserve the ecological balance. Financing using the method where the banks gives priority to companies who are going green and are in the process of restoring the natural wealth is called as "Green Banking". According to Indian Banks Association (IBA, 2014) "Green Bank is like a normal bank,

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which considers all the social and environmental / ecological factors with an aim to protect the environment and conserve natural resources". The phenomenon is mutually beneficial for the community, bank and the industry as a whole. It is also called as an ethical bank or a sustainable bank. After the financial sector crisis, a new segment of banks that apply probity of sustainable development and responsible business has been budding. The three principles of sustainability (people, profit, planet) have been applied in conducting its business by green bank. Accordingly the customers and industries change their product portfolio and take this movement forward. Green financing is a facility by banks, which means provision of advancing credit facilities to borrowers who have met the environmental regulations. Going green is indispensable for banks as the quality of assets and profitability, both depend upon the environmental and ecological aspects. This aspect takes care of the corporate social responsibility and is the ecological balanced approach that banks should follow.

1.1 Review of Green Products & Services

Following are the products that can be provided by the banks to transform their processes to "Go Green":

- Green mortgages
- Green loans
- Green credit cards
- Green savings accounts
- Green checking accounts
- Green CDs
- Green money market accounts
- Mobile Banking
- Online banking
- Remote deposit (RDC)

1.2 Green Banking Scenario in India

India being one of the most fast emerging economies of the world has a vital role in ensuring that development and growth are sustainable in nature and the any adverse impact of industry on ecology should be avoided. The country emits 6% of the total global CO_2 emission[2] with the metropolitan cit-ies contributing the maximum to greenhouse emissions. The various polluting industries in India are primary metallurgi-cal industries namely zinc, copper, steel etc., paper & pulp, pesti-cides/ insecticides, fertilizers, tanneries, sugar, textiles, chemicals/ pharmaceuticals etc. These industries rely heav-ily on banks for funding needs. Thus, the banking operations should ensure that financing is provided to the company's managing environment and ecology to keep the nature in equilibrium. The Reserve Bank of India (RBI) issued a circular Dec 2007, emphasizing the important role banks play in estab-lishing institutional mechanisms to contain sustainability and so to act responsibly. One of the primary lenders to MSME sector, SIDBI, has committed itself to achieve sustainability by incorporating Environmental and Social (E&S) aspects in its core business. The company has to produce a NOC (No Objection Certificate) of 'Consent to Establish' from the respective State Pollution Control Board before the enterprise takes up the implementation of the project. This is stipulated as a precondition before sanctioning the credit. The objec-tive of the study is to highlight the respon-siveness of banks in India towards the environmental uproar and to understand the action plan towards adoption of green banking practices. In the study, parameters based on awareness, imple-mentation, gaps and drivers for green banking practices in India have been studied. Also the initiatives of RRB's on sustainability have been studied.

To achieve the objective, the research paper is divided into following sections, Section I i.e. the present section gives the basic insights and introduction on green banking, and its adoption in Indian banking sector followed by Section II which gives detailed review of literature, Section III gives description of data and methodology used to achieve the objectives of the study. Section IV gives Analysis and Interpretations of the results, followed by conclusions and recommendations in section V. References are contained in the last section.

2. Review of Literature

Numerous studies and research has been conducted in the area of sustainable development and green banking in particular across the globe. Hart[3] proposes a natural resource based view of the firm and establishes the relationship of the firm with the natural environment stressing upon the importance of pollu-tion prevention, sustainability and product stewardship. Jeucken[4] in his study of 3 global regions of Europe, North America and Oceania from 1998 to 2000 showed that 53% of the banks under study had adopted a defensive position towards the envi-ronmental whereas most of them were unaware of the role they can play towards sustainability. Meier[5] in his study high-lights the influence of development theory on policymaking and on the mixed record of successes and failures in promot-ing development efforts. It focuses on the essential ideas in the evolution of development thought and policy. Sahoo[6] con-cludes that banks and other financial institutions in India play an active role in the development process, even though there has not been much initiative towards this process. Also the author points out that it is high time that India adheres to the inter-national protocols like UNEP-FI or Equator principles that use environment-sensitive parameters. Dash[7] uses case study approach of Triodos Bank, headquartered in Netherlands argues that although the internal operations of the bank do not impact the environment directly, yet through the external firms that use the banking products, the impact is substantial. Mor[8] emphasizes on importance of risk management and sustain-able investment guidelines, taking care of emission trading and clean technologies. Sahoo and Nayak[9] emphasized that as environment has an impact on the asset quality and profitability of the banks in the long run, the banks should promote green banking and heed to environmental and ecological aspects in the process of lending. Biswas[10] emphasizes that for Indian banks to penetrate the western markets, it is imperative to rec-ognize their responsibilities as global corporate citizens as they have significant influence over the safeguarding of fragile social groups and environment. At this time they must seriously con-sider their attitudes towards responsible lending both nationally and globally. Kalia[11] emphasizes on the importance of sus-tainability reports , a proper reporting framework, stakeholder engagements and carbon footprint mapping of operations of the firm. He further states that sustainability starts from being profitable but is later extended to value creation in society and environment for stakeholders. Goyal and Joshi[12] highlight the issues pertaining to ethical banking that affect the social or ethical platforms. The conclude that banks that are socially and ethically responsible organizations, should provide credit to only those organizations that take care of the environmental concerns, even if it slows the industrial growth. Kandavel[13] posits that the initiative for environmental and ecological aspects as part of credit advancement decisions should be taken by banks. This will force industries to go for mandated investment for environmental management, use of appropriate technologies and management systems. Masukujjaman& Aktar[14] in their study of banks in Bangladesh point out that the country is lagging behind its coun-terparts from developed nations, however a transition towards green banking is visible and conclude that by accelerating its movement towards green banking initiative, the banks will ben-efit themselves and also the larger community. Laxman[15] states that RBI and Indian government should be proactive in policy formulation. Also awareness regarding environment friendly processes should be created among the wider society and it is important that Indian banks recognize their environmental and social responsibilities for effective green banking.

The reviews evidently point that green banking adoption is the need of the hour and banks across the world are putting their best endeavors to promote the practice of "going green" and accepting that sustainable development is the only way forward. The present study is a modest attempt in this direction to identify the gaps, regulatory challenges and factors to achieve sustainable development in Indian banking industry. The study also emphasizes on the implications for policymakers that will eventually help in overcoming the obstacles and impediments towards achieving sustainability.

3. Data and Methodology

For the research, structured questionnaire and personal interviews of financial expert's, academicians, environmental experts, industrialist, business Corporate and bank managers, including regional rural banks (RRB's) were conducted across the public and private banks located in Delhi/NCR to collect the actual green bank practices in India. The responses were analyzed to study the awareness and implementation of green banking. These responses were analyzed keeping in mind the internal processes, credit policies and business operations to draw conclusions and suggestions for further policy formation. Statistical tests have been performed on the data available from questionnaires to test for reliability using Cronbach's Alpha. Adequacy of the sample was tested using Bartlett's Test Kaiser-Meyer-Olkin (KMO) measure. The One-Sample T Test was performed on the data to compare the mean score of the sample. Other secondary data was collected from RBI website.

4. Analysis and Interpretation of Results

Going green is the only way that banks can sustain the business model and can grow in the long term. It involves having a judicious mix of technology and changing clients habits for maintaining the ecological balance.

An analysis of the questionnaire to test the adequacy of the sample was done using KMO and Bartlett's Test. The KMO is an index used to examine the appropriateness of factor analysis. High values (in the range of 0.5 and 1.0) indicate factor analysis is appropriate. The table below shows that at 5% significance level, sample is adequate with the value of KMO factor as 0.793.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy 0.793		
Bartlett's Test of Sphericity	Approx. Chi-Square	80.459
	Dof	15
	Sig	0.00
	Cronbach's alpha	0.781

The test of reliability has been performed to measure the interrelated items that measure the underlying constructs to check whether the same set of items would elicit the same responses if the same questions are recast and re-administered to the same respondents. Cronbach's alpha reliability index is used to measure the construct variable with 0.7 being the acceptable value, the sample gives the value as 0.781 which is acceptable. Using the One-Sample T Test, population mean is shown significant at 5% significance level.

	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
VARIABLE	15.639	30	0.000**	1.37802	1.1548	1.5227

The results reveal that the data has normal distribution as shown below:

N	Missing: 10	26
Skewness		–1.338
Std Error of Skewness		.471
Kurtosis		.484
Std Error of Kurtosis		.864

From the answers of the questionnaire, it was found that Indian banks are very slow in their preparation to handle environmental concerns, however they are completely aware of the green issues even though only 94% of them have implemented the practices for going green although 90% have been able to undertake the steps and initiatives to offer products that maintain harmony in the environment. 100% banks while evaluating the projects have a criteria for green and clean energy implementation. The participation of foreign banks is the highest in international initiatives of UNEFP (50%), UN Global Impact (95%) and Carbon Disclosure Project (25%) followed by private banks and then public sector banks where involvement in UNFEP is only 3%. The answers also depict the significant internal drivers for banks to follow ethical banking for business sustenance are primarily social pressures from shareholders to promote socially responsible operations that also lead to rise in shareholder value, perceived benefits and long run profitability. Also, it promotes the marketing benefits by way of brand building and reputation that are significant drivers. The factors external to the banks that drive the green banking scenario are social responsibility and environmental benefits and future opportunities. In order to reduce the carbon footprints, the organizations are judiciously utilizing their purchase inventory, adopting recycling as a method and educating their employees and customers using internal communication as a key for espousing eco friendly alternatives. 100% of the bankers of public, private and foreign banks agreed that pursuance of green banking initiatives and sustainable development model has impacted their financial performance positively.

Using factor analysis, following challenges in implementing green banking were found, as pointed by the banks :

- The main reason for majority of banks was 'Risk of failure of business to competitors' ;
- Lack of clear mandate by RBI towards the sustainability
- Cumbersome reporting systems
- Insufficient budgets for training of employees

The major internal and external drivers for employing sustainable banking included:

- Rising shareholder value and perception of long run benefits and profitability
- Pressure from investors to invest in the Socially Responsible Manner
- Brand building exercise
- Corporate social responsibility

The questionnaire and interviews lead to identification of gaps that are to be filled by the regulatory authorities. These are:

- Requirement of guidelines by RBI and formal frameworks
- Clear policies pertaining to green banking adoption by the banks
- Reducing information asymmetry and expansion of platforms where sustainability issues and methods can be discussed
- Training programs for employees, customers of the banks to promote the initiative.

The second stage in analysis involves the study of green initiatives taken by regional rural banks (RRB's) in Delhi/NCR. It was found that out of total of 28 RRB's researched, around 25% were working on 100% Core Banking System (CBS) and had adopted the technology for increasing efficiency and to uphold the system for paperless banking. Also 22% of them had issued ATM cards to provide round the clock banking service to customers and also encourage paperless banking. Technological benefits have also been recognized by the banks as 2 of them, namely Wainganga Krishna Gramin Bank (Bank Of Maharashtra) and Jharkhand Gramin Bank (Bank Of India) have provided with the facility of internet banking. This will further reinforce sustainable development. Around 15% of the RRB's are also extending credit facilities and other financial products to customers for setting up of solar grid installation or solar power equipments to promote the use of alternate source of energy. Visveshvaraya Grameena Bank (Vijaya Bank) has a vision of A Technologically Driven Organisation with Sustainable Viability. Financial inclusion and financial literacy for customers and people who have been outside the ambit of banking services till now, is being provided by all the RRB's.

GJEIS | Print ISSN: 0975-153X | Online ISSN: 0975-1432

In this direction, Punjab Gramin Bank (Punjab National Bank) had been awarded Skoch FI 2011 award by the Skoch Foundation (INDIA) for Micro credit facility. To overcome the power shortage problem, Pallavan Grama Bank (Indian Bank) on a pilot basis had set up a 1.44KWh solar power system in Ammapettai Branch in Erode District at a total cost of ₹4.32 lakh to power the entire branch electrifications, computer systems, scanners and printers. Prathma Bank (Syndicate bank) has been a awarded INDIA POWER AWARDS for the years 2008–09, 2009–10 & 2010–11.

The section evidently points that policy framework and formulation by RBI is required for the evolution and universal acceptance of green banking that will further contribute positively to the environment leading to sustainable development.

5. Conclusions and Recommendations

The pro activeness of public sector banks in adoption of green banking initiatives is very tardy and it is the need of hour to adopt sustainable and ethical banking for positive results, financially as well as socially. Regional rural banks have been faster in embracing the initiatives and have contributed more to the green banking channel. Indian banks have to recognize their responsibilities as global corporate citizen to penetrate in the western markets. The role of RBI in providing a confirmative direction to the banks is vital. More eco friendly banking products, better and innovative service channels, paperless banking, customer education should be encouraged so that minimal damage is done to the environment and maximum benefit is gained. The research also points out the challenge of losing business to peers and lack of clear RBI policy as the major barriers to adoption of green banking. Diverse reasons like lack of trained personnel, too little budget also are a hurdle to sustainable development. The paper also studies the major drivers internal and external that have lead to implementation of ethical banking.

5.1 Recommendations

Following are the recommendations from the study:

- The banks should adopt international best practices for sustainability of the environment, reduce their carbon footprint and relate the business models with environment, society and governance aspects.
- The role of RBI is primary in facilitating the banks with clear mandates and frameworks for sustainable development.
- Environmental authorities have to be more serious and stricter about adoption of sustainable practices with regular energy audits and review of equipment purchases and disposal practices to be carried out on a timely basis.
- Bank should formulate Environmental Risk Management (ERM) policy guidelines and set up internal targets to reduce carbon footprints.
- Better training facilities for employees with sufficient budgets should be allocated to the banks for development and speeding up of reforms.
- Customer training programs, workshops should be conducted to facilitate the customers and make them aware of the green banking channels, paperless banking, online banking facility etc.
- LEED buildings should be adopted by banks where the use of renewable energy generated using solar power, water recycling, sewage treatment plants is encouraged.
- Banks should evaluate a project taking into consideration the impact of borrowers on ecology. Products like green loans and green mortgages should be advanced to the borrowers. Credit facilities at concessional rates should be advanced for development of solar, bio gas, wind and hydro plants.
- A separate dedicated Green Cell or Unit should be established in every bank to measure the practices of "green banking" using a measurable index.
- Products like green credit cards should be encouraged. Also, financial concessions should be provided to customers for using eco friendly products and services.
- Online banking, use of debit cards and ATM's, mobile banking etc should be encouraged to pursue paperless banking services.

Therefore, promotion of green banking is a win-win situation for banks, industries and the society at large. It promotes mutually beneficial banking practices and help in sustainable development.

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Global Journal of Enterprise Information System

Marketing Mix Strategies for FMCG in Rural India

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Abstract

FMCG have attracted Indian villagers. When the urban demands for the FMCG goods are getting saturated, the FMCG companies looks at this development as an opportunity. Apparently in terms of the number of people the Indian Rural Market is almost twice as large as the entire market of USA and Russia. The untapped rural market is fast becoming a major attraction to many domestic and foreign organizations. The rural market in India is growing at four times the rate of the urban market. The present rural market size is estimated to be Rs 35,000 crores annually. The rural consumers are becoming more and more brand conscious. The rural market, thus are the growth engines of Indian economy. This paper is attempt to analyze the potential present and the strategies which must be followed for success in rural India. Huge potential of Rural India is making India a hub for globalization.

Keywords: FMCG, Rural, marketing, outsourcing, retailing, Per capita income

1. Introduction

Fast Moving Consumer Goods (FMCG) sector in India have taken up a development approach to nourish rural market. FMCG touches every aspect of human life and there is a lot of opportunity for them to enter into rural market. This sector is excited about the rural population whose incomes are rising and lifestyles are changing. Globally the FMCG sector has been successful in selling products to the lower and middle income groups and the same is true in India. Over 70% of sells is made to middle class households today and over 50% of the middle class is in rural India. Due to saturation and cut throat competition in urban India, many producers of FMCG are chalking out bold new strategies for targeting the rural consumers in a big way. While developing the strategies, the marketers need to treat the rural consumer differently from their counterparts in urban consumers because they are economically, socially and psycho-graphically different to each other. The companies like Hindustan Levers Ltd (HLL), Godrej, Proctor and Gamble, Nirma, Reckett and Coleman, Karnataka Soaps and Detergents Limited has done considerable pioneering work in developing FMCG products for the rural market and initiating collaborative and innovative strategies.

2. FMCG Products and Categories

Products which have a quick turnover, and relatively low cost are known as Fast Moving Consumer Goods (FMCG). FMCG products are those that get replaced within a year. Examples of FMCG generally include a wide range of frequently purchased consumer products such as –

- Personal care, Oral care, Hair care, Spin care, Personal Wash (Soaps)..
- Cosmetics and toiletries, deodorants, perfumes, feminine hygiene, paper products,
- Household care fabric wash including laundry soaps and synthetic detergents, household cleaners, such as dish/utensil cleaners, floor cleaners, toilet cleaners, air fresheners, insecticides and mosquito repellents, metal polish and furniture polish.

FMCG is the fourth largest sector in the Indian economy with a total market size of Rs 60,000 crores. FMCG sector generates 5% of the total factory employment in the country and is creating employment for three million people especially in small towns and rural India.

A distinct feature of the FMCG industry is the presence of most global players through their subsidiaries (HLL, P&G, Nestle), which ensures new product launches in the Indian market from the parents portfolio.

Demand for FMCG which has boomed by 60 percent in 2007 will be boomed by more than 100 percent by 2015. This will be driven by the rise in share of middle class from 67 percent in 2003, to 88 percent in 2015. The boom in various consumer categories further indicates a latent demand for various product segments. For example the upper end of very rich and a part of the consuming class indicate a small but rapidly growing

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segment for branded products. The middle segment, on the other hand indicates a large market for the mass end products. The BRICS report indicates that India's per capita disposable income currently is $ 556 per annum and will rise to $ 1150 by 2015 – another FMCG demand driver.

3. The Following Factors Make India A Competitive Player in FMCG Sector

3.1 Large Base

With the population of over one billion people, India is a big market for FMCG companies. Around 70% of the total households in India reside in the rural areas. The total number of rural households is expected to rise from 135 million in 2002 to 153 million in 2010, which means the largest potential market in the world.

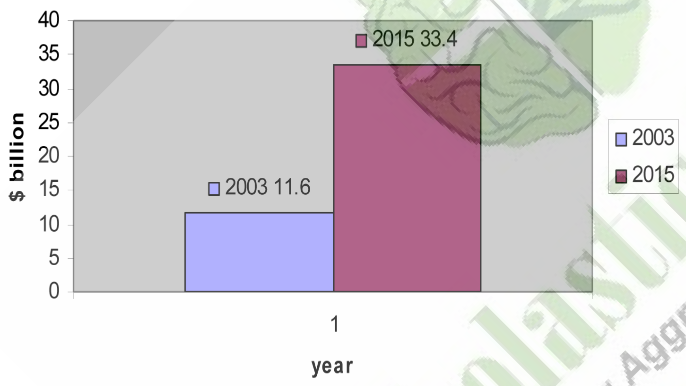

Figure 1. FMCG Market size.
Source: HH Panel data.

Figure 2. Consumer class boom household distribution.
Source: HLL, NCEAR.

Table 1. Rural and Urban Potential

	Urban	Rural
Population 2001-2002 (m households)	53	135
Population 2009-2010 (m households)	69	153
% Distribution (2001-02)	28	72
Market (Towns/Villages)	3,768	627,000

Source: Statistical outline of India (2001-02), NCAER.

3.2 Changing Lifestyles

Rising per capita income, increased literacy and rapid urbanization have caused rapid growth and changes in demand patterns. The rising aspirations level, increase in spending power has led to a change in the consumption patterns in recent India this trend indicates the increase in demand for FMCG goods.

3.3 Increasing Per Capita Income

Existence of unsaturated markets provides an excellent opportunity for the industry players as the income of rural population is rising. A rise in per capita consumption, with improvement in income and affordability and rising urbanization is further expected to boost FMCG demand. Also, as the income rises, the shift from unbranded to branded product is expected to be more evident.

3.4 Outsourcing Hub

India has a vast resource of raw materials across different products. Apart from the advantage in terms of ample raw materials availability and low labour costs have resulted in a lower cost of production. As a result India has become a base for many MNC's like HLL and P&G as an outsourcing hub.

3.5 Retailing – The New Growth Area

Modern trade accounts for 9% of FMCG sales in metros. Overall they account for approximately 4% of FMCG sales today. With nearly 220 malls expected to come up in the next four to five years in the country, the demand for the products is expected to be higher in rural India also.

3.6 Looking Ahead

The FMCG sector is characterized by a well – established distribution networks, intense competition between the organized and unorganized segments and low operation cost. As per the BRICS report, India's per capita disposable income currently stands at US $ 556 per annum, which will rise to US $ 1150 by 2015. With the rise in share of the middle class, the FMCG market is all set to treble from US $ 11.6 billion in 2003 to US $ 33.4 billion in 2015. The rapidly growing economy, rising disposable income, changing consumer expenditure patterns and increasing number of middle class families, the FMCG market is set to take a big leap in the coming years.

3.7 Availability of Raw Material

India produces caustic soda and soda ash, which are required for the production of soaps and detergents. The availability of these raw materials gives India the location advantage.

3.8 Labour Cost Comparison

Low cost labour gives India a competitive advantage. India's labour cost gives the advantage of low cost of production.

3.9 Presence Across Value Chain

Indian companies have their presence across the value chain of FMCG sector, right from the supply of raw materials to packaged goods.

4. Strategies For 4P's in the Rural Market

4.1 Product Strategies

Rural market is much different from urban market as rural people spend money for basic needs. Due to low income, for any purchase they think hard and try to postpone or spend very little. Some of the Product strategies for rural India are-

4.1.1 Small Size Package

Low income, absence of regular pay and cash, forces rural consumer to buy small sachets of FMCG products. Thus FMCG products are available in rural India in small sachets of 10 gm, 25gm, 1/4 kg, 1/2 kg packets etc.

4.1.2 Low- Priced Package

Low quality product of company are available at lower prices in rural India. Products like ghutka, cold drinks, beedis, cigarettes, tea and coffee powders came to the rural areas in smaller packets and lower rates than those sold in urban area.

4.1.3 Rough and Tough

Rural people believe that product that has rugged, tough or robust looks and bright colours will last longer. Therefore Bullet motorcycle, loud noise making transistors, radios, bright coloured clothes, banians, underwears, or turbans etc are more popular in rural areas.

4.1.4 Usable Products

Rural people are more particular to buy only utility oriented products and they are at all not interested in fancy items which are later meant to be kept in showcases.

4.1.5 Brand Image

Rural people identify the brands in their own way. For example, Everyday battery cells are called red- battery and many products are identified by symbols and specially symbols related to the Hindu deity. Many manufacturers use symbols like Balaji, Swastik and Om etc to make it easy to remember by the rural areas.

Figure 3. Labour Cost Comparison.

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4.2 Pricing Strategies

Low income levels and poor cash flow in rural sector favour pricing strategy which is in tune with the packaging and product strategy. Hence, packaging and product has been made to suit low value purchases by rural people.

4.2.1 Low Pricing

Smaller packets of tea, toothpowder, shampoo, detergent powder, soap etc having standard or low quality are sold at prices with very low margins.

4.2.2 Low Cost Packaging

For price reduction in rural India, the manufactures have resorted to use of cheap quality or ordinary packing. As rural people are not interested in sophisticated packing eatables like biscuits, sugar candies, and others are packed in single plastic bags so that it is just enough to carry and handle. Rural people only look for price and utility.

4.2.3 Conversions

The standard pricing factors like costs, competition, premium product value, new product pricing, channel factor, promotion costs are not taken into consideration in rural pricing. The rural producer require revolutionary change in rural society and rural culture so that rural segment is to be cultivated as per consumer liking. Thus it has become necessary to start with what rural people expect rather than worry on marketing principles.

5. Strategies for Place of Distribution

Bigger villages of above 5000 population are fairly covered by the marketing people of various companies manufacturing consumables and durable products, in comparison to smaller villages. Various strategies for distribution to various rural segments are discussed as under-

5.1 Small Villages

Two types of strategies followed for small villages are either reach all villages above 2000 population or reach all those within 50 km radius of big towns and cities. Distribution vans are used to cover villages on fixed period (at least once a week) so that the shopkeepers as well as the public are sure of supplies from the manufacturer.

5.2 Agro- input Dealers

Agro input dealers are known to rural population and hence are helpful in selling FMCG in Rural India.

5.3 Co-operative Societies

Marketing cooperatives, credit cooperative society, farmers service cooperative societies, and various local level cooperatives, are helpful in marketing of FMCG in Rural India.

5.4 PDS Stores and Petrol Pumps

Public Distribution Systems and less busy petrol pumps in rural India play important role in selling of FMCG in Rural India.

5.5 Towns Markets

Towns are regularly visited by rural people for the purchase of FMCG products.

6. Promotion Strategies

As the literacy rate of rural people is very low, a different combination of promotion tool is required for rural India as discussed below-

1. Cinema- Product advertisements before a movie and during interval is a good source of promotion of FMCG in Rural India.
2. Television- Few TV serials and sports etc have made TV a important promotional channel in rural India.
3. Radio- Rural people are very radio friendly, so marketer are using it as an important promotion tool.
4. Print Media- Due to low literacy rate and poor reading habits, this is not a popular promotion tool in rural India.
5. Hoardings- Hoardings on village entry junctions, writing in local language and paintings on walls of public buildings in villages with picture of product and catchy slogans are considered to be best promoters of FMCG in rural India.
6. Various Events- Mela, Jathra, Shondis and Hats are important places for promotion of FMCG in rural India.

7. Conclusion

Sale on FMCG goods is growing in rural market but they are yet to reach the expected level. The growth of consumption in the rural market is yet to catch up in a big way. The FMCG goods marketers have been applying different strategies of marketing but they are realising that these strategies are different for rural market than for their urban counterpart. The FMCG products marketers are trying to promote their products in a big way and are applying all techniques to promote their products in rural market. They are making full use of congregation of people in fairs, jathras, religious gatherings etc. The marketers need to adapt to the rural circumstances and have to take advantage of rural opportunities to promote their products so that they are able to increase their sales in the rural market. As it is evident that there is difference between urban and rural market the marketers have to change their strategies according to rural market. The FMCG product marketers have to adjust their marketing mix according to the rural market to succeed and capture the vast untapped rural market.

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Global Journal of Enterprise Information System

DOI:

Effectiveness of using High-end Mobile Gadgets in Class-room & Distance Education – An Overview

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Abstract

Education sector in India has seen immense technological advancement in the last few decades. New types of mobile gadgets have come up in the Indian electronics market – many of which can be used effectively in both class-room and distance mode of education. Higher education sector in India is slowly adopting those new technologies in course delivery; however, it is still a far way to go for Indian education sector in order to achieve effective technology-infusion in academic delivery. This paper discusses effectiveness of new gadgets like smartphones, e-book reader as well as tablets PC in both class-room as well as distance education sector in Indian perspective.

Keywords: e-book reader, smartphones, tablet PC, mobile education, distance education, class-room education, e-learning

1. Introduction

Higher education in India has expanded rapidly over the past two decades and this growth has been mainly driven by the private sector companies[3]. The prospect of the sector can be understood from the fact that Indian parents annually spend US$ 4 billion to send their wards abroad for acquiring quality education[6]. The lack of availability of sufficient quality educational institutions in India attributes to the outflow of so much Indian currency to the foreign institutions. Entry of a large number of private players in the education industry has increased the availability of funding in the sector which was missing till the sector was solely dependent on the Government to run. This is attributing to the large-scale infrastructural development of the educational sector to impart quality education to greater number of students internally within the country[6].

Education in India can be categorized into two main categories–Class-room/Campus education and Distance/Continuing Education. The most popular mode of education everywhere is the class-room/campus education where the students need to attend f2f lectures in their institutions for a considerable period of time during the session. The campus education facilitates direct monitoring of the students' progress by the faculty members, immediate clarification of doubts as well as daily teacher-student interaction in an ideal scenario. This mode of imparting education is teacher-centric.

Distance/Continuing education is the other mode of education prevailing in India and elsewhere. In this mode, study materials are supplied to the students at the start of the session and the students need to appear for the final examination studying the resources on their own. This mode is student-centric and it lacks direct monitoring of students' progress by faculty members, immediate clarification of doubts as well as daily teacher-student interaction in an ideal scenario. This mode is popular among students who desire to continue higher education while being in their respective profession.

The intensive use of Internet-related technologies during the last decade has brought huge modification in the role of computers, which can now be viewed as enhanced terminals through which several distributed applications and services can be accessed. One of the most significant service that can be provided through the internet is the e-learning[1,2,4,5], which aims at increasing the dissemination of knowledge by allowing anyone connected to access lessons on a subject they are interested in. The advent of e-learning has opened up lot of opportunities for both mode of education in Indian perspective. The major advantage of e-learning is that it uses information and communication technology (ICT) which is becoming more advanced and cheaper day-by-day.

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New devices like e-Readers, smartphones and tablet PCs have come up in the electronic market increasing the convenience of the users to get desired information in no time and facilitating improved communication among the users. The availability of these devices in the market has opened up new dimensions in the activities like reading, travelling, talking and entertainment etc. Just twenty years back in India, nobody could imagine that after few years it would be easy for them to talk to their friends and acquaintances based 1000+ KM apart while on travel and also it would be possible to see them live. It was also not imaginable for them that they would be able to view movie and listen to music carrying just a small notebook size instrument with them while on traveling. But these are common things today. These new devices had brought huge opportunities for us and if these can be properly used, it has the ability to change the way education is imparted these days.

An e-book reader, also called an e-book device or e-reader, is a portable electronic device that is primarily designed for the purpose of reading digital books and periodicals (Wikipedia definition). An e-book reader is similar in form to a tablet computer. A tablet computer typically has a faster screen capable of higher refresh rates which makes them more suitable for interaction. The main advantages of the e-book readers are better readability of their screens especially in bright sunlight and longer battery life. This is achieved by using the e-ink technology to display content to readers. Apart from the reading, the following activities are possible in the e-reader –

- Listening Music
- Reading POP3/IMAP Mails
- Recording Memos
- Playing 2D games like Minesweeper etc.
- Visiting some specific sites in the internet through WiFi or 3G connectivity

Several experiments are going on around the globe in order to replace the existing paper-back hardcopies by the e-book readers in the educational institutions (Articles – Catalanello, 2010; Ash, 2010; Ganesh, 2010). As per Pilkington (2011), e-readers are the future of public education. It can be said that devices like e-reader is a very effective which can be incorporated in the course delivery removing paper-backs. It will relieve the students a lot in regard to carrying large books to the institutions if properly can be incorporated and will save lots of trees which are used for producing paper. Increasing cost of printing books can be mitigated if such devices are used on a large-scale. Effectiveness of using these devices has been discussed in the paper in the latter sections.

A tablet personal computer (tablet PC) is a portable personal computer equipped with a touch screen as a primary input device

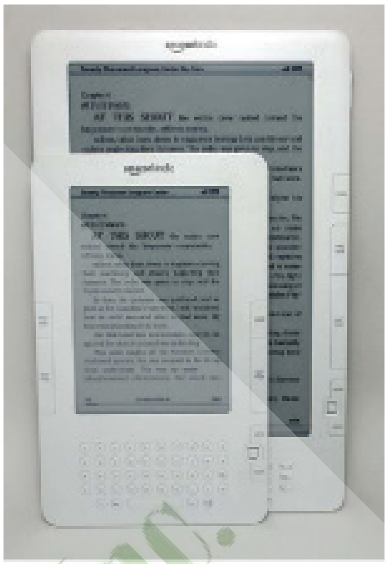

Figure 1. e-Reader device.

and it is designed to be operated and owned by an individual (Wikipedia definition). The term was made popular as a concept presented by Microsoft in 2001, but tablet PCs now refer to any tablet-sized personal computer, even if it's not using Windows but another PC operating system. Tablets may use virtual keyboards and handwriting recognition for text input through the touch screen. All tablet personal computers have a wireless adapter for internet and local network connection. Software applications for tablet PCs include office suites, web browsers, games and a variety of applications. However, since portable computer hardware components are low powered, demanding PC applications may not provide an ideal experience to the user.

Ballew and Hursh in their articles describe the effectiveness of using the tablet PCs in the day-to-day school and college education. Hursh provides a vivid description of how the tablet PCs can be more advantageous than the notebook PCs in performing several important activities in the class-room. The tablet PC can perform several roles in a class-room situation –

- Students can use it as the e-reader
- Teachers can use it as an electronic writing pad and no PC is needed
- Teachers and students can use it as PC also

Tablet PC is more like a portable computer with host of features –

- Reading text documents as can be done in e-reader
- Creating or editing PowerPoint or other Office presentations
- Listening Music
- Watching videos

Figure 2. Tablet Personal Computer.

- Surfing the internet
- Playing games
- Communicating with friends and colleagues using 3G network

And many more…

A smartphone is a mobile phone that offers more advanced computing ability and connectivity than a contemporary feature phone (Wikipedia definition). Smartphones and feature phones may be thought of as handheld computers integrated with a mobile telephone, but while most feature phones are able to run applications based on platforms such as Java ME, a smartphone usually allows the user to install and run more advanced applications. Smartphones run complete operating system software providing a platform for application developers. The next level of mobile phones beyond smartphones has been called Nirvana Phones. These smartphones can be docked with an external display and keyboard to create a desktop or laptop environment.

Herrington (2008) describes how the adult educators can use the smartphones to create digital teaching resources. The article "1" gives a vivid description of how the smartphones can be used in education. The smartphones can be used for –

- Reading text documents
- Editing text and presentation
- Checking e-mails
- Surfing internet
- Communicating with friends and colleagues through online chat
- Listening music
- Watching video
- Finding user position using Map and GPS

And many more activities …..

Figure 3. Smartphone.

2. Usefulness of the Gadgets in Education Sector

Indian education sector is broadly classified in two sectors – class-room or conventional mode of education and distance education. As mentioned earlier, class-room education is the most conventional mode where regular students use to attend F2F lectures and teachers and students interact regularly. The distance education is also a popular mode through which mainly the working students increase their educational qualification.

2.1 Use of Gadgets in Class-room or Conventional Mode of Education

F2F teaching and immediate clarifications of doubt are the most important activities that use to take place in our conventional mode of education. Let us think about the other activities that use to take place in the conventional mode of education –

- Giving homework and assignments to students
- Student-teacher communication outside class-room
- Student-student communication outside class-room
- Serving regular info about notice and announcement
- Library services

Pal (2011) has conceptualized a model using which the mobile technology can be used in regular class-room teaching for better course delivery. F2F teaching is the most important feature of class-room teaching. Hursh in his article gives a vivid idea about how the tablet PC can be integrated in class-room teaching –

- The instructors can "draw" directly on the presentation using the stylus. While it is possible to draw with a mouse, drawing with a pen-like artefact is easier for most people.
- The tablet can be used in either horizontal or vertical modes. This is convenient for displaying material that may have originally been in portrait format.

Table 1. Comparison of the 3 devices as per the technical features

Feature details	e-Reader	Tablet PC	Smartphone
Screen type	e-ink screen	TFT screen	TFT screen
Convenience to Eyes	Very much convenient – no eye strain	Can have eye strain after one and half hours continuous reading	Can have eye strain after one and half hours continuous reading. Screen-size is less so not possible to read anything long document for a long time.
Visibility in Day-light	Convenient to read even under bright sunlight	Difficult to see under bright sunlight (screen being TFT)	Difficult to see under bright sunlight (screen being TFT)
Visibility in Dark	Not possible to read in dark	Reading in dark possible	Reading in dark possible
Navigability	Keys / Touchscreen	Touch screen	Touch screen
Reading Text in Device	Very good	Very good (except the eye strain problem)	Not so Good as screen-size is very less
Zooming	Key-based / little inconvenient	Touchscreen (very much convenient with finger touch)	Touch screen (convenient with finger touch)
Taking Notes	Key-based (sometimes tiresome) – not at the point required	Excellent	Not possible
Navigation Page to Page	Separate Keys – very convenient	Touch-screen – very convenient	Touch-screen – not so convenient screen-size being very less
Reading Pages with Pictures	Not so clear – difficult to read in .epub format	Very good – not much difference from original page as the page is coloured	Good - not much difference from original page as the page is coloured. Only problem is that the screen-size is less.
Colour	Grey-scale	Colour screen	Colour screen
Battery	Can be used for 6/7 days without any recharge	Maximum continuous reading time 5/6 hours without recharge	Maximum continuous reading time 1 and half days
Weight	Convenient	Convenient	Convenient
Other Features	MP3 Audio, internet through Wi-Fi	MP3 Audio, Video, animation, internet through Wi-Fi and 3G, GPS	MP3 Audio, Video, animation, internet through Wi-Fi and 3G, GPS

- Tablet PCs tend to be ultra-light and have long battery life. This is important if an instructor may be carrying the computer long distances or may be away from electrical outlets for long periods of time. Classes which use field work may specially be benefitted from this.

The below table provides a bird's eye view on the usefulness of the three gadgets in performing different activities required in a Face2Face teaching –

The tablet PCs are most useful in the class-room education. Though the modern days smartphones are having almost all the functions available in the tablet PCs, however, the small screen-size makes it little inconvenient to read long text documents. E-readers are mainly useful for reading long text documents like books without any eye-strain, however, it cannot perform the activities which the other two gadgets can do.

2.2 Use of Gadgets in Distance Education

Distance education is gradually becoming a popular mode of course delivery due to the entrance of more and more young people in the BPO, IT and other sectors. It is not possible for these young people to attend regular classes but higher qualification is extremely needed for being promoted in the organization. This has led to the growing popularity of the distance education courses.

It is a fact that the distance education degree is not seen in the same eye as a regular university degree. The main reason lies behind the quality of education imparted in the distance mode as no F2F monitoring is there. Even now, in India, the distance education students mainly read the text-books (study materials) given to them before examination and appear for the examination to obtain final degree. Hence, there persists a negative

Table 2. Usefulness of the three gadgets in class-room education

Activity	Smartphones	Tablet PC	e-Reader
F2F teaching	Students' Perspective – Students can promptly answer to any MCQ question asked by the student during the class-room (The smartphone will work like Clickers as mentioned in Deeganet al. (2010)) Advantage – It will decrease the answering time and the classes will be more interactive and productive	Teachers' Perspective –The teachers can use the tool as a teaching aid as mentioned by Hursh. It can also be used as a communication medium for asking specific MCQ questions and getting immediate response. Students' Perspective – The students can use the tool for seeing the softcopy text books and taking the notes. Students can use it like Clickers for answering the questions asked by the teachers. Advantage – It will make the classes more interactive	Student Perspective - The students can use the tool for reading the softcopy text books and taking the notes. Advantage – The students don't need to carry heavy books as all those books can be loaded in the small pad-size e-reader
Homework and Assignment	Teachers' Perspective – Teacher can send the homework and assignments immediately to the students in the click of a button. Students' Perspective – Students can send back the answered homework and assignment immediately in the click of a button. Advantage – Reduce the pain of checking the assignment in hardcopy. In case of MCQ assignments, the answers can be scored automatically.	Teachers' Perspective – Teacher can send the homework and assignments immediately to the students in the click of a button. Students' Perspective – Students can send back the answered homework and assignment immediately in the click of a button. Advantage – Reduce the pain of checking the assignment in hardcopy. In case of MCQ assignments, the answers can be scored automatically.	Not much useful for this activity
Student-teacher interaction outside class	Teachers' perspective – Teachers can send note, videos, audios for reference to the students apart from plain text in order to improve quality of education imparted. Teachers can also put information in some site like Orkut community and other Social Networking sitesusing the smartphones so that students can get the inform Students' Perspective – Students can send queries, data, assignments and other documents using the smartphones to their teachers when they are not actually present in the institution Advantage – This will increase communication between the teachers and the students	Teachers' perspective – Teachers can send note, videos, audios for reference to the students apart from plain text in order to improve quality of education imparted. Teachers can also put information in some site like Orkut community and other Social Networking sites using the smartphones so that students can get the inform Students' Perspective – Students can send queries, data, assignments and other documents using the smartphones to their teachers when they are not actually present in the institution Advantage – This will increase communication between the teachers and the students	Teachers and students can use the e-mail facility to communicate among themselves.
Student-student communication outside class	Students' Perspective – Students can be in touch with their friends even when they are in home. They can exchange notes, share information, videos and other enriched resources among themselves at ease. Advantage – This will enhance the knowledge of the students.	Students' Perspective – Students can be in touch with their friends even when they are in home. They can exchange notes, share information, videos and other enriched resources among themselves at ease. Advantage – This will enhance the knowledge of the students.	Students can share text information through e-mail
Serving Regular info about notices and announcements to the students	Student Perspective – They are getting info about important deadlines and announcements very conveniently without need to go to the noticeboard. They are getting the info even when they are not attending the classes.	Student Perspective – They are getting info about important deadlines and announcements very conveniently without need to go to the noticeboard. They are getting the info even when they are not attending the classes.	Can be done through e-mail
Other Activities	Student Perspective –Students can access additional resources like online journals, sites, library site, enriched educational video sites like Khan Academy to increase their knowledge in a click	Student Perspective – Students can access additional resources like online journals, sites, library site, enriched educational video sites like Khan Academy to increase their knowledge in a click	Students can download new reference books and also can listen audio files

attitude among the prospective employers towards the fresher students holding the distance education degrees at the time of the interview.

If we analyse what is lacking in the distance education, we can come up with several factors differentiating distance education from the regular education –

- No F2F teaching
- No teacher-student interaction
- No doubt clarification possible
- No communication among the fellow students
- No campus experience
- No scope for acquiring added knowledge through reading other related books or going through related resources

All these factors are affecting the image of a distance education degree before the eyes of the employers. Though there were not much scope for overcoming these 10 years back, however, implementation of online learning and also introduction of new gadgets and technologies have facilitated much scope to enhance the quality of education imparted through distance mode. If these new technologies and gadgets can be used properly, it is very much possible to reduce the gap that is currently prevalent between a distance and regular education degree. Several online technologies has come up using which it is possible to generate somewhat virtual campus experience among the distance education students.

2.3 How Technology can Enhance the Quality of Education Imparted through Distance Learsning?

(i) Facilitating F2F teaching experience through virtual classrooms in the internet – Several course delivery platforms have come up like OnSync, Webex and others through which students can see the teacher live, can listen to the lectures of the teacher and can see the presentations being shown by the teacher. Students can ask questions to the teacher live through text chat and teachers use to answer orally. Some of the leading distance education providers have already started the facility for its students.

(ii) Facilitating Teacher-Student Interaction – The Internet and e-mail has opened up the gateway for convenient exchange of messages among the students and the teachers. The students can easily send their problems or doubts for clarification from the teachers through e-mail or can post it in the e-learning portal forum for possible reply by the respective teacher.

(iii) Facilitating Doubt Clarification – As mentioned earlier, there is enough scope of using the internet and e-mail for clarifying the doubts of the students. Students can directly communicate with the teachers or can post questions in the e-learning portal forums to get their doubts clarified.

(iv) Facilitating Communication among Students –The distance learning forum students can find their fellow students spread all over the country in their e-learning portal site. They can increase communication among themselves through exchanging messages. Some of the distance education providers have started some e-learning sites in order to facilitate virtual campus experience among the students.

(v) Facilitating Campus Experience – In the e-learning site, there are several virtual places where students of different programs can interact with their fellow students. Students of one program can know whereabouts of his class-mates which was not possible before in the distance education. The facilitation of communication among the fellow students has generated virtual campus experience among them. Few distance learning providers are providing such facility in their e-learning portals to enhance the student learning experience.

(vi) Facilitating Additional Enriched Learning Resources – Internet is the store-house of information wealth. Now, it is possible for the distance learning students to get additional resources for enhancing knowledge through the e-learning portal and other internet resources. Previously, the students use to get only the study materials reading which they use to appear for the examination. However, due to the introduction of the e-learning portal by few distance learning providers, the students are getting numerous resources like PowerPoint presentations, interactive quizzes, videos, audios, forum postings, case studies, assignments, FAQs, expert articles, expert blogs, animations, news briefs, glossaries, wiki and e-books. The students are getting enriched videos in the internet like the Khan Academy videos (www.khanacademy.com)seeing those they can understand a complex concept very easily. If the students can properly utilize these resources, the students will acquire enough knowledge which will nowhere be less than what they will acquire in a campus-based program.

The introduction of the gadgets can make distance education experience more enriching and convenient. The e-reader can be useful as an alternative of the hardcopy study material. The distance education students are majorly working professionals who need to travel regularly from place to place. The e-reader is very much useful for the students in this respect as they can carry all their study materials (including PowerPoint presentations) in a very light writing pad sized device. However, it is not possible to view enriched media resources like videos and animations in the e-reader device.

The below table provides a bird's eye view on the usefulness of the three gadgets in respect of the distance education –

Table 3. Usefulness of the three gadgets in distance education

Activity	Smartphones	Tablet PC	e-Reader
Attending Online Teaching Sessions	It is possible to attend online sessions in OnSync or other web-conferencing platforms through the Smartphones downloading some applications	It is possible to attend online sessions in OnSync or other web-conferencing platforms through the Tablet PC downloading some applications	It is not possible to attend such session through e-Reader
Communicating with the Online Teacher	It is very much easy to communicate with the teachers either surfing the e-learning portal forum page or directly sending mailers or messages to the respective teachers	It is very much easy to communicate with the teachers either surfing the e-learning portal forum page or directly sending mailers or messages to the respective teachers	e-Reader is not a suitable platform for communication
Doubt clarification	Students can clear their doubts themselves through visiting different resources available in the internet or through communication with the teachers	Students can clear their doubts themselves through visiting different resources available in the internet or through communication with the teachers	e-Reader is not a suitable platform for doubt clarification
Communicating with the Fellow Students	Students can easily visit the e-learning portal and find their classmates using the device and can communicate with them through different messengers or social networking sites like Facebook and Orkut etc	Students can easily visit the e-learning portal and find their classmates using the device and can communicate with them through different messengers or social networking sites like Facebook and Orkut etc	It is not good as communication medium
Enabling Campus Experience	This is an excellent medium for communication and hence it facilitates virtual campus experience through building a virtual communication network among the students	This is an excellent medium for communication and hence it facilitates virtual campus experience through building a virtual communication network among the students	It is not good as communication medium
Viewing Enriched Learning Resources	Students can view videos and animations in the device	Students can view videos and animations in the device	It is not possible to view videos and animations in the device

The tablet PCs are most useful in the distance education. Though the modern days smartphones are having almost all the functions available in the tablet PCs, however, the small screen-size makes it little inconvenient to read long text documents. E-readers are mainly useful for reading long text documents like books without any eye-strain, however, it cannot perform the activities which the other two gadgets can do. E-reader is not at all a communication device. It is mainly a reading device. But, the smartphones and tablet PCs can take many roles. However, a good quality tablet PC costs much more in comparison to an e-book reader.

3. Conclusion

Tablet PC and smartphones can take up multiple roles as communication and reading device. However, e-reader is more appropriate as a reading device. In distance education scenario, it is more useful to go for a good quality tablet PC as it serves many purposes which can enhance the ultimate student experience in distance learning. Smartphones are not so good as a reading device. The eye-strain problem may occur in the tablet PCs in case of using it constantly for a long time. In class-room education also, tablet PCs may serve many roles. However, cost aspect may influence the use of these devices in the distance as well as campus education.

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Global Journal of Enterprise Information System

Students' Perception about Management Education in B-School's: Delhi & NCR

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Abstract

The purpose of this research is to find out the effective factors which are more important to change the perception of students at the time of Admission in B-Schools for Management education especially the Masters of Business Administration (MBA)/ PGDM programmed. An academic survey conducted in 20 business schools of Delhi & NCR (10 respondents from each B-schools in Gr. Noida, Ghaziabad, Delhi & Gurgaon) by researchers with 44 attributes. Out of 44 attributes, 8 factors extracted by factor analysis PCA method which are (98.88 %) affective to change the perception of students.

Keywords: B-schools, Management Education, Perception, Students

1. Introduction

The changes in the worldwide business scenario are exceptional and will remain so in the coming decades, with the beginning and the influence of new technologies for the information and awareness. In a knowledge based economy, as knowledge becomes more important, so does higher education (World Bank/OECD, 2006). The higher education sector too, has undergone major changes throughout the world which led to increased competition for institutions in this sector (Maringe and Gibbs, 2009). Due to the intensification of globalization, competition and professionalism in the corporate world, management education, no doubt, has earned a central role in the success of students career. As Palacio et al. (2002) clarifies that for management institution to stay progressive and effective, students expectations, academic preferences and quality perception about the educational environment should be kept by the higher authorities of the institute. A few decades ago this was an achievable task, when expectations were realistic and opportunities were ample. But within a context where students are becoming increasingly concerned about the quality of management education; the challenges of business schools multiplies. The global, integrated and open market system further poses threats to management schools in developing Asian countries. As developing countries, higher education, especially university education is recognized as a key force for modernization and development.

Researcher conducted survey among 200 respondents, where ratio was 1: 1 Male and Female. Mostly respondents was 20-23 years age group, which data showed that India have a huge young youth population for the management education. (Table 1, 2 & 3).

2. Review of Literature

The literature review section traverses through various research studies intended towards Understanding students perception about quality in management education. It has been suggested in literature that service quality in higher education should be assessed according to the perceptions of students[1]. The construct of quality as conceptualized in the service literature is based on the perceived quality[10]. Perceived quality is defined as the consumer's judgment about an entity's overall experience or superiority (Wilkins et al., 2012). Considering the urgent need to deliver quality education in higher education institutes a research was carried out among young management students between the ages of 21 to 25 years of India. The study measured the quality perception of students on five dimensions namely, responsiveness, learning outcomes, physical facilities, academics and personality development. The results pointed out negative quality gaps in all the five dimensions with the highest negative gap in the physical facilities and negative score in academic dimension.

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Significant differences between perceptions and expectations of students with respect to all the five dimensions were observed (Narang, 2012). Yet another study aimed at investigating relationships among quality dimensions in higher education in Indonesian state universities, revealed that students' satisfaction was completely influenced by the commitment of college management, the standard after all deliveries, and therefore the easy giving feedback for quality improvement[2]. The quality of the lecturer and student support systems were found to be the most influential factors in the provision of quality education according to a range of higher education students quality perceptions and experience in the UK[11]. A study by Bhatia and Dash[4] was undertaken to compare India s higher education with six different countries taken from different continents of the world US, UK, Australia, China, Brazil and South-Africa. India had higher competitive benefits over China and Brazil with regard to the standard of the tutorial system, quality of management facilities, native accessibility of analysis and coaching services and extent of workers coaching. A comparative study of quality practices in higher education institutions in the US and Malaysia, revealed US institutions were more customer oriented and committed towards developing and incorporating quality improvement culture than Malaysian institutes.

Students perceptions relating to their expertise of study in a global branch field was assessed against seven dimensions i.e. learning resources, quality of lecturers and teaching, student learning, program effectiveness, use of technology, assessment and feedback, facilities and quality of social life, during a UAE study. The results showed that these international branch campuses of US, UK and Australia were performing well and largely the students were satisfied (Wilkins et al., 2012). Among the various factors, academic instruction was the most critical aspect of quality of education[8]. On the whole, various studies confirm that higher education provided in developed countries is perceived to be comparatively of better quality of students.

3. Objective

This study aims at understanding Indian students perception for Management education in B-schools. With this purpose, the specific research questions that the study seeks to answer were:

1. What factors lead to students preference for a Management education program in B-Schools?
2. To identify and understand quality parameters of B-schools and output of management education from the students perspective.
3. To suggest areas of improvement based on the findings of the study.

4. Research Methodology

A total sample of 200 students was collected from 20 business schools of Delhi & NCR (10 respondents from each B-schools in Gr. Noida, Ghaziabad, Delhi & Gurgaon) by researchers with 44 attributes. Out of 44 attributes, 8 factors extracted by factor analysis & PCA method which are (98.88 %) affective to change the perception of students.

As this paper aims at studying students perspective about the quality of management education, only those, constructs were defined and considered, that were important from the students viewpoint.

1. **Input:** On the input construct, students were asked about their opinion on curriculum, Faculty members, facilities provided and the infrastructure. Students are the customers for the service provided by the business schools. Their expectations from the faculty members has important implications for improving the quality of education in the business schools and also for providing better services to other stakeholders like industry, parents and society (Rita and Lakshmi, 2009).
2. **Process:** this construct measured students view about institutional processes relevant to them like, quality of teaching methods, examination system and career planning and guidance.
3. **Output:** the output constructs aimed at determining students perception about actual Gaining of knowledge, placement services for students and course's job value. Business schools or management institutes can no longer justify their performance to students and society, only in terms of inputs or investments made; that is, in terms of monetary investments, or provision of new courses, or the recruitment of additional faculty, or the new facilities installed. The bottom line for students at the end of the course is their employability. Input and processes become irrelevant for students if outputs generated are not satisfactory.

5. Results and Discussion

Total sample of the 200 completed questionnaires received, 66.6 percent response rate was received from pursuing MBA students from Indian B-schools 3 % from PGDM. The mean values of the respondents perception regarding quality of input, process and output parameters are shown in Table 1. Respondents, overall 50% male and 50% female, who have participated in this survey. All respondents for the 44 factors all in Table 1 as a mean value. Researcher has also used reliability test for the data adequacy which Cronbach's Alpha (.857) show more reliability (Table 6). By factor analysis 8 factors Extraction Method: Principal

Component Analysis from 44 attributes which are dominated by (98.88 %). (Table 8).

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Annexure

Table 1. Descriptive Statistics

		N	Minimum	Maximum	Mean	Std. Deviation
Gender		200	1.00	2.00	1.5000	.50125
Age Group		200	1.00	3.00	1.9750	.29120
Courses		200	1.00	3.00	1.6500	.92291
Size of family		200	1.00	3.00	2.0450	.32170
1.	B-School's Website	200	1.00	4.00	3.6550	.63084
2.	Other Website	200	2.00	4.00	2.8250	.45321
3.	Friends and/or relatives	200	2.00	5.00	2.7050	1.05047
4.	Coaching institutes	200	1.00	5.00	3.8550	1.74908
5.	College prospectus	200	2.00	5.00	2.9850	.44244
6.	Personal visit to College	200	1.00	5.00	4.1300	.64434
7.	Magazines/newspapers	200	1.00	4.00	2.9550	.50423
8.	Male Faculty	200	2.00	5.00	3.5400	.92882
9.	Female faculty	200	2.00	5.00	3.4000	.69456
10.	Admin members/counselor	200	2.00	5.00	2.7150	1.04366
11.	Current students	200	1.00	5.00	4.0700	.84181
12.	Ex-students	200	1.00	5.00	3.0000	.59309
13.	Industrial visit	200	1.00	5.00	3.4650	.90158
14.	Guest lecturers	200	2.00	5.00	3.9550	.39210
15.	Experienced faculty	200	3.00	5.00	4.8150	.50203
16.	Placement record	200	1.00	5.00	4.1350	.75473
17.	Package	200	2.00	5.00	4.8750	.51057
18.	corporate participating	200	3.00	5.00	3.2850	.50503
19.	Fee structure	200	2.00	5.00	3.8250	.59679
20.	Infrastructure	200	3.00	5.00	3.1500	.47817
21.	Comfortable lodging	200	2.00	4.00	3.6650	.53310
22.	Resourceful library	200	2.00	5.00	4.1600	.66074
23.	Canteen	200	2.00	5.00	3.2750	.53929
24.	transport	200	2.00	5.00	3.4650	.89598
25.	rating of the College	200	2.00	4.00	2.6250	.90469
26.	Distance	200	1.00	5.00	4.1400	1.22388
27.	Location	200	3.00	5.00	3.6700	.91942
28.	Ambience	200	1.00	5.00	4.5250	.74306
29.	Extracurricular	200	2.00	5.00	4.0450	.40471
30.	Large computer lab	200	4.00	5.00	4.0500	.21849
31.	Wi-Fi campus	200	1.00	5.00	3.4850	.99232

Continued ...

32.	Batch size (intake)	200	1.00	5.00	3.2250	.66073
33.	sport/gym	200	1.00	5.00	4.4750	.86784
34.	Affiliated University	200	3.00	5.00	4.5650	.81183
35.	Recognition by AICTE/UGC	200	1.00	5.00	4.7050	.85536
36.	Types of degree	200	2.00	5.00	4.7300	.72784
37.	how old	200	2.00	5.00	3.9400	.50763
38.	Mode of admission	200	4.00	24.00	4.4800	2.80874
39.	Appearance	200	1.00	5.00	3.0850	.63228
40.	Ratio of boys and girls	200	2.00	5.00	3.4500	.87827
38.	Mode of admission	200	4.00	24.00	4.4800	2.80874
39.	Appearance	200	1.00	5.00	3.0850	.63228
40.	Ratio of boys and girls	200	2.00	5.00	3.4500	.87827
41.	specialization course	200	2.00	4.00	3.6150	.53686
42.	reputation	200	1.00	5.00	3.7150	.86459
43.	International tours	200	1.00	5.00	3.4550	.97092
44.	reputation	200	2.00	5.00	4.2000	.62607
	Valid N (listwise)	200				

Table 2. Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
ValidMale	100	50.0	50.0	50.0
Female	100	50.0	50.0	100.0
Total	200	100.0	100.0	

Table 3. Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid>20	11	5.5	5.5	5.5
20-23	183	91.5	91.5	97.0
23-26	6	3.0	3.0	100.0
Total	200	100.0	100.0	

Table 4. Courses

	Frequency	Percent	Valid Percent	Cumulative Percent
ValidMBA	132	66.0	66.0	66.0
PGDBM	6	3.0	3.0	69.0
UG	62	31.0	31.0	100.0
Total	200	100.0	100.0	

Table 5. Size of Family

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid1-3	6	3.0	3.0	3.0
3-6	179	89.5	89.5	92.5
6<	15	7.5	7.5	100.0
Total	200	100.0	100.0	

Table 6. Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.857	.750	48

Table 7. Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum
Item Means	3.568	1.500	4.875	3.375	3.250
Item Variances	.726	.048	7.889	7.841	165.255

Table 8. Total Variance Explained

Component	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	16.267	36.971	36.971	13.950	31.705	31.705
2	8.854	20.123	57.094	8.171	18.571	50.277
3	5.294	12.033	69.127	6.474	14.713	64.990
4	3.899	8.862	77.990	4.122	9.369	74.359
5	3.363	7.642	85.632	3.080	7.000	81.359
6	2.463	5.599	91.231	2.811	6.389	87.747
7	1.870	4.250	95.481	2.708	6.155	93.902
8	1.497	3.401	98.882	2.191	4.980	98.882

Extraction Method: Principal Component Analysis.

Table 9. Rotated Component Matrix[a]

	Component							
	1	2	3	4	5	6	7	8
WIFI	.903							
INTERNATONAL	.886							
RATIO	.871							
AT	.852							
RATING	.790							
IV	.789							
RC	.746							
REPUTATION	.697							
LODG	.643	.560						
DIST	.574	.538						
CANT	.553	.527						
FF	.542	.525						
AU		.924						
INFRA		.903						
AMB		.844						
TD		.792						
SPORTS		.768						
MA		.726					.596	
BSW		.608						
GL			.966					
PA			.898					
PR			.867					
PV	.521		.711					
MN				.947				
PROS				.837				
CS				.802				
INTAKE					.817			
RL					.630			
EFM			.550		.598			
APPERANCE						.807		
COURT						.612		
EA							.974	
AGEBSCHOOL			.570				.592	
ES								.771

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 13 iterations.

India Reforms

Suchin Jain[1*]

[1*] *Founder – India Reforms, An IIT-D & IIM-A*

Abstract

Our country gained independence in 1947 and since then only our constitution was revised however, the laws, bills, acts, rules, regulations were retained as earlier and only amendments were made on as required basis. The only area where some liberalization happened was in economic reforms and other areas continue to suffer since changing these documents is not easy and requires institutional support. The holistic approach is required to establish true Indian governance in the country and today the same can be achieved through public participation in policy making and governance using the powerful medium of internet and associated technologies.

Keywords: Corporate Social Responsibility, Country, CSR, Future, Governance, Government, Holistic approach, Ideas, India, Initiative, Institution, Internet, Policy, Reforms, Technology, World

1. Introduction (Why we need India Reforms?)

Economic Reforms started 44 years after independence in 1991. It is 23 years already and the reforms are not complete. Then what about reforms in other sectors such as education, healthcare, administration, police, infrastructure and so on. How many centuries would be required before we can complete these reforms?

We have over 2 million Non Government Organisations (NGOs), who are fighting everyday and a lot of money from India and abroad is being spent on fighting for the cause, but have our past efforts made any difference to the way we live. Despite their countable victories we continue to live the same way.

What about interdependence between various policies, say how economic reforms affect education, healthcare, infrastructure, politics, governance and so on? Is anyone looking at that? So we have a whole lot of confusion around us and someone is required to look at the whole holistic picture, correct all policies and define their interdependence once and for all.

2. What is the basic problem?

The basic problem according to me is that when we obtained independence in 1947, we took over the entire system from British without really customizing it to our needs. That time our predecessors believed that the British system actually united India, and feared that if we tinkered with it, it might lead to breaking of the country, or lead to a civil war. So we had peaceful transition at the cost of our happy future.

Probably it was true in those days, but the times have changed now. Today most Indians are connected through Internet, mobile and telephone. We should now dispel with any unfounded fears and pave way for a modern India.

When I was studying at Indian Institute of Technology (IIT) Delhi, I came across Sir Mark Tully, erstwhile British Broadcasting Corporation (BBC) correspondent. I asked him a question that had always bothered me. I asked him that he has seen government in Britain, he has seen government in India and he has also seen India pre-independence, so was the system in Britain different from the system set up by them in India? To which he answered that it was indeed different, since the system in Britain was set up to govern Britain while the system in India was set up to colonise India. This answered a lot of my doubts.

At this point I would like to quote a **printed clip of Lord Maculay's** address to the British Parliament on 2nd Feb 1835, which reads "I have travelled across the length and breadth of India and I have not seen one person who is a beggar, who is a thief such wealth I have seen in this country, such high moral values, people of such caliber, that I do not think we would ever conquer this country, unless we break the very backbone of this nation, which is her spiritual and cultural heritage and therefore,

*Author for correspondence

I propose that we replace her old and ancient education system, her culture, for if the Indians think that all that is foreign and English is good and greater than their own, they will lose their self-esteem, their native culture and they will become what we want them, a truly dominated nation".

Today instead of a British, now an Indian is sitting in the same chair, who is following the same policies/regulations set up by them years ago. Indian government servant in his individual capacity neither has the knowledge nor institutional support to re-write or modify the policies and he is too apprehensive to touch it. That is to say, '**why trouble trouble until trouble troubles you'**.

Policies are made on as required basis by initiative taken by government at the highest level. Passing the hierarchy itself takes huge time and effort on any change. So few things of imminent priority do change like economic policy or industry policy but other things like administration, police, defence, healthcare etc continue to suffer. Hence in reality nothing changes, and we continue to live the way we do.

We have accepted stress as a normal way of life, we have accepted that some people have to be poor, because we need labors, we have accepted that sickness is due to one's karma and not due to adulteration in food, which we have come to consider as normal. We teach our children to learn to struggle because that is the only way to live, that we know.

3. What is the solution?

I think that the piecemeal solution to problems has not worked for us in last 67 years and a reformed India would only be a dream until we change everything in one go. We need to change the entire national framework and define it, and customize it, to our specific needs of contemporary India.

There are conventional ways of doing this, like have civil war, or go to street and fight for the causes, or give a dharna.

Take 'Janlokpal' for example. I really doubt if the people who were fighting for it also knew what was written in it. How many people would have thought over what could be Janlokpal, may be few and if parliament passed the bill, it would become law.

Do what the masses believe to be right, who use their right of voting, and give up their right of thinking and deliberation. So result is an adhoc democratic decision, which is to be accepted and thrust upon all, since those who raised their hands for 'ayes' were more than 'nays'.

Then again the cycle of protest, demonstration and fight for the cause starts because it was not holistic and did not address certain critical aspects. So we are all trapped in a catch 22 situation.

Therefore, any solution has to be holistic, which would reform, define and look at the entire framework all inclusive. So, my solution is to use the power of internet and redefine or indigenize all policies and also define their interdependence.

4. Let's take education policy for example and understand how this would work

We will open it up for discussion on the internet where large number of users would come (or be invited). The 'case study method' would be digitized to make the online discussions more meaningful for drafting the new policy.

So the users will have to identify themselves, take positions as initiator, challenger, builder, integrator or summarizer prior to commenting on the policy or a part of it.

Then we will conclude the discussion, make a draft document and give it to a selected eminent professional/or an institute to carry out an independent research, to re-draft/correct/modify/add etc and then make a final document. The final document would then be given to the government for final acceptance.

Then, either the government may accept and implement the policy without any changes, or it may make some changes as per their requirements prior to implementing, or they may just reject it, or they may sit over it. But in any case since this is a document created by public and carries the voice of the masses, so inaction will be difficult for the government. Then whatever action is taken from their end, they will be bound to provide a suitable reasoning.

Also, for revising the policy in future no-one will have to go to streets for fighting or staging a dharna, because revision of policy can be initiated well in advance just like a new version of Microsoft windows is released every few years.

5. Generating funds for sustenance and growth of this objective

Presently corporates try to influence politicians and government unethically to seek favorable changes in policies. However, I propose to make the process transparent and ethically acceptable. Corporates/Industry associations could be invited for online bidding (may be through their Corporate Social Responsibility (CSR) initiatives) for the changes that they seek in the policies of their interest, which will remain in open domain for anyone to see and comment.

Bidding for the changes they seek, would ensure that their requirement is deliberated upon by the eminent professional while drafting the policy. A part of these funds would be used to fund the eminent professional to carry out his research etc,

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and a part of funds would be given to the institute, which would provide resources for such activity in its premises.

Funds could also be generated through holding workshops on policies across country and also selling merchandise for promoting policies.

6. Conclusion

Revising all old documents of governance of the country is an imminent need that requires holistic approach for achieving true Indian governance in the country. Due to available powerful medium of internet and available technologies, now country-wide debates can be initiated and concluded intelligently to write the most modern documents of governance for India that will carve way not only for the future India but also be a leading light to the future world.

7. Acknowledgements

I thank CIIE at Indian Institute of Management (IIM), Ahmedabad (A) for providing me the platform to pilot test the concept in March 2014. I also thank Prof. M. R. Dixit, IIMA for teaching us the most innovative method for concluding case studies. I am thankful to Mr. Nirmit Parikh, Director (Intel) for providing insight into his internet technology that has the potential to easily conclude online discussions.

8. References

1. Sir Macauly's address in British Parliament on 02 Feb 1835.
2. Pre-independence acts, rules and regulations that are still in force and not changed.
3. Interaction with Sir Mark Tully, an erstwhile British correspondent.

Book Review

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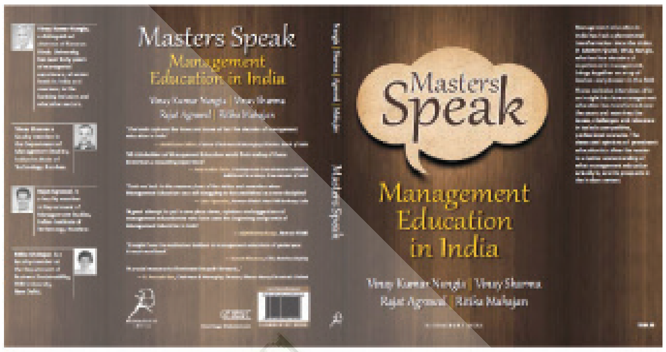
Masters Speak: Management Education in India

V. K. Nangia, V Sharma, R Agrawal, R Mahajan



Citation

Nangia V. K, Sharma V, Agrawal R, & Mahajan R (2014). Masters Speak: Management Education in India, Bloomsbury.

Review

Management education in India has had a phenomenal transformation since the sixties. In Masters Speak, Vinay Nangia, Vinay Sharma, Rajat Agrawal, Ritika Mahajan bring together an array of leaders and pioneers in the field. Towards the close of nineteenth century and in the early twentieth century business education started in United States of America. In the post world war two era of the nineteen fifties and nineteen sixties it started in the other continents. In the post unipolar world of 1990s during the past two decades it got increasing attention from the society in India and around the world. Management graduates reached at the pinnacle in almost every sphere of life. Today we find them in Government service working as civil servants, leading public sector companies, banks, even politics and definitely all over the corporate sector controlling large chunks of revenue.

Increasing demand of Management Graduates brought in its wake increasing number of management institutes or B-Schools. This increase in the number of institutions offering Management Education resulted in fierce competition. The institutes want to be different and purposeful; yet not sure of themselves in terms of their relevance and the direction to pick up.

Present perplexing state of Management Education led us to seek the views of the people, who had been at the helm of the affairs during the evolution and growth phase of Management Education in India; to listen to the story of management education in India; how it began and unfolded over time; what they feel about management as a discipline; what are various issues and challenges the Management Education faces today in India. What why and how of management education is explicit in the interviews presented in this book. The people interviewed, namely, Professor Abad Ahmad, Professor Ashoka Chandra, Professor Charan Wadhwa, Professor D. M. Pestonjee, Professor Dilip Bandhyopadhyay, Professor Ishwar Dayal, Professor J. Philip, Professor K. R. S. Murthy, Professor Krishna Kumar, Professor Mangesh Korgaonkar, Professor N. R. Sheth, Professor Pramod Verma, Professor Pradip Khandwala, Professor Pritam Singh, Professor Rajan Saxena, Professor S. Neelamegham, Professor Samuel Paul and Professor Vinayshil Gautam are thought leaders and institution builders of Management Education in India as is evident from their profile in the following pages. This book wholesomely presents the story of Management Education.

DOI:

Biographical Note of the Luminary in an Area of IS

Expert: Flexible Systems, Strategic Management & Technology Management

Professor Sushil
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Sushil is Professor of Strategic, Flexible Systems and Technology Management at the Department of Management Studies, Indian Institute of Technology Delhi. He served as Visiting Professor at The Center for the Development of Technological Leadership, University of Minnesota, Minneapolis, MN, USA in the year 2008-09. He has nearly twenty books to his credit in the areas of Flexibility, Systems Thinking, and Technology Management. He has over 200 papers in various refereed journals and conferences. He is Editor-in-Chief of Global Journal of Flexible Systems Management. He has pioneered the area of 'Flexible Systems Management' and made original contributions to the field of knowledge in the form of SAP-LAP models and linkages. He has evolved the concept and framework of 'Flowing Stream Strategy' as strategic flexibility to manage continuity and change. He has also provided mantras for continuous organizational vitalization and a model for execution excellence. He has acted as consultant to both governmental and private industrial organizations; a few representative ones are LG Electronics, Rockwell International, Tata Consultancy Services, Tata Infotech Ltd., CMC Ltd., James Martin & Co., Gas Authority of India Ltd. and Sona Koyo Steering Systems. He is the Founder President of the Global Institute of Flexible Systems Management.

Educational Qualifications

- Ph.D., Indian Institute of Technology Delhi 1984, Title of the Thesis: "Systems Modelling of Waste Management in National Planning".
- M. Tech (Industrial Engineering) from Indian Institute of Technology Delhi-1980 securing CGPA 9.89/10.00.
- B.E. (Mechanical Engineering) from M.I.T.S., Gwalior–1978 securing 85% Marks, 1st Rank in the Institute.

Knowledge Contributions

- Pioneered the area of 'Flexible Systems Management' and made original contributions to the field of knowledge in the form of interpretive approaches in management such as SAP-LAP models/linkages, Total Interpretive Structural Modeling, and Interpretive Ranking Process.
- Evolved the concept and framework of 'Flowing Stream Strategy' as strategic flexibility to manage continuity and change.
- Provided mantras for continuous organizational vitalization (LIFE), and models for strategic performance management (Flexible Strategy Game-card), sustainable enterprise (Star Model) and strategy execution (4A's Model).

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Biographical Note of the Luminary in an Area of IS

Dr. Raj Agarwal- An Economist , Prolific Writer and Keen Researcher

Dr. Raj Agarwal
Director AIMA-CME
Website: https://www.aima.in/discover-aima/management-team/dr.-raj-agrawal.html
Email: brahm123@rediffmail.com

Currently, Dr. Raj Agrawal is Director of AIMA-CME. Before joining AIMA-CME Dr. Agrawal was Director of IILM Academy of Higher Learning, Greater Noida. He is also a "Visiting Research Professor" in Montana State University, Billings, US. He has more than twenty years of academic experience of working in prestigious national institutions like; All India Management Association, Association of Indian Universities, Motilal Regional Engineering College and other national institutes. Earlier also Dr Agrawal has worked in AIMA-CME as Officiating Director/Dean from 2000 to 2003. He is also guest faculty in prestigious institutes like; IMT, IIFT and Delhi School of Economics.

Dr. Agrawal has done Ph.D. in Economics from Allahabad University. A prolific writer and keen researcher, he has written more than seventy articles in leading national and international journals. Dr. Agrawal has considerable expertise in WTO and related matters. He has been regularly invited by national and overseas organizations to deliver talks on contemporary economic issues. He is also a consultant in UNCTAD and resource person in Globalisation of Service Project of William Davidson Institute at the University of Michigan, Ann-Arbor, U.S.

Dr. Agrawal has also authored four books including the text book on "Business Environment" which is very popular among MBA students.

Great Enterprise Contribution to Society in Information System Perspectives

A Movement to Transform Literacy in Education in America

NCLE Stakeholders
Working Together to Transform Literacy Learning
1111 W. Kenyon Road
Urbana, IL 61801.
www.literacyinlearning.org
217-278-3602

A Resource…A Coalition…

The Support You Need

To teach literacy, you need to know about more than language rules. You need to know how students use reading and writing to learn in every subject and collaborate effectively with your students' many other teachers. You need the support of school and system leaders who, themselves, understand literacy learning and are prepared to implement policies to advance it.

The National Center for Literacy Education (NCLE) brings the support you need together in one place at no cost. Whether you have basic questions about literacy teaching, need guidance for connecting with other educators or insights about sound practices, or just need a place to share and learn with others, NCLE supports you, because your success will open a lifetime of learning opportunities for your students.

Sustaining Change at Your Site

There is no question that a great teacher or school leader can make an impact, but schools that sustain improved literacy learning over time take a team approach.

NCLE helps your site-based team develop student literacy learning and faculty collaboration goals, and stake out a path to reach them with consulting and free resources from the most respected education groups in the country.

Start by Exploring

- How to build a collaborative culture?
- How to stay focused on core issues of student learning?
- How to use evidence of student learning?
- How to reach agreements about desirable literacy learning outcomes?
- How your site can support collaboration systematically?

Connect with the Leaders

Getting Your Site on the Map

Every movement needs leaders - those who are willing to take a risk to advance progress.

"If we want different outcomes, we must change how literacy learning is supported".

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If Your Group/School is Ready to…

1) Register for free as a team on the Literacy in Learning Exchange.
2) Complete the Asset Inventory.
3) Establish goals to improve both student literacy learning and professional collaboration.
4) Share your work with other schools or groups.

…you will be recognized as a Center for Literacy Education (CLE). CLEs will be celebrated by NCLE stakeholder organizations, state and national education leaders, and local and regional media outlets. Your site will be honored with a CLE badge and will have access to resources of other CLE sites and groups.

Your Network, Your Resources

Through www.literacyinlearning.org, you will get:

- Vignettes from groups across the country.
- Free webinars designed for group needs.
- Research reports on literacy teaching in all disciplines.
- A community of practitioners ready to share and respond to your questions.
- Direct access to respected organizations.
- A space to share your learning.

If you believe that…

- Educators, working together across content areas, can deepen student learning.

- Educators who commit to doing this deserve time and support for their work.
- We all benefit from sharing our findings about student learning and so lving problems together.
- Supporting better literacy teaching and learning is an investment our society must make, then…

…get started with NCLE.

Top Organizations Backing You

Alliance for Excellent Education (AEE)
American Association of School Librarians (AASL)
American Council on the Teaching of Foreign Languages (ACTFL)
ASCD
Association for Career and Technical Education (ACTE)
Association for Middle Level Education (AMLE)
The Ball Foundation
Connecticut Center for School Change
Consortium for School Networking (CoSN)
Cotsen Foundation for the ART of TEACHING
Helmsley Trust
Human Systems Dynamics Institute (HSD)
International Reading Association (IRA)
Learning Forward
National Association of Elementary School Principals (NAESP)
National Association of Secondary School Principals (NASSP)
National Board for Professional Teaching Standards (NBPTS)
National Center for Family Literacy (NCFL)
National Commission on Teaching and America's Future (NCTAF)
National Conference on Research in Language and Literacy (NCRLL)
National Council for the Social Studies (NCSS)
National Council of Teachers of English (NCTE)
National Council of Teachers of Mathematics (NCTM)
The National Forum to Accelerate Middle-Grades Reform
National Science Teachers Association (NSTA)
National Writing Project (NWP)
Panasonic Foundation
TESOL International Association
Verizon Foundation

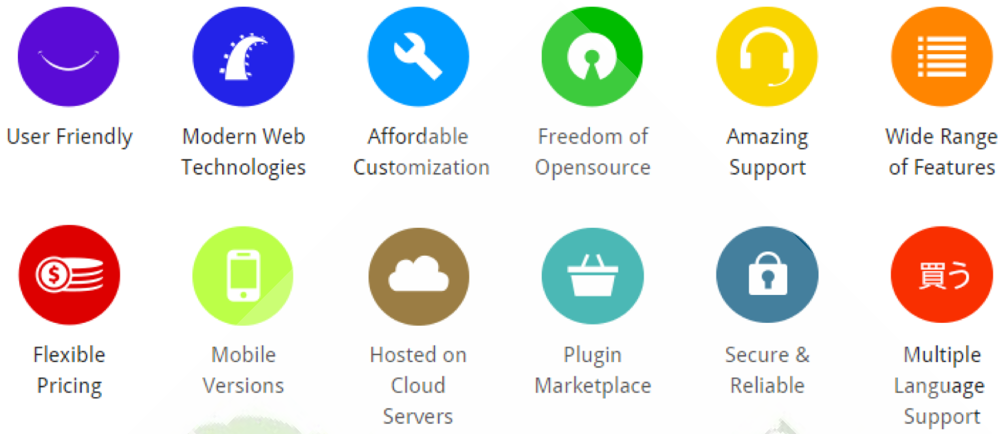
Great Enterprise Contribution to Society in Information System Perspectives

Abdulla Hisham
Co-founder and Director
Website: http://www.fedena.com

Fedena is a multipurpose school management software which is used by 40,000+ educational institutes and 20 million users world-wide for all administration, management and learning related activities.

Use Fedena management information system to manage students, teachers, employees, courses and all the systems and processes related to running your institute efficiently.

- Schools
- Colleges
- Universities
- Training Centers
- Online Schools
- Groups of Institutions
- Seminaries
- E-Governance
- Kindergartens



User Friendly Interface

Fedena is created with users in mind. Anyone with basic knowledge of computers and email can start using Fedena within ten minutes of their first login.

Developed in Ruby on Rails

Fedena is developed using the powerful Ruby on Rails framework, an excellent platform for delivering a very stable and reliable product for you.

Optimized for Customization

All schools and colleges use different systems and processes. Fedena is engineered to be customization friendly to ensure it meets your requirements.

Freedom of Opensource

The basic version of Fedena is available as free and open source software so that the passionate community of open source enthusiasts can help to improve it.

Hosted on Cloud Servers

Fedena is a web application. So there is no need of for any extra hardware or technical maintenance staff. All you need is a computer with an internet connection.

Secure and Reliable

You can trust Fedena to store your data. Fedena satisfies all modern web security standards. Already 20 million users trust Fedena to host their data.

Amazing Support

The Fedena team is available 24/7 to help you with any issues or queries. We have well defined SLAs with service credits if we fail to live up to our promise.

Wide Range of Features

Fedena has more features than any other student information system. You can add more features using the wide range of plugins that are available.

Flexible Pricing

You can purchase the Fedena plan that suits your specific requirements. You can start with basic plans and can upgrade to pro plans when required.

Plugin Marketplace

The Fedena Marketplace is a one-stop shop for tools you need to run your institution. Add functionality to Fedena using the different plugins available in this marketplace.

Multiple Languages Support

Fedena is available in different languages including Spanish, Portuguese, Japanese, Hindi, German, Arabic, Marathi and many more.

Mobile Versions

Use Fedena on the go from any location using the mobile web app. It supports all smart phones and works from the browser. Nothing to install, Nothing to upgrade.

Our Story

Innovating Education Technologies since 2009

2014 - November

Foradian receives Deloitte Technology Fast 50 India 2014 Award as one of the fastest growing companies in India, Ranked 15th in India.

2014 - September

Fedena gets a special mention award as the Best ICT product at IDA Awards at World Didac India.

2014 - August

Fedena wins World Education Summit Award in Private Sector - Enterprise Resource Planning Category.

2014 – July

HP India partners with Fedena as technology partners for their education vertical. Lux Rao, Chief Technical Officer, HP India, speaks about HP's partnership with Fedena school management software. He emphasizes on Fedena's excellent UI, comprehensive feature set and scalability. Watch video here: http://youtu.be/g_cpAYW87us.

2014 - April

Foradian raises $2 million funding from William Bissell of Fabindia. Major portion of the fund assigned to product enhancement and innovation.

2014 - January

Fedena 3.0 launched with a whole new user experience and consolidated dashboard.

2013 - November

Launched Uzity, the free and easy to use online training and learning management system.

2013 - October

Prestigious higher education institutions of India IIM Indore and IIT BHU powered by Fedena.

2013 - July

EdTech Revolution is an initiative by Foradian to feature the disruptive EdTech startups.

2013 - May

Foradian wins UKTI's first ever competition for Indian innovators

2013 - March

Fedena Marketplace launched. An initiative to connect buyers and sellers of education technology products and services.

2013 - January

Foradian received Star Entrepreneur Award at India International Innovation Summit.

2013 - January

Fedena was a finalist in NASSCOM Social innovation honours for the outstanding work done by the team to enhance education technology for the benefit of all.

2012 - October

Foradian Technologies received the prestigious NASSCOM Emerge 10 award for innovation in product and business model.

2012 - August

Foradian won the Edustars contest powered awarded by Accel Partners and yourStory.in as the best education startup from India.

2012 - March

Foradian received the distinguished MIT TR35 award for innovation in the education sector as an emerging technology company.

2011 - August

Project Sampoorna began - a school management system project, implemented by the Education Department of the Government of Kerala to automate the systems and processes of over 15,000 schools in the state. Sampoorna is developed by IT@School Project using the open source version of Fedena. Through this project, the government saved more than $10million annually.

2010 - August

Version 2.0 of Fedena codenamed “Magic” is released after one long year of non-stop coding and optimizations. Human Resource and Finance modules are now available in the open source version.

2010 - August

This time the Project Fedena team was invited to give a talk on Pedagogical Freedom - Debian, Free Software and Education for DebConf 10 Columbia University, New York City.

2010 - July

As soon as the new Indian rupee sign symbol was approved, we published a free font on our blog. The font and the blog became a viral phenomenon with 5 million visits in just two days of the launch of the font. There were 10,000 downloads within an hour and so we created an improved version of the font and uploaded it. We created two versions within 24 hours of the announcement of the symbol. The third version of the rupee font was released at the end of July.

2010 - April

Version 1.0 of Fedena released to public as open source. Started a new revolution in education technology software. Everyone loved Fedena at first sight. Most importantly, Fedena was released under the business friendly license of Apache License 2.0.

2010 - March

Arvind, CTO of Foradian and the brains behind Fedena, gave a presentation on "Project Fedena and Why Ruby on Rails" at RubyConf 2010 - India. The first part of the presentation was about the birth of Fedena and why the team chose Ruby on Rails for its development. The second part was about the team's experience on ROR and the advantages and disadvantages for coding and deploying. The third part of the talk described why we give Fedena free of charge as open source software to the community.

2009 - November

A social networking website for Malaya lees launched as a hobby project and went viral. User base exploded and was reported by all popular media in Malayalam. Celebrated as a cult by the youth of Kerala.

2009 - August

First successful test run of Fedena in a school in Kasaragod, Kerala, India. It was a simple student information system with only four modules.

2009 - May

Started development of custom student information system to a school. Initially named as "Foredu" and later rebranded as "Fedena". Focus on simplicity and usability.

2009 - April

Official Launch of Foradian Technologies Pvt. Ltd. Founded by a team of eight childhood friends and their mutual friends as a web design company with a special focus on creativity.