Implementation of Green HRM Practices for sustainable development in Indian Organizations

Prof. Dr. Sachin Bharadwaj

Principal ,Mahatma Phule Institutae of Management & Computer Studies, Hadapser, Pune-28

Abstract:

Indian organizations including start-ups to established firms need to focus on sustainable development. These organizations are trying to balance their economical, social and environmental factors for short term and long term perspectives. Green HRM function is motivator, leader and initiator to promote sustainability within organization through its practices and policies. Implementation of Green HRM practices through its policies helps to increase the overall efficiency of the organization, employee engagement rate and retention rate. It also contributes in organizational cost-saving. HR can contribute by applying different ways to promote Go- Green aspect of the organization through implementation of the practices in its various R to R functions (Recruitment to Retirement or Resignation). This research paper focuses on need of Green HRM practices for sustainable development of organizations and also suggestions for taking initiatives to adhere with Go- Green vision. Emphasis of this research paper is on exploring different ideas to reach the green goal or green vision of the organization through implementation of HR policies and HR Practices. Every organization should proudly introduce its HRM as Green HRM. Start-ups also should promote Green HRM from initial stage to get benefits for long term.

Keywords: Sustainable development, Green HRM, Environmental Management, Green HRM practices, Organization, Eco-friendly environment, Go-Green

Introduction:

Nowadays Organizations are facing environmental issues like air pollution, noise pollution, limitations on non-renewable resources, etc. These organizations are mentioning Sustainability in their long term vision. Sustainability means meeting the needs and demands of people today without compromising the ability of future generations to meet their requirement.These organizations are trying to balance social, economical, environmental and resource needs, for present and future generations. They are sincerely working to maintain Go green status with a high quality achievement and environment, locally and globally. They are keenly thinking about sustainable development. Many organizations in India had already started CSR activities to promote Go Green status before the mandatory legislation. HR department has taken active participation in those activities. But the same eco friendly environment should be maintained within organization.

Objectives:

1. Understanding need of Green HRM practices to look forward in sustainable development
2. Study of value addition in sustainable development of organization by implementing Green HRM practices in various HR functions

Research Methodology:

This paper is based on the information collected through interaction with employees in different organizational sectors as primary data and various research papers and articles regarding Green HRM as secondary data.

Analysis:

World Commission on Environment and Development (WCED) has defined sustainable development in 1987 as 'Development that meets the needs of the present without compromising the ability of future generations to meet their own needs.' It is necessary for every organization to be successful for long years instead short term success. Organizations need to plan for sustainable development and execute and control accordingly. Manpower is the most important resource of the organization that can be utilized to reach green vision. Green HRM means the human resource management of the organization which is keenly trying to support environment friendly vision of the organization. HR function is motivator, initiator and leader to promote sustainability within organization through practices and policies. HRM should proudly introduce itself as Green HRM while using HR policies to encourage for the sustainable use of resources within business organization through the practices. Organization should connect Green HRM through HR practices for setting and achieving the Green goal. Green HRM practices will help organization to develop Go- Green mentality within organization. Green HRM can contribute to the conservation and preservation of our natural environment through its practices that will ultimately ensure environmental sustainable development of the organization.

HR should implement practices by encouraging employees for making green workplace. Some ideas of different Green HRM practices according to most important HR (R to R) functions i.e. functions including recruitment to retirement or resignation are suggested as below:

1. **Policy Making:**
   - Green aspects should be included in HR Policy. Green HR goal and Green HR vision should be set to connect with the organization's vision, mission and value system.
   - Rules should be strictly followed to adhere with Green Vision.
   - Environmental friendly initiatives like use of solar energy, use of wind energy, Paperless work, optimum use of water should be promoted through policy.
   - Policies should be related with planned activities.
   - HR person should communicate with all stakeholders in the organization and should take their support for Green HRM policies instead keeping it as just paper-exercise
   - Common transportation facility should be promoted in HR policy.
   - HRM should give support car pooling.
   - Whenever possible, Video Conferencing should be suggested by HRM.
   - HRM should help in decreasing carbon footprints by deciding work timings as per less traffic.

2. Recruitment and Selection:

- Eco friendly objectives should be Included in job description by HRM.
- Job sharing should be done using e- process.
- Implementation of Paper-free recruitment process should be promoted by Green HRM.
- Eco- friendly locations should be selected for interview.
- Paperless interview process should be promoted.
- Telephonic or virtual interview should be preferred by HRM.
- Green awareness of candidates should be checked at the time of interview.

3. Training and Development:

- Green aspect should be introduced in the induction process
- Eco-friendly awareness should be included with the skill development process. Development of green personal skills should be established.
- Training should be provided to the staff to produce green analysis of workplace.
- Training regarding waste management and optimum use of resources should be provided to the employees.
- The employees should be made aware of green issues, green procedures and policies of organization.

4. Performance Management system:

- HRM should go for certification of ISO14000 (ISO series of Environmental Management Standards) that will provide guidance to organizations those need to systemize and improve their environmental management efforts
- Open dialogue regarding green views should be established by Green HRM.
- Green targets and roles and responsibilities for managers should be set by Green HRM.
- Employees should be encouraged by Green HRM to initiate green view aspects in KRA.
- Green reward system should be introduced by Green HRM to encourage employees for trying to achieve Green goals.
- Online appraisal process should be adopted.
- The elements such as employee's initiative taken for organization's green aspect, awareness of green hr practices etc should be included in appraisal form by Green HRM.
- Green roles of managers should be designed in achieving green goals.

5. Employee Interaction:

- Green HRM should encourage Green involvement and active participation by employees in Go- Green activities.
- Green HRM should encourage and motivate for Green Habits (Flexi timings, use of recycled furniture, car-pooling, use of solar panel, providing transportation facility, work from home policy, eco-friendly gifts and awards, green rewards)
- Green HRM should welcome Go- Green suggestions from employees.

- Green HRM should make Green teams to achieve green goals.
- Green HRM should set the Green rules to promote green workplace.

6. **Reward Management:**
   - Green HRM should adopt Green pay/reward system (paperless Pay system)
   - Active participation in green initiatives by employees should be linked with their promotion.
   - Green suggestions for support to eco-friendly aspect by the employees should be linked with the reward.

7. **Exit Formalities:**
   - Optimum Papers should be utilized by Green HRM to complete the Exit formalities of employee who is leaving the organization..
   - HRM should check if the reason of leaving job is green issue.
   - Green HRM should provide legal protection for green whistle-blower.

Conclusion:

By implementing such policies, Green HRM boost employees to enhance themselves through motivation, leadership, enthusiasm. Efficiency level of them is increased. That impacts

on increase in production and minimization of cost. It helps the organization in total quality management and ultimately in sustainability development. HR department should play an important role in this era with planning and implementing new ideas by being Green HR to look forward in sustainable development.

Thus Human Resource Management can promote Green mission and vision of the organization through various human resource practices and policies. The conversion of Human Resource Management into Green Human Resource Management has become essential. It plays important role in value addition in organizational development. Human resource management has to play the vital role to make the mentality of the people associated with organization in such a way that they will willingly help the organization to reach Green goal and automatically to develop sustainability.

References:
Weblinks:
    a) *https://sustainabledevelopment.un.org/milestones/wced*
    b) *http://www.ijritcc.org/download/1417673154.pdf*
    c) *www.aims-international.org/aims12/12A-CD/PDF/K723-final.pdf*

Emerging Trends in Human Resource Management

Prof. Dr. Sachin Bharadwaj
Principal, Phule Institutae of Management & Computer Studies, Hadapser, Pune-28

ABSTRACT

Human Resource is of paramount importance for the success of any organization. It is a source of strength and aid. In the present complex milieu, organizations are greatly influenced by changes taking place in internal as well as external environment, no business or organization can change or exist or grow without appropriate human resources. Therefore, human resource has become the focus of attention of every progressive organization. In the changing world, the philosophy and perspective of HRM needs to transform and redesign. This paper attempts to spotlight the latest trends in HRM for the present century like employee engagement, Growth of gen Y employees, Work life integration etc.

Key words: *Human Resource, Change, environment, progressive, recruiting*

Introduction

Human Resource Management (HRM) is a management function that helps manager's recruit, select, train & develops members for an organization. Obviously, HRM is concerned with the people's dimension in organization. Earlier, personnel departments were called "health and happiness" department. The people assigned to deal with personnel issues were of ten individuals who were past their prime. The personnel department was seen as lesser productive and unimportant to the organization. Coming to its composition of the HR department, it may be stated that it depends on the scale of operation and attitude of the top management towards its personnel. However, a globalized HR department is headed by Vice-President, under whom Sr. Manager- Personnel, Sr. Manager- Administration, Sr. Manager- HRD and Sr. Manager- Industrial Relations. The department will grow in size and importance when new demands are placed on it by the top management. The role of the Human Resources Department has changed dramatically over the past 30 years and will become increasingly more strategic in nature in the future. The role of HR manager is shifting from that of a protector and screener to the role of a planner and change agent. Personnel directors arethe new corporate heroes. The name of the game today in business is personnel. Nowadays it is not possible to show a good financial or operating report unless your personnel relations are in order. As identified by scholars in the field that several other trends in the industry, as follows: (1) Need for integrated workforce management systems (2)Associations not programs (3)Shift from Work-Life Balance to Work-Life Integration (4) Big data analysis(5) Data driven recruiting (6) SixSigma

Objective of study
To collect information of Human resource management
To study the concept of trends in human resource management
To understand the concept of six sigma

Research methodology
   The study is based on Secondary data collected from various referred books, National & international Journals, government reports, publications from various websites which focused on various aspects oftrends in human resource management.

Trends in human resource management
   The rise of technology and social media has completely redefined the role of Human Resources around the world Employee engagement & culture- a priority: Increasingly, organizations are focusing on improving their employee engagement to drive better performance. According to Gallup research, employee engagement is strongly connected to business outcomes essential to an organization's financial success, such as productivity, profitability and customer engagement. Engaged employees drive the innovation, growth and revenue that growing midsized companies need to thrive. Case in point: A study found that larger midsized businesses with 151 to 999 employees cited three talent-related reasons among all reasons for a decline in growth: disengaged employees, the inability to attract qualified talent and the inability to retain key talent. Organizations have to focus on engaging the employees through strategies like employee retention, Collaborative and innovative work culture.

1. **Need for integrated workforce management systems:**
 Large Organizations should integrate various personnel in Tax, Finance, IT, Legal and HR who never had to share data may now need to partner to help avoid costly penalties. Gathering the required data from multiple systems can present a challenge so it will be become even more important for businesses to consider an integrated human capital management solution.

2. **Associations not programs:**
   HR should emphasis more on developing relationships rather than programs and a deep understanding of the business. The key skill set for future HR people will be how to effectively understand and manage the impact of mergers, demergers and globalization. These changes have profound impact in the workplace.

3. **Shift from Work-Life Balance to Work-Life Integration**:
   Just a few decades ago, the dream for most employees was to achieve the elusive work-life balance. However, the growth of technology has made it so that most employees are almost always accessible which has led to a shift away from separating work life and personal life. In its place is the blurring of the two areas with flexibility to work during non- work hours and take short personal breaks during the traditional workday. Instead of work being a place you go, work is now a thing you do. It has become an integrated part of most employees' lives and personalities. This means that work-life balance is dead and is being replaced by work-life integration. Work = life and life = work.

4. Big data analysis:

The biggest HR Trend will be projecting data analysis. Organisationshave articulated about big data that it examining large data sets to uncover hidden patterns, unknown correlations, market trends, customer preferences and other useful business information. The analytical findings can lead to more effective marketing, new revenue opportunities, better customer service, improved operational efficiency, competitive advantages over rival organizations and other business benefits for some time and now it's time to start to act on that data and put it touse.

5. Data driven recruiting:

Data-driven recruiting will definitely be a trend that will gain more traction in 2016. Access to data is getting easier and cheaper with new technology and professional network platforms. Talent acquisition leaders can arm themselves with data and become very strategic in their decisions. For instance, build talent pools using data helps recruiters enhanced their understanding of the market and be more efficient.

6. SixSigma:

It is a project driven management approach improve the organization product, services, and processes by continually reducing defects in the organization. Six Sigma is defined ashavinglessthan3.4defectspermillion opportunities or a success rate of 99.9997%. Six Sigma is a systematicdata driven approach using the define, measure, analysis, improve and control (DMAIC) Antony & Manuela's (2002) & Manuela's Coronado & Antony (2002) presented the key ingredients for the effective, introduction & implementation of Six Sigma. Cultural Change Training Management commitment & involvement Organizational Infrastructure Linking Six Sigma to human resource Linking six sigma's to business strategy As in HR Dept. Six Sigma can assist in identifyin gareasth at have an impact on the external customer. They may concentrate on such aspects as leadership selection & training, enabling employees to focus on decreasingthenon- value-added time. It must identify high potential employees, here them as Black Belt & move then back into the organization aspart of their rotation,and leadership training.

Conclusion

In a cutthroat market, where the competition is intense and customers demand continuous improvement, organizations have to vigorously compete to get top talent. Products and processes could be copied rapidly and technology is everywhere, in such a scenario, competitive advantage is determined by people with "Right skills". Talent can be attracted, motivated, developed and retained by implementing innovative HR Practices.

BIBLIOGRAPHY

- *Shashi K Gupta & Rosy Joshi, Human Resource Management, 7 Edition, Kalyani*
- *Publication.*
- *http://www.forbes.com/sites/jacobmorgan/2016/03/29/the-top-5-hr-trends-for- 2016 beyond/*
- *http://www.huffingtonpost.in/entry/10-hr-trends-youll-see-in_b_8888690*

- *http://searchbusinessanalytics.techtarget.com/definition/big-data-analytics*
- *"International Public Management Association for Human Resource": Balanced Scorecard.*
- *Emerging Trends in HRM & HRP by Dr. Alike KSen.*

IMPLEMENTING AN EFFECTIVE PERFORMANCE MANAGEMENT SYSTEM IN POONA RADIATORS & OIL COOLERS TO ENHANCE PRODUCTIVITY

Dr. Anita Katke

Director

International School of Management and Research

Email: anitakhatke7@gmail.com

Ashwini Suhas Walhekar

Assistant Professor

PDEA's Mahatma Phule Institute of Management, Hadapsar, Pune

Email: ashwinikakade27@gmail.com

Abstract: Productivity of workers and its resultant efficiency and effectiveness can only be achieved when organisations have their Performance management system in place. However, performance management has been adjudicated the most difficult task to implement effectively in modern organizations. In this regards, this paper studies and suggested the implementation of an effective performance management system which will ensure workers productivity. Poona Radiators & Oil Coolers is the organization under focus, and the study population comprises all the 170 staff of the organization. Simple random sampling technique is used to draw fifty-one (118) respondents from the population. Structured questionnaire is used as instrument of data collection while frequency distribution and percentages are used in analyzing the data. Major findings of the study show, most employees are not aware about the existing performance management system in the organization. Employees feel that the company's performance management system has failed to give a proper assessment of their contribution to the organization. Workers are generally not satisfied with the staff performance review system of Poona Radiators & Oil Coolers. This study recommends the implementation of complete performance management process to enhance productivity and achieve company objectives.

Keywords: Appraisal, Employee Productivity, Performance Management

1. INTRODUCTION

Performance management (PM); one of the most significant human resource management (HRM) practices and a widely discussed area in management and organizational theory, has received remarkable attention among practitioners and academics over the years. Continuous interest in PM and associated themes -employee appraisal, performance assessment, and performance evaluation could be due probably to the fact that no function in the subject matter of human capital management seems so difficult to objectively and effectively implement and yet so crucial to individual development, employee productivity, and sustained organizational growth, then appraising and managing people performance. (Fajana, 2006).

According to Armstrong & Baron, (1998), PMS was not recognized as an effective management technique and process until the late 1980s. Before this period, the idea of appraising performance revolved largely around an annual review of objectives between the manager and subordinate; a method described by (Atkinson & Shaw, 2006; 174) as backwards-focused in approach and non-strategic in focus.

The concept of performance management however, adopts a futuristic and strategic approach and is applied to all employees in order to maximize their current performance and future potential (Price, 2011). Consequently, Performance management system has evolved and has gained wider acceptability in industrial organizations and non-government institutions. Its success as a strategic human resource tool has lately found application in the public sector.

According to Wellins, Bernthal & Phelps (2006) four different benefits accrue to the organization for establishing and implementing workable performance management system. These are targeted training approach based on identified needs, future employee promotion decisions, effective bases for reward decisions and improved motivation and retention of employees.

Machingambi, Maphosa, Ndofirep, Mutekwe and Wadesango, (2013) in their study of perceived challenges of implementing the performance management system in Zimbabwe; identified poor advocacy and communication about the system, lack of training on PM, shortage of resources, abuse of the system as well as lack of reward as major challenges besetting effective PM.

Furthermore, Akhtar and Khattak, (2013) pointed that the level of trust needed for frank and open discussion of performance results, both good and bad, is often not present in some organizations. The authors argued further that organization with poor performance accountability culture are definitely going to find PM implementation a daunting task.

Victor Y. Haines III, Sylvie St-Onge, 2011) and (Aguinis, 2013) suggested the alignment of the PMS with strategic goals of the HR function which is in order aligned with the strategic goals of the organization. Other criteria for a PMS to be effective is to (b) Motivate employees.

(Angelo S. DeNisi, Robert D.Pritchard, 2006), (Aguinis,2013) Also mentioned the importance of having a clear, and detailed guidance about what is expected from the employees and how they can achieve what is expected.

2. OBJECTIVES OF THE STUDY

- To examine performance management system of POONA RADIATORS & OIL COOLERS
- To suggest the implementation processes of an effective performance management system to enhance productivity.

3. RESEARCH METHODOLOGY

The purpose of this study is to examine performance management system and to suggest the implementation processes of an effective performance management system necessary to enhance higher productivity. The study adopted survey design. The total population size of employees at the time of this study is 170 staff. The sample for the study comprised of One Hundred and eighteen (118) employees (Sample Size as per Morgan Sample Chart) ranging from top management to lower level management. The sampling technique used was simple random sampling.

Structured questionnaire was adopted as the appropriate research instrument for the survey. Data were collected for the study through two sources: primary and secondary sources. Primary source enables the collection of primary data and it consisted of the use of questionnaire to get firsthand information. Secondary sources assisted in the collection of secondary data, and it consisted of textbooks, publications, and electronic journals articles.

For analysis of data, all data collected from the field were processed individually on the basis of the stated research questions. Tables and frequency distribution and charts were constructed to facilitate lucid presentation of facts.

Data Analysis:

Table 1: Age of the Respondents classified by their Sex

Respondent's Sex		Age of Respondent				Total
		Below 30yrs	30-40yrs	41-50yrs	51yrs and above	
Male	Frequency	21	47	5	5	78
	Percent	27.0%	60.2%	6.4%	6.4%	100.0%
Female	Frequency	26	14	0	0	40
	Percent	65.0%	35.0%	0.0%	0.0%	100.0%
Total	Frequency	47	61	5	5	118
	Percent	40.0%	51.7%	4.2%	4.2%	100.0%

Above Table shows that 78 male and 40 female respondents participated in the study adding up to 118 respondents. From the 78 male respondents, 21(27.0%) respondents are below the age of 30 years, 47(60.2%) respondents are between the ages of 30-40, 5(6.4%) respondents are between age 41-50, and another 5(6.4%) respondent was above 51years old. Similarly,

Research Paper   © 2012 IJFANS. All Rights Reserved. <mark>UGC CARE Listed (Group -I) Journal</mark>

out of the 40 female participants in this study, 26(65.0%) respondents are below the age of 30, 14(35.0%) respondents are between the ages of 30-40. This shoes that the study was made up of more male than female respondents, and majority of male respondents are between 30-40years and majority of female respondents are below 30 years.

Table 2: Educational Qualification of Respondent classified by their Length of Work Experience in the organization.

			Respondents' Years of Experience in the Company			Total
			1-5yrs	6-10yrs	11-15yrs	
Respondent's Educational Qualification	**10th/12th**	Frequency	12	2	0	14
		Percent (%)	83.3%	16.7%	0.0%	100.0%
	Graduation	Frequency	55	15	3	73
		Percent (%)	75.3%	20.5%	4.2%	100.0%
	Post-Graduation	Frequency	17	12	2	31
		Percent (%)	54.8%	38.7%	6.5%	100.0%
	Total	Frequency	84	29	5	118
		Percent (%)	71.2%	24.6%	4.2%	100.0%

Table2 shows cross tabulation of the respondents' educational qualification and length of work experience. It is clear from the table that 73 respondents are graduates constituted the highest number (73) of respondents in the study while 10th/12th pass made up the least number 14 of participants in the study, an indication of the fact that the study was carried out among highly educated groups of people who were expected to make meaningful contributions to solving the problem at hand. Similarly, 84 (71.2%) respondents had between 1-5 years working experience, 29(24.6%) had between 6-10years of work experience with the organization, and only 5 (4.2%) respondents has worked with the organization between 11-15years. Thus, majority of respondents has a good number of years of working experience necessary to understand the subject matter of the study and to contribute meaningfully.

Question 1: **Does HR inform you about the Performance Appraisal model, used in the Organization during your induction?**

Table 3: Respondents' opinion on question 1

Information about Performance Appraisal Model	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	28	24.00	24.00	24.00
No	90	76.00	76.00	100.00
Total	118	100.0	100.0	

As shown in the table 3, 28 (24.0%) respondents claimed that at induction, they were informed about the Performance Appraisal model used in the Organization. On the other hand, a huge number of respondents 90 (76.0%) refuted the claim. This suggests that most employees are unaware of the prevailing system of performance management in the organization.

Question 2: **How do you find the Performance assessment and management practices in this Organization?**

Table 4: Respondents' opinion on question 2

	Frequency	Percent	Valid Percent	Cumulative Percent
Simple	21	18.0	18.0	18.0
Complicated	12	10.0	10.0	28.0
Objective/Fair	40	34.0	34.0	62.0
Subjective	14	12.0	12.0	74.0
Efficient	12	10.0	10.0	84.0
Inefficient	7	6.0	6.0	90.0
No Opinion	12	10.0	10.0	100.0
Total	118	100.0	100.0	

Research Paper   **UGC CARE Listed (Group -I) Journal**

From table 4, it can be observed that majority of respondents 40(34.0%) believed that performance assessment and management practices in the organization is objective and fair. In like manner, 21 (18.0%) respondents said it is simple, 12 (10.0%) respondents opined that it is complicated, another 14 (12.0%) respondents adjudged it as subjective, 7 (10.0%) were indifferent, 12 (10.0%) and 7 (6.0%) respondents claimed that it's efficient and inefficient respectively. From the result it can be inferred that PM in the organization is objective and fair.

QUESTION 3: **In your opinion, does the Performance management system give a proper assessment of your contribution to the organization?**

Table 5: Respondents' opinion on question 3

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	52	44.0	44.0	44.0
No	66	56.0	56.0	100.0
Total	118	100.0	100.0	

From the above table, 66 (56.0%) argued that Performance management system in the company does not give a proper assessment of workers' contribution to the organization. Meanwhile, 52 (44.0%) agreed that it actually does.

QUESTION 4: **To what extent do you agree with the statement that staff input and suggestion are highly encouraged during performance assessment process in your department.**

Table 6: Respondents' opinion on question 4

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	28	24.0	24.0	24.0
Agree	28	24.0	24.0	48.0
Indifferent	31	26.0	26.0	74.0
Disagree	24	20.0	20.0	94.0
Strongly Disagree	7	6.0	6.0	100.0
Total	118	100.0	100.0	

Results of table 6 shows that 28 (24.0%) respondents strongly agreed and agreed that their input and suggestion are highly encouraged during performance assessment process. In the same vein, 31 (26.0%) respondents were indifferent, 24 (20.0%) respondents disagreed, and 7

(6.0%) respondents strongly disagreed. The responses have no clear cut decision pointer considering the percentage of indifferent responses.

QUESTION 5: To what extent do you agree with the fact that employees are provided with their performance feedback and counseling in this organization.

Table 7: Respondents' opinion on question 5

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	19	16.0	16.0	16.0
Agree	45	38.0	38.0	54.0
Indifferent	35	30.0	30.0	84.0
Disagree	17	14.0	14.0	98.0
Strongly Disagree	2	2.0	2.0	100.0
Total	118	100.0	100.0	

Table 7 shows that 19 (16%) respondents strongly agreed and 45 (38.0%) agreed that employees are provided performance based feedback and counseling. In the same vein, 35 (30.0%) respondents were indifferent, 17 (14.0%) respondents disagreed, and 2 (2.0%) respondent strongly disagreed.

QUESTION 6: Overall are you satisfied with the staff performance review system of this organization?

Table 8: Respondents' opinion on question 6

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	42	36.0	36.0	36.0
No	76	64.0	64.0	100.0
Total	118	100.0	100.0	

On table 8 above, 42 (36.0%) respondents are of the opinion that they are generally satisfied with the staff performance review system in their organization, while 76 (64.0%) respondents had opposing opinion.

4. MAJOR FINDINGS

From the data so far analysed, results seem to point to the fact that most employees are unaware of the prevailing system of performance management in the organization. Thus, the nature and workings of performance appraisal seems not very clear to those whose performance it was meant to evaluate in the first place. This simply means that management of the organization has responsibility to communicate and educate employees on how its performance evaluation model operates. It is one thing to have a fantastic model of evaluating and managing staff performance and another for workers to understand its modus operandi.

In addition, findings reveal that even though workers rated the operating performance evaluation system as fair and objective in its appraisal, most employees feel that the company's performance management system has failed to give a proper assessment of their contribution to the organization. This suggests that issues of acceptability, trust and fit between PM and organization strategic goal is still dominant.

Findings also shows that workers are generally not satisfied with the staff performance review system of POONA RADIATORS & OIL COOLERS. This may be as a result of poor communication of the processes and feedback as well. The findings from the qualitative responses seem to further buttress this view.

From the open ended aspects of the questionnaire, respondents suggest several obstacles to effective performance management system. This ranges from unquantifiable goals and unrealistic performance standard, lack of proper monitoring of performance, and defective rating criteria that neither align with the actual job description nor contribute to overall organizational objectives. Other challenges for setting effective performance management as shown in this study include: biased and subjective judgments, ignoring staff suggestions and contributions, poor/non-existence of feedback communication mechanism, lack of post evaluation, counseling and training, poor reward and incentive structure, and staff promotion and training based on subjective factors instead of performance evaluation outcome.

Suggestion

Researcher has suggested to implement the systematic processes of an effective performance management system necessary to enhance higher productivity.

Taking a clue from the literature analysed in this study, the researcher suggested the under listed implementation plans for Poona Radiators Pvt. Ltd. to achieve its grand purpose.

Key Process in PMS	Responsible Person
Determine the overall objective of the company and jointly set specific and quantifiable objectives/targets for all staff.	HRM, Head of units, and the Researcher
Put in place mechanism for monitoring ongoing work performance and correcting deviation where noticeable.	Head of units, and the Researcher
Put in place reliable appraisal mechanism and ensure that employees understand how performance is to be measured.	HRM, Head of units, and employee representative from each unit.
Train managers and supervisors on how to carry out reliable, unbiased and objective evaluation of workers performance.	HRM, Head of units, and Supervisors

Put in place communication process where performance appraisal outcome is continuously made known as feedback to workers.	HRM, Head of units, Researcher, and Supervisors
Make recommendation for promotion and other incentives based on good performance that meet or exceed targets.	HRM, Head of units, and Supervisors
Provide counseling /skill development for staff whose performance falls short of expected standard.	HRM, Head of units, and Supervisors

5.   CONCLUSION

The significance of performance management, being a crucial HR strategy can hardly be overemphasized for employee productivity and organizational success. Unfortunately, some organizations fail in their effort to implement effective performance management system. Consequently, the effects are observed in retard work progress, declining commitment and dwindling productivity. This study concludes that employee performance management is an important tool to evaluate performance, recognize good performance and valuable employees, and at the same time identify skills that beg for redevelopment.

References:

1. Aguinis, H. (2013). Performance Management.Pearson.
2. Akhtar, T and Khattak, S. 2013. Employee Acceptability of Performance Appraisals: Issues of Fairness and Justice*. World Applied Sciences Journal,* 24 (4): 507-518.
3. Armstrong, M & Baron, A. 1998. Performance management: The new realities London: Institute of Personnel and Development.
4. Armstrong, M. 2009. *Handbook of HRM practice*, Kogan Page, London and Philadelphia.
5. Asika, N. 1999. *Research Methodology in the Behavioral Sciences*. Lagos, Longman Nigeria Plc.
6. Atkinson, C, A & Shaw, S. 2008. Managing performance, in Lucas, R Lupton, B and Mathieson, H. (eds) *Human Resource Management in an International Context. London,* CIPD publishers.
7. Fajana, S. 2006. Industrial relations in contemporary Nigeria: Theory and perspectives, Lagos, University press limited.
8. Machingambi, S Maphosa, C Ndofirepi, A Mutekwe, E and Wadesango, N. 2013. Perceived Challenges of Implementing the Performance. Management System in Zimbabwe. *Journal of Social Science*, 35(3): 263-271.
9. Roberts, G.E. 2003. Employee Performance Appraisal System Participation: A Technique that Works, *"Public Personnel Management*, 32(1): 89-98.
10. Victor Y. Haines III, Sylvie St-Onge. (2011). Performance management effectiveness: practices or context? The International Journal of Human Resource Management, 23(6).
11. Wellins, R., Bernthal, P. & Phelps, M. 2006. Employee engagement: "The key to realizing competitive advantage" Development Dimension International.

INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS | ISSN: 2320 - 2882

An International Open Access, Peer-reviewed, Refereed Journal

Certificate of Publication

The Board of

International Journal of Creative Research Thoughts

Is hereby awarding this certificate to

Dr.Sachin Sharadchandra Bharadwaj

In recognition of the publication of the paper entitled

A STUDY OF PERCEPTION OF POLICE TOWARD THEIR FAMILY

Published In IJCRT (www.ijcrt.org) & 7.97 Impact Factor by Google Scholar

Volume 8 Issue 8 , Date of Publication:August 2020 2020-08-27 03:24:50

PAPER ID : IJCRT2008379

Registration ID : 198239

ISSN 2320-2882 IJCRT

EDITOR IN CHIEF

IJCRT | ISSN: 2320-2882 | IJCRT.ORG

Scholarly open access journals, Peer-reviewed, and Refereed Journals, Impact factor 7.97 (Calculate by google scholar and Semantic Scholar | AI-Powered Research Tool) , Multidisciplinary, Monthly Journal

INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS | IJCRT

An International Scholarly, Open Access, Multi-disciplinary, Indexed Journal

Website: www.ijcrt.org | Email id: editor@ijcrt.org | ESTD: 2013

A STUDY OF PERCEPTION OF POLICE PERSONNEL TOWARD WORK AND REWARD POLICY OF POLICE DEPARTMENT.

Dr. Sachin S.Bharadwaj

Officiating Director

PDEA's Mahatma Phule Institute of Management & ComputerStudies,Pune

Savitribai Phule Pune University,Pune

Abstract

Nature of work,Reward policy of any organization always have lasting impact on its employees.

Keywords: Seniors, Police, Reward

Introduction-

Police work is considered to be one of the most stressful occupations(Anshel,R obertson, & Caputi,1 997).Police in India are extremely overworked and under resourced. Reward policy is very significant in attracting and retaining personnel.Similarly nature of relations with colleagues, seniors and subordinates determine quality of work life at work place.

Objective

- To examine the perceptions of police sample on variable of Senior & Reward, which tends to capture relationship of police with their senior and peer group, also it reflects their perception on Pay related issue.

Source of data for all these statements is Primary data collected by researcher.

Data collection has been significant stage in the process of research. Primary data was collected from 10 Police stations out of 33 Police stations in Pune City. Care has been taken to ensure that sample represents total population of Pune Police. Total Primary data contain Police men and Police women. Data was collected from 397 Police men and 103 police women called entry Police, from 25 police inspectors, 32 API/PSI male officers and 19 API/PSI female officers. Data collection from 15 IPS officers has been done through discussion of questionnaire with 1 commissioner of Police(Male), 1 Joint commissioner of police(Female) , 2 Additional commissioner of Police(Male), 4 Deputy Commissioner of Police(3 male and 1 female),7 Assistant commissioner of Police (3 male and 4 female) officers.

Introduction-Researcher had selected 10 significant statements of work related stress and captured perception of police personnel. Respondents include following category of Police.

Entry Police-It includes Entry level of police staff which includes police naik Police constable etc.

Police Inspector-This include Police inspector who is main in charge of Police station.

API/PSI-This means Assistant Police Inspector, Police Sub-Inspector

IPS-This include officers which are recruited through examination conducted by Union Public Service Commission of Indian Police Service.

1) have Lack of employee engagement activity at work

Respondents	Strongly Disagree%	Disagree %	Neutral%	Agree %	Strongly Agree %	Mean	S.D.	CV %
Entry Police	03.20	12.40	21.40	34.40	28.60	3.70	1.10	29.00
Police Inspector	00.00	00.00	36.00	44.00	20.00	3.80	0.74	19.00
API/PSI	00.00	03.90	23.50	47.10	25.50	3.90	0.81	20.00
IPS	06.70	26.70	26.70	40.00	00.00	3.00	1.00	33.00

(source-Primary Data)

Interpretation based on the basis of respective Mean value of 4 respondents it can be concluded that Entry Police Tend to agree about the statement, Police Inspector Tend to agree about the statement, API/PSI Tend to agree about the statement, IPS Tend to be neutral about the statement. "I have Lack of employee engagement activity at work."

2) I have Lack of connectivity with colleagues, subordinates.

Respondents	Strongly Disagree%	Disagree %	Neutral%	Agree %	Strongly Agree %	Mean	S.D.	CV %
Entry Police	08.40	14.40	20.60	29.60	27.00	3.50	1.25	35.00
Police Inspector	00.00	00.00	16.00	48.00	36.00	4.20	0.70	17.00
API/PSI	02.00	15.70	31.40	27.50	23.50	3.50	1.00	28.00
IPS	00.00	60.00	20.00	20.00	00.00	2.60	0.82	31.00

(source-Primary Data)

Interpretation based on the basis of respective Mean value of 4 respondents it can be concluded that Entry Police Tend to agree about the statement, Police Inspector Tend to strongly agree about the statement, API/PSI Tend to agree about the statement, IPS Tend to disagree about the statement. "I have Lack of connectivity with colleagues, subordinates"

3) I have high degree of job insecurity..

Respondents	Strongly Disagree%	Disagree %	Neutral%	Agree %	Strongly Agree %	Mean	S.D.	CV %
Entry Police	03.40	16.60	20.60	30.40	29.00	3.60	1.16	30.00
Police Inspector	00.00	04.00	28.00	40.00	28.00	3.92	0.86	22.00
API/PSI	00.00	07.80	23.50	39.20	29.40	3.90	0.92	23.00
IPS	20.00	13.30	46.70	20.00	00.00	2.66	1.04	38.00

(source-Primary Data)

Interpretation based on the basis of respective Mean value of 3 respondents , on the basis of frequency table it can be concluded that Entry Police Tend to agree about the statement, Police Inspector Tend to agree about the statement, API/PSI Tend to agree about the statement, IPS Tend to have neutral about the statement. "I Have High degree of job insecurity"

4) My immediate Senior is honest with me..

Respondents	Strongly Disagree%	Disagree %	Neutral%	Agree %	Strongly Agree %	Mean	S.D.	CV %
Entry Police	30.20	28.60	26.40	11.40	03.40	2.29	1.11	50.00
Police Inspector	16.00	44.00	40.00	00.00	00.00	2.24	0.72	32.00
API/PSI	27.50	41.20	25.50	05.90	00.00	2.09	0.87	43.00
IPS	06.60	06.70	26.70	60.00	00.00	3.40	0.91	26.00

(source- Primary Data)

Interpretation based on the basis of respective Mean value of 2 respondents , based on the basis of frequency table it can be concluded that Entry Police Tend to disagree about the statement, Police Inspector Tend to disagree about the statement, API/PSI Tend to disagree about the statement, IPS Tend to be neutral about the statement. "My immediate Senior is honest with me"

5) My Senior listens to me what I have to say..

Respondents	Strongly Disagree%	Disagree %	Neutral%	Agree %	Strongly Agree %	Mean	S.D.	CV %
Entry Police	24.60	35.20	19.80	16.40	04.00	2.40	1.14	47.00
Police Inspector	28.00	36.00	36.00	00.00	00.00	2.08	0.81	40.00
API/PSI	15.70	27.50	33.30	19.60	03.90	2.68	1.08	41.00
IPS	06.70	06.70	33.30	33.30	20.00	3.53	1.12	31.00

(source-Primary Data)

Interpretation based on the of frequency table and on the basis of Mean value of 1respondents it can be concluded that Entry Police Tend to disagree about the statement, Police Inspector   Tend to disagree about the statement, API/PSI Tend to have neutral about the statement, IPS Tend to agree about the statement. "My Senior listens to me what I have to say."

6)   I have complete knowledge of my job description..

Respondents	Strongly Disagree%	Disagree %	Neutral%	Agree %	Strongly Agree %	Mean	S.D.	CV %
Entry Police	33.20	40.80	12.00	12.60	1.40	2.08	1.03	50.00
Police Inspector	00.00	04.00	28.00	40.00	28.00	3.92	0.86	22.00
API/PSI	29.40	39.20	17.60	09.80	03.90	2.19	1.09	47.00
IPS	00.00	06.70	40.00	33.30	20.00	3.66	0.89	24.00

(source-Primary Data)

Interpretation based on the of frequency table & on the basis of respective Mean value of 2respondents, it can be concluded that Entry Police Tend to disagree about the statement, Police Inspector Tend to agree about the statement, API/PSI Tend to disagree about the statement, IPS Tend to agree about the statement. "I have complete knowledge of my job description."

7) My Senior praises me when i do good job.

Respondents	Strongly Disagree%	Disagree %	Neutral%	Agree %	Strongly Agree %	Mean	S.D.	CV %
Entry Police	31.00	35.60	18.20	12.80	02.40	2.20	1.08	45.00
Police Inspector	28.00	48.00	24.00	00.00	00.00	1.96	0.73	37.00
API/PSI	25.50	33.30	19.60	15.70	05.90	2.43	1.20	50.00
IPS	06.70	00.00	40.00	26.70	26.30	3.66	1.11	30.00

(source-Primary Data)

Interpretation based on the of frequency table &on the basis of respective Mean value of 1 categories of police, it can be concluded that Entry Police Tend to disagree about the statement, Police Inspector Tend to disagree about the statement, API/PSI Tend to disagree about the statement, IPS Tend to agree about the statement. " My Senior praises me when i do good job."

8)   My department recognizes and rewards outstanding performance

Respondents	Strongly Disagree%	Disagree %	Neutral%	Agree %	Strongly Agree %	Mean	S.D.	CV %
Entry Police	27.80	31.60	16.20	17.60	06.80	2.40	1.25	50.00
Police Inspector	28.00	52.00	20.00	00.00	00.00	1.92	0.70	36.00
API/PSI	29.40	35.30	09.80	23.50	02.00	2.33	1.19	47.00
IPS	20.00	20.00	20.00	33.30	06.70	2.86	1.30	46.00

(source-Primary Data)

Interpretation based on the frequency table , it can be concluded that Entry Police Tend to disagree about the statement, Police Inspector Tend to disagree about the statement, API/PSI Tend to disagree about the statement, IPS Tend to be neutral about the statement. "My department recognizes and rewards outstanding performance."

9) My Department has fair holidays and leave policies.

Respondents	Strongly Disagree%	Disagree %	Neutral%	Agree %	Strongly Agree %	Mean	S.D.	CV %
Entry Police	24.80	29.40	14.00	19.80	12.00	2.64	1.35	49.00
Police Inspector	00.00	00.00	20.00	36.00	44.00	4.24	0.77	18.00
API/PSI	07.80	29.40	19.60	25.50	17.60	3.15	1.25	40.00
IPS	00.00	00.00	33.300	46.70	20.00	3.86	0.74	19.00

(source-Primary Data)

Interpretation based on the of frequency table & on the basis of respective Mean value of 2 categories of police, it can be concluded that Entry Police Tend to disagree about the statement, Police Inspector Tend to strongly agree about the statement, API/PSI Tend to be neutral about the statement, IPS Tend agree about the statement. "My Department has fair holidays and leave policies"

10) My current wage (pay) structure is satisfactory.

Respondents	Strongly Disagree%	Disagree %	Neutral%	Agree %	Strongly Agree %	Mean	S.D.	CV %
Entry Police	26.00	29.80	14.60	17.20	12.40	2.60	1.36	50.00
Police Inspector	00.00	00.00	00.00	40.00	60.00	4.60	0.50	10.00
API/PSI	35.30	37.30	07.80	11.80	07.80	2.19	1.26	57.00
IPS	00.00	00.00	40.00	26.70	33.30	3.93	0.88	22.00

(source-Primary Data)

Interpretation based on the of frequency table & on the basis of respective Mean value of 2 categories of police, it can be concluded that Entry Police Tend to disagree about the statement, Police Inspector Tend to strongly agree about the statement, API/PSI Tend to disagree about the statement, IPS Tend to agree about the statement. " My current wage (pay)structure is satisfactory".

11) My current wage structure recognizes stresses and strains in my job.

Respondents	Strongly Disagree%	Disagree %	Neutral%	Agree %	Strongly Agree %	Mean	S.D.	CV %
Entry Police	14.60	23.20	18.00	27.60	16.60	3.08	1.32	44.00
Police Inspector	40.00	36.00	24.00	00.00	00.00	1.84	0.80	44.00
API/PSI	15.70	31.40	21.60	23.50	07.80	2.76	1.20	44.00
IPS	00.00	06.70	26.70	40.00	26.70	3.86	0.91	23.00

(source-Primary Data)

Interpretation based on the of frequency table & on the basis of Mean value of categories of police, it can be concluded that Entry Police have mixed opinion about the statement, Police Inspector Tend to disagree about the statement, API/PSI Tend have mixed opinion about the statement, IPS Tend to agree about the statement. "My current wage structure recognizes stresses and strains in my job".

Conclusion

It has been concluded from above discussion that relations with seniors and those of others must be improved to become cohesive to enhance morale of police.Pay policy of police department should be redrafted in tune with Kerala Police and Goa Police to infuse sense of motivation and satisfaction among police.

References:
1) Karasek, R. (1979). Job demands, job decision latitude and mental strain; implications for job design", Administrative Science . Quarterly, 24, 285-308.
2) Marwaha, S. (1997). Stress in Police Personnel. AP Police Academy .
3) Bhaskar. (1986). Job Stressor and Personality variables among police officers and Constables. Doctoral Thesis
4) Dr.Bharadwaj S.S,"An Analytival Study of Stress Management in Police Department of Pune City With Special Reference to Jurisdiction Of Pune Police" (2017)

Certificate of Publication

The Board of

International Journal of Creative Research Thoughts

Is hereby awarding this certificate to

Dr.Sachin Sharadchandra Bharadwaj

In recognition of the publication of the paper entitled

A STUDY OF PERCEPTION OF POLICE TOWARD THEIR FAMILY

Published In IJCRT (www.ijcrt.org) & 7.97 Impact Factor by Google Scholar

Volume 8 Issue 8 , Date of Publication:August 2020 2020-08-27 03:24:50

ISSN
2320-2882
IJCRT

EDITOR IN CHIEF

PAPER ID : IJCRT2008379

Registration ID : 198239

IJCRT | ISSN: 2320-2882 | IJCRT.ORG

A STUDY OF PERCEPTION OF WOMEN POLICE TOWARD WORKCULTURE OF POLICE DEPARTMENT

Dr. Sachin S.Bharadwaj

Officiating Director

PDEA's Mahatma Phule Institute of Management & ComputerStudies,Pune

Savitribai Phule Pune University,Pune

Abstract

Women police contribute significantly to maintain law and order of various states in India.It is necessary to study their concern and empower them to discharge their duties to the best of their ability.

Keywords: Women Police

Introduction

Women police perform duty at par with their male counterparts.They perform key role in handling crimes related to women and children.They have to face many challenges at workplace viz: routine Bandobast, Arresting and handling criminals ,Handling court matters.They have to pay equal attention at domestic front as that of their workplace. Treatment at workplace impacts their job satisfaction as well as their preference to work as police. Fair treatment at workplace and proper recognition of her work would promote their self respect which would enable them to contribute effectively in every role they play.Stree studies using clinical survey instruments consistently show that females report significantly higher levels of Psychological and Physical stress than their male counterparts.(For review of literature, see Derogatis and Savitz,1999)Data had been collected from 127 women police having different Rank from Police Naik ,Police constable,Police Sub Inspector,Asst.Police Inspector,Assistant Commissioner of Police,Deputy Commissioner of Police.

1) I find my gender has no relation to kind of work I do.

Respondents	Strongly Disagree%	Disagree %	Neutral%	Agree %	Strongly Agree %	Mean	S.D.	CV %
Entry Police	03.90	16.50	22.30	21.10	28.20	3.61	1..17	30.00
API/PSI	00.00	00.00	21.10	52.60	26.30	4.05	0.70	17.00
IPS	20.00	40.00	40.00	00.00	00.00	2.20	0.84	36.00

(source-Primary Data)

Interpretation -From the above table it can be seen that out of 103 Entry Police
3.9% strongly disagree, 16.5% Disagree, 22.3% have neutral opinion, 29.1 % said they agree, 28.2 % said they Strongly Agree. Mean= 3.6117 S.D.(Standard Deviation) = 1.17351

Interpretation -From the above table it can be seen that out of 19 Women API/PSI
0 % strongly disagree, 0% Disagree, 21.1% have neutral opinion, 52.6% said they agree, 26.3% said they Strongly Agree. Mean= 4.0526 S.D.(Standard Deviation) = 0.70

Interpretation -From the above table it can be seen that out of 5 women IPS
20.0 % strongly disagree, 40.0% Disagree, 40.0% have neutral opinion, 0 % said they agree, 0% said they Strongly agree . Mean= 2.2000, Since the coefficient of variance is 36 %, of the IPS which is more than 33 % ,value of Mean is insignificant to interpret therefore conclusion has been based on the majority of opinion of the respondents. 60 % respondents disagree about the statement S.D.(Standard Deviation) = 0.83666

Interpretation based on the of frequency table & on the basis of respective Mean value of 2 categories of police, it can be concluded that Entry Police Tend to agree about the statement, , API/PSI Tend to agree about the statement, IPS Tend to disagree about the statement. "I find my gender has no relation to kind of work I do"

2) I do get equal and respectful treatment at work place as that of my male counterparts..

Respondents	Strongly Disagree%	Disagree %	Neutral%	Agree %	Strongly Agree %	Mean	S.D.	CV %
Entry Police	08.70	20.40	17.50	26.20	27.20	3.43	1.32	38.00
API/PSI	00.00	31.60	10.50	21.10	36.80	3.63	1.30	36.00
IPS	20.00	40.00	40.00	00.00	00.00	2.20	0.84	36.00

(source-Primary Data)

Interpretation -From the above table it can be seen that out of 103 Entry Police
8.7% strongly disagree, 20.4 % Disagree, 17.5% have neutral opinion, 26.2 % said they agree, 27.2% said they Strongly Agree. Mean=3.4272 , Since the coefficient of variance is 38 %, of the Entry Police which is more than 33 % ,value of Mean is insignificant to interpret therefore conclusion has been based on the majority of opinion of the respondents. 53.4 % respondents agree about the statement S.D.(Standard Deviation) = 1.31806

Interpretation -From the above table it can be seen that out of 19 Women API/PSI
0 % strongly disagree, 31.6% Disagree, 10.5% have neutral opinion, 21.1% said they agree, 36.8 % said they Strongly Agree. Mean= 3.6316 , Since the coefficient of variance is 36 %, of the API/PSI which is more than 33 % ,value of Mean is insignificant to interpret therefore conclusion has been based on the majority of opinion of the respondents. 57.9 % respondents agree about the statement S.D.(Standard Deviation) =1.30002

Interpretation -From the above table it can be seen that out of 5 women IPS
20.0% strongly disagree, 40.0% Disagree, 40.0 % have neutral opinion, 0% said they agree, 0% said they Strongly agree . Mean= 2.2000, Since the coefficient of variance is 36 %, of the IPS which is more than 33 % ,value of Mean is insignificant to interpret therefore conclusion has been based on the majority of opinion of the respondents. 60% respondents disagree about the statement S.D.(Standard Deviation) =0 .83666

Interpretation based on the of frequency table value of 3 categories of police, it can be concluded that women Entry Police Tend to agree about the statement, , women API/PSI Tend to agree about the statement, women IPS Tend to disagree about the statement. "I do get equal and respectful treatment at work place as that of my male counterparts"

3) My seniors especially male officers are always available and accessible in case when they need to be contacted

Respondents	Strongly Disagree%	Disagree %	Neutral%	Agree %	Strongly Agree %	Mean	S.D.	CV %
Entry Police	08.70	22.30	20.40	26.20	22.40	3.31	1.28	36.00
API/PSI	05.30	36.80	15.80	36.80	05.30	3.00	1.11	36.00
IPS	20.00	00.00	40.00	20.00	20.00	3.20	1.48	43.00

(source-Primary Data)

Interpretation -From the above table it can be seen that out of 103 Entry Police
8.7 % strongly disagree, 22.3% Disagree, 20.4% have neutral opinion, 26.2% said they agree, 22.4% said they Strongly Agree. Mean= 3.3107 , Since the coefficient of variance is 36 %, of the Entry Police which is more than 33 % ,value of Mean is insignificant to interpret therefore conclusion has been based on the majority of opinion of the respondents. Respondents Tend to have mixed opinion about the statement S.D.(Standard Deviation) = 1.28360

Interpretation -From the above table it can be seen that out of 19 Women API/PSI
5.3 % strongly disagree, 36.8% Disagree, 15.8% have neutral opinion, 36.8 % said they agree, 5.3% said they Strongly Agree. Mean= 3.0000, Since the coefficient of variance is 36 %, of the API/PSI which is more than 33 % ,value of Mean is insignificant to interpret therefore conclusion has been based on the majority of opinion of the respondents. Respondents Tend to have mixed opinion about the statement S.D.(Standard Deviation) =1.11

Interpretation -From the above table it can be seen that out of 5 women IPS
20.% strongly disagree, 0 % Disagree, 40.0% have neutral opinion, 20.0% said they agree, 20.0 % said they Strongly agree . Mean= 3.2000 , Since the coefficient of variance is 43 %, of the IPS which is more than 33 % ,value of Mean is insignificant to interpret therefore conclusion has been based on the majority of opinion of the respondents. Respondents Tend to have mixed opinion about the statement S.D.(Standard Deviation) =1.48324

Interpretation based on the of frequency table value of 3 categories of police, it can be concluded that women Entry Police Tend to have mixed opinion about the statement, , women API/PSI Tend to have mixed opinion about the statement, women IPS Tend to have mixed opinion about the statement. "My seniors especially male officers are always available and accessible in case when they need to be contacted"

4) I have no fear while dealing with criminals as I always get accompanied by male counterparts who protect me in bad time.

Respondents	Strongly Disagree%	Disagree %	Neutral%	Agree %	Strongly Agree %	Mean	S.D.	CV %
Entry Police	04.90	20.40	22.30	24.30	28.20	3.50	1.24	34.00
API/PSI	05.30	15.80	31.60	15.80	31.60	3.52	1.26	34.00
IPS	00.00	00.00	20.00	40.00	40.00	4.20	0.84	19.00

(source-Primary Data)

Interpretation -From the above table it can be seen that out of 103 Entry Police
4.9% strongly disagree, 20.4% Disagree, 22.3% have neutral opinion, 24.3 % said they agree, 28.2% said they Strongly Agree. Mean= 3.5049, Since the coefficient of variance is 34 %, of the Entry Police which is more than 33 %, value of Mean is insignificant to interpret therefore conclusion has been based on the majority of opinion of the respondents. 52.5% respondents agree about the statement.   S.D.(Standard Deviation) = 1.23569

Interpretation -From the above table it can be seen that out of 19 Women API/PSI
5.3% strongly disagree, 15.8 % Disagree, 31.6% have neutral opinion, 15.8 % said they agree, 31.6% said they Strongly Agree. Mean= 3.5263 , Since the coefficient of variance is 34 %, of the Entry Police /API/PSI/IPS which is more than 33 %, value of Mean is insignificant to interpret therefore conclusion has been based on the majority of opinion of the respondents. Respondents Tend to have mixed opinion about the statement   S.D.(Standard Deviation) = 1.26352

Interpretation -From the above table it can be seen that out of 5 women IPS
0 % strongly disagree, 0% Disagree, 20.0% have neutral opinion, 40.0 % said they agree, 40.0 % said they Strongly agree . Mean=4.2000   S.D.(Standard Deviation) = 0.84

Interpretation based on the of frequency table & on the basis of respective Mean value of 1 categories of police, it can be concluded that women Entry Police Tend to agree about the statement, , women API/PSI Tend to have mixed opinion about the statement, women IPS Tend to strongly agree about the statement. "I have no fear while dealing with criminals as I always get accompanied by male counterparts who protect me in bad time."

5) Being a woman police I can relate effectively with sensitive issue related to child, domestic violence

Respondents	Strongly Disagree%	Disagree %	Neutral%	Agree %	Strongly Agree %	Mean	S.D.	CV %
Entry Police	05.80	16.50	16.50	33.00	28.20	3.61	1.22	33.00
API/PSI	05.30	31.60	21.10	05.30	36.80	3.37	1.42	42.00
IPS	00.00	00.00	40.00	40.00	20.00	3.80	0.84	21.00

(source-Primary Data)

Interpretation -From the above table it can be seen that out of 103 Entry Police
5.8% strongly disagree, 16.5% Disagree, 16.5 % have neutral opinion, 33.0% said they agree, 28.2 % said they Strongly Agree. Mean=3.6117   S.D.(Standard Deviation) = 1.22

Interpretation -From the above table it can be seen that out of 19 Women API/PSI
5.3% strongly disagree, 31.6% Disagree, 21.1% have neutral opinion, 5.3% said they agree, 36.8% said they Strongly Agree. Mean= 3.3684 , Since the coefficient of variance is 42 %, of the API/PSI which is more than 33 %, value of Mean is insignificant to interpret therefore conclusion has been based on the majority of opinion of the respondents. Respondents Tend to have mixed opinion about the statement   S.D.(Standard Deviation) =1.42246

Interpretation -From the above table it can be seen that out of 5 women IPS
0% strongly disagree, 0% Disagree, 40.0% have neutral opinion, 40.0 % said they agree, 20.0% said they Strongly agree . Mean= 3.8000   S.D.(Standard Deviation) =0.83666

Interpretation based on the of frequency table & on the basis of respective Mean value of 2 categories of police, it can be concluded that women Entry Police Tend to agree about the statement, , women API/PSI Tend to have mixed opinion about the statement, women IPS Tend to agree about the statement. "Being a woman police I can relate effectively with sensitive issue related to child, domestic violence."

6) I feel safe & secured during my duty.

Respondents	Strongly Disagree%	Disagree %	Neutral%	Agree %	Strongly Agree %	Mean	S.D.	CV %
Entry Police	10.70	18.40	20.40	24.30	26.20	3.36	1.33	39.00
API/PSI	10.50	10.50	26.30	36.80	15.80	3.36	1.21	36.00
IPS	00.00	00.00	20.00	40.00	40.00	4.20	0.83	19.00

(source-Primary Data)

Interpretation -From the above table it can be seen that out of 103 Entry Police
10.7% strongly disagree, 18.4% Disagree, 20.4% have neutral opinion, 24.3% said they agree, 26.2% said they Strongly Agree. Mean=3.3689, Since the coefficient of variance is 39 %, of the Entry Police which is more than 33 % ,value of Mean is insignificant to interpret therefore conclusion has been based on the majority of opinion of the respondents. 50.5% respondents agree about the statement S.D.(Standard Deviation) =1.33571

Interpretation -From the above table it can be seen that out of 19 Women API/PSI
10.5% strongly disagree, 10.5% Disagree, 26.3% have neutral opinion, 36.8% said they agree, 15.8 % said they Strongly Agree. Mean= 3.3684, Since the coefficient of variance is 36 %, of the API/PSI/ which is more than 33 % ,value of Mean is insignificant to interpret therefore conclusion has been based on the majority of opinion of the respondents. 52.6 % respondents agree about the statement S.D.(Standard Deviation) = 1.21154

Interpretation -From the above table it can be seen that out of 5 women IPS
0 % strongly disagree, 0% Disagree, 20.0% have neutral opinion, 40.0% said they agree, 40.0% said they Strongly agree . Mean= 4.2000 S.D.(Standard Deviation) =0.83666

Interpretation based on the of frequency table & on the basis of respective Mean value of 2 categories of police, it can be concluded that women Entry Police Tend to agree about the statement, , women API/PSI Tend to agree about the statement, women IPS Tend to strongly agree about the statement. "I feel safe & secured during my duty."

7) I do get respect from my male colleagues for being woman police..

Respondents	Strongly Disagree%	Disagree %	Neutral%	Agree %	Strongly Agree %	Mean	S.D.	CV %
Entry Police	07.90	18.40	25.20	23.30	25.20	3.39	1.29	36.00
API/PSI	15.80	10.50	36.80	21.10	15.80	3.05	1.39	43.00
IPS	00.00	00.00	20.00	40.00	40.00	4.20	0.84	19.00

(source-Primary Data)

Interpretation -From the above table it can be seen that out of 103 Entry Police
7.9% strongly disagree, 18.4% Disagree, 25.2% have neutral opinion, 23.3% said they agree, 25.2% said they Strongly Agree. Mean= 3.3883, Since the coefficient of variance is 36%, of the Entry Police which is more than 33 % ,value of Mean is insignificant to interpret therefore conclusion has been based on the majority of opinion of the respondents. Respondents Tend to have mixed opinion about the statement S.D.(Standard Deviation) = 1.29

Interpretation -From the above table it can be seen that out of 19 Women API/PSI
15.8% strongly disagree, 10.5% Disagree, 36.8% have neutral opinion, 21.1% said they agree, 15.8 % said they Strongly Agree. Mean= 3.0526 , Since the coefficient of variance is 43 %, of the /API/PSI/ which is more than 33 % ,value of Mean is insignificant to interpret therefore conclusion has been based on the majority of opinion of the respondents. Respondents Tend to have mixed opinion about the statement S.D.(Standard Deviation) = 1.39

Interpretation -From the above table it can be seen that out of 5 women IPS
0% strongly disagree, 0% Disagree, 20.0 % have neutral opinion, 40.0% said they agree, 40.0% said they Strongly agree . Mean=4.2000 S.D.(Standard Deviation) = 0.84

Interpretation based on the of frequency table & on the basis of respective Mean value of 1 categories of police, it can be concluded that women Entry Police Tend to have mixed opinion about the statement, , women API/PSI Tend to have mixed opinion about the statement, women IPS Tend to strongly agree about the statement. "I do get respect from my male colleagues for being woman police.."

8) I do get pat on my back for good work done from my male counterparts.

Respondents	Strongly Disagree%	Disagree %	Neutral%	Agree %	Strongly Agree %	Mean	S.D.	CV %
Entry Police	18.40	24.30	16.50	23.30	17.50	2.97	1.39	44.00
API/PSI	15.50	47.40	15.80	10.50	10.50	2.53	1.22	48.00
IPS	00.00	00.00	40.00	40.00	20.00	3.80	0.84	21.00

(source-Primary Data)

Interpretation -From the above table it can be seen that out of 103 Entry Police

18.4% strongly disagree, 24.3% Disagree, 16.5% have neutral opinion, 23.3% said they agree, 17.5 % said they Strongly Agree. Mean= 2.9709, Since the coefficient of variance is 44 %, of the Entry Police which is more than 33 % ,value of Mean is insignificant to interpret therefore conclusion has been based on the majority of opinion of the respondents. Respondents Tend to have mixed opinion about the statement S.D.(Standard Deviation) = 1.39

Interpretation -From the above table it can be seen that out of 19 Women API/PSI

15.8% strongly disagree, 47.4 % Disagree, 15.8% have neutral opinion, 10.5% said they agree, 10.5 % said they Strongly Agree. Mean=2.5263 , Since the coefficient of variance is 48 %, of API/PSI which is more than 33 % ,value of Mean is insignificant to interpret therefore conclusion has been based on the majority of opinion of the respondents. 63.2% respondents disagree about the statement S.D.(Standard Deviation) =1.21

Interpretation -From the above table it can be seen that out of 5 women IPS

0 % strongly disagree, 0% Disagree, 40.0% have neutral opinion, 40.0 % said they agree, 20.0% said they Strongly agree . Mean= 3.8000 S.D.(Standard Deviation) = 0.84

Interpretation based on the of frequency table & on the basis of respective Mean value of 1categoryof police, it can be concluded that women Entry Police Tend to have mixed opinion about the statement, , women API/PSI Tend to disagree about the statement, women IPS Tend to agree about the statement. "I do get pat on my back for good work done from my male counterparts."

9) I do get some concessional treatment in my duty from my seniors, colleagues, when my family wants me at home in emergency situations.

Respondents	Strongly Disagree%	Disagree %	Neutral%	Agree %	Strongly Agree %	Mean	S.D.	CV %
Entry Police	12.60	23.30	19.40	26.20	18.40	3.15	1.32	41.00
API/PSI	10.50	31.60	36.80	21.10	00.00	2.68	0.95	34.00
IPS	00.00	00.00	20.00	60.00	20.00	4.00	0.70	17.00

(source-Primary Data)

Interpretation -From the above table it can be seen that out of 103 Entry Police

12.6% strongly disagree, 23.3% Disagree, 19.4% have neutral opinion, 26.2 % said they agree, 18.4% said they Strongly Agree. Mean= 3.1456 , Since the coefficient of variance is 41 %, of the Entry Police which is more than 33 % ,value of Mean is insignificant to interpret therefore conclusion has been based on the majority of opinion of the respondents. Respondents Tend to have mixed opinion about the statement S.D.(Standard Deviation) = 1.31662

Interpretation -From the above table it can be seen that out of 19 Women API/PSI

10.5% strongly disagree, 31.6% Disagree, 36.8% have neutral opinion, 21.1% said they agree, 0% said they Strongly Agree. Mean= 2.6842, Since the coefficient of variance is 34 %, of the API/PSI which is more than 33 % ,value of Mean is insignificant to interpret therefore conclusion has been based on the majority of opinion of the respondents. Respondents Tend to have mixed opinion about the statement S.D.(Standard Deviation) = 0 .95

Interpretation -From the above table it can be seen that out of 5 women IPS

0 % strongly disagree, 0% Disagree, 20.0 % have neutral opinion, 60.0% said they agree, 20.0% said they Strongly agree ., Mean= 4.0000 S.D.(Standard Deviation) = 0 .70

Interpretation based on the of frequency table & on the basis of respective Mean value of 1 category of police, it can be concluded that women Entry Police Tend to have mixed opinion about the statement, , women API/PSI Tend to have mixed opinion about the statement, women IPS Tend to agree about the statement. "I do get some concessional treatment in my duty from my seniors, colleagues, when my family wants me at home in emergency situations."

10) If I had woman officer as my senior, she can relate to me better than male officer

Respondents	Strongly Disagree%	Disagree %	Neutral%	Agree %	Strongly Agree %	Mean	S.D.	CV %
Entry Police	07.80	18.40	22.30	24.30	27.20	3.45	1.28	35.00
API/PSI	10.50	31.60	31.60	21.10	5.30	2.79	1.08	37.00
IPS	20.00	40.00	40.00	00.00	00.00	2.20	0.84	36.00

(source-Primary Data)

Interpretation -From the above table it can be seen that out of 103 Entry Police

7.8 % strongly disagree, 18.4% Disagree,   22.3% have neutral opinion, 24.3 % said they agree,   27.2% said they Strongly Agree. Mean= 3.4466 , Since the coefficient of variance is 35%, of the Entry Police which is more than 33 % ,value of Mean is insignificant to interpret therefore conclusion has been based on the majority of opinion of the respondents.51.5 % respondents agree about the statement　　　　S.D.(Standard Deviation) = 1.28130

Interpretation -From the above table it can be seen that out of 19 Women API/PSI

10.5% strongly disagree, 31.6% Disagree, 31.6 % have neutral opinion, 21.1 % said they agree, 5.3% said they Strongly Agree. Mean= 2.7895 , Since the coefficient of variance is　　37 %, of the API/PSI which is more than 33 % ,value of Mean is insignificant to interpret therefore conclusion has been based on the majority of opinion of the respondents. Respondents Tend to have mixed opinion about the statement　　　　S.D.(Standard Deviation) = 1.08418

Interpretation -From the above table it can be seen that out of 5 women IPS

 20.0% strongly disagree, 40.0% Disagree, 40.0 % have neutral opinion, 0 % said they agree,   0% said they Strongly agree . Mean= 2.2000, Since the coefficient of variance is　　36 %, of the IPS which is more than 33 % ,value of Mean is insignificant to interpret therefore conclusion has been based on the majority of opinion of the respondents.60 % respondents disagree about the statement　　　　S.D.(Standard Deviation) = 0 .83666

Interpretation based on the of frequency table value of 3 categories of police, it can be concluded that women Entry Police Tend to agree about the statement, , women API/PSI Tend to have mixed opinion about the statement, women IPS Tend to disagree about the statement. "If I had woman officer as my senior, she can relate to me better than male officer."

11) I think independent women police outpost/ choukies should be set up to represent number of women equally.

Respondents	Strongly Disagree%	Disagree %	Neutral%	Agree %	Strongly Agree %	Mean	S.D.	CV %
Entry Police	07.80	21.40	20.40	24.30	26.20	3.39	1.29	36.00
API/PSI	15.80	15.80	10.50	21.10	36.80	3.47	1.54	44.00
IPS	00.00	20.00	40.00	20.00	20.00	3.40	1.14	32.00

(source-Primary Data)

Interpretation -From the above table it can be seen that out of 103 Entry Police

7.8% strongly disagree, 21.4% Disagree,   20.4% have neutral opinion,   24.3% said they agree,   26.2% said they Strongly Agree. Mean=3.3981 , Since the coefficient of variance is　　36　%, of the Entry Police which is more than 33 % ,value of Mean is insignificant to interpret therefore conclusion has been based on the majority of opinion of the respondents. 50.5 % respondents agree about the statement　　　S.D.(Standard Deviation) = 1.29357

Interpretation -From the above table it can be seen that out of 19 Women API/PSI

15.8% strongly disagree, 15.8 % Disagree, 10.5% have neutral opinion, 21.1% said they agree, 36.8% said they Strongly Agree. Mean= 3.4737, Since the coefficient of variance is　　44 %, of the API/PSI which is more than 33 % ,value of Mean is insignificant to interpret therefore conclusion has been based on the majority of opinion of the respondents. 57.9 % respondents agree about the statement　　　S.D.(Standard Deviation) = 1.54087

Interpretation -From the above table it can be seen that out of 5 women IPS

0 % strongly disagree, 20.0% Disagree, 40.0 % have neutral opinion, 20.0% said they agree, 20.0% said they Strongly agree . Mean=3.4000　　　　S.D.(Standard Deviation) = 1.14

Interpretation based on the of frequency table & on the basis of respective Mean value of 1 category of police, it can be concluded that women Entry Police Tend to agree about the statement, , women API/PSI Tend to agree about the statement, women IPS Tend to have mixed opinion about the statement. " I think independent women police outpost/ choukies should be set up to represent number of women equally"

Conclusion

Above study indicates high need of recognition of efforts of female police both at family level ,workplace level and society at large.There is need to change mindset of male police officers toward female police.Frequent counseling sessions would help male police to effectively team up with female police. Future research needs to be undertaken to study impact of hormonal changes of behavior pattern of women police.

References

1) San antonio, Jihong zhao, Carol Archbold(2002), The convergent and divergent impact of work environment,work family conflict,a stress coping mechanisms of female and male police officers.
2) Marwaha, S. (1997). Stress in Police Personnel. AP Police Academy .
3) Bhaskar. (1986). Job Stressor and Personality variables among police officers and Constables Doctoral Thesis
4) Dr.Bharadwaj S.S,"An Analytival Study of Stress Management in Police Department of Pune City With Special Reference to Jurisdiction Of Pune Police" (2017)

"A study Of Performance Management System that Makes the Difference"

Ashwini Suhas Walhekar
Assistant Professor
PDEA's Mahatma Phule Institute of Management, Hadapsar, Pune
Email: ashwinikakade27@gmail.com

Dr. Anita Katke
Director
Jaywantrao Sawant Institute of Management and Research, Hadapsar
Email: anitakhatke7@gmail.com

ABSTRACT

Now a days, in any industry whether small or big, human resource management not just play its traditional role as such but it has expanded its dimensions to assess its employees' performance and manage it with a new system which has evolved due to new developments in the field of HRM known as Performance Management System (PMS). This paper Provides guidance for designing and implementing effective performance management practices, with an emphasis on medium and small organizations. This study begins with a discussion about why performance management efforts often fail, describes why good performance management is important, and continues with guidance for designing and implementing an effective performance Management Practices

Keywords: HRM, Performance, Performance Management Practices

Introduction:

Performance management is fundamentally about aligning individual effort to support organizational priorities. It includes setting individual expectations tied to organizational goals, providing coaching and feedback that helps employees improve, and measuring and evaluating employee performance to take talent decisions.

Although employees and managers often think of performance appraisal as synonymous with performance management, the two are not the same. Performance management is the broad collection of activities designed to maximize individual and, by extension, organizational

performance. It includes setting expectations, measuring employee behaviors and results, providing coaching and feedback, and evaluating performance over time to use in decision-making. The purpose is to align individual efforts to achieve organizational goals. Performance appraisal, or performance evaluation, is the assessment of past performance within a given time frame. The purpose is to judge how well employees have performed relevant to expectations and to use this information to make a variety of talent and organizational decisions.

Objectives of the Study:

To study the concept of Performance Management System

To Design a Sensible Performance Management Approach

Research Methodology:

Secondary data were used for the present study. The secondary data were collected from the IDSA FCCI, KPMG reports. Other relevant information for the present study was collected from various publications, books, journals, magazines and bulletin, etc.

Conceptual Framework of Performance Management System:

Performance management is a process of Planning performance, appraising performance, giving its feedback and counseling an employee to improve performance. Thus, performance management involves different activities –

Planning Performance -that is what an employee is expected to achieve with a set of given resources and within a time frame.

Appraisal – appraisal whether the given result has been received or not

Feedback – giving feedback to the employee concerned about where he lacks, its reason

Counseling – counsel him how he can improve his performance

Definitions:

According to Armstrong "Performance Management is a means of getting better results from the organization, teams, and individuals by understanding and managing performance within an agreed framework of planned goals standards and competence requirements".

Armstrong and Baron have defined performance management as follows:
"Performance management is a process that contributes to the effective management of individuals and teams to achieve high levels of organizational performance. As such, it establishes shared understanding about what is to be achieved and an approach to leading and developing people which will ensure that it is achieved."

Much has been written about how to do performance management well, and research supports the value of many of these activities if they are done effectively. Too often performance management is not done well, resulting in a process that is perceived as time-consuming, burdensome and failing to deliver value.

Why Performance Management Often Fails and Why It Still Matters

- It Tries To Serve Too Many Purposes
- It Is Based On A Foundation Of Mistrust
- It Is Based On Faulty Assumptions
- It Often Emphasizes Rules And Processes
- It Is Often Implemented Poorly

Organizations invest significant time and money in their performance management systems, but the results are usually disappointing. Common complaints include:

• Employees say that their organization's performance management system does not reward high performance, deal effectively with poor performers or motivate them to improve.

• Managers say that the process is too time-consuming and burdensome, taking them away from "real work."

•Executives do not believe that performance ratings are accurate reflections of performance, making it difficult to use these ratings as the basis of talent decisions

Why Performance Management Still Matters: Improving performance at the organizational level is complex, and there is no guarantee that improved employee performance will lead to bottom-line improvements in organizational results. But performance management practices aid in aligning individual actions to organizational priorities, providing ongoing coaching and

feedback to help employees perform at their best, and taking good decisions about how to reward and retain talent.

In some small and midsize organizations, performance management practices might be very rudimentary or even nonexistent. These organizations may be hesitant to implement new approaches due to concerns about costs and the need to make expensive technology investments. However, change does not need to be costly to have a positive impact. Effective performance management does not require expensive technology or training programs.

How To Design A Sensible Performance Management Approach

A sensible approach to performance management requires several shifts from traditional methods to new ways of thinking. These shifts emphasize simplicity, flexibility, relationships and communication and de-emphasize complexity, rigidity and blind adherence to policies and procedures.

Typical Versus Recommended Elements Of Performance Management Systems
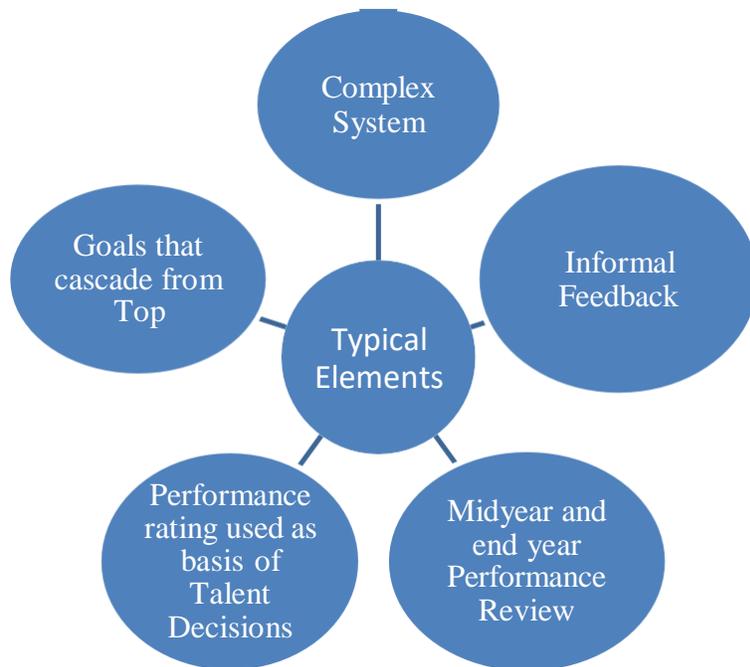
Typical Performance Management Practices.
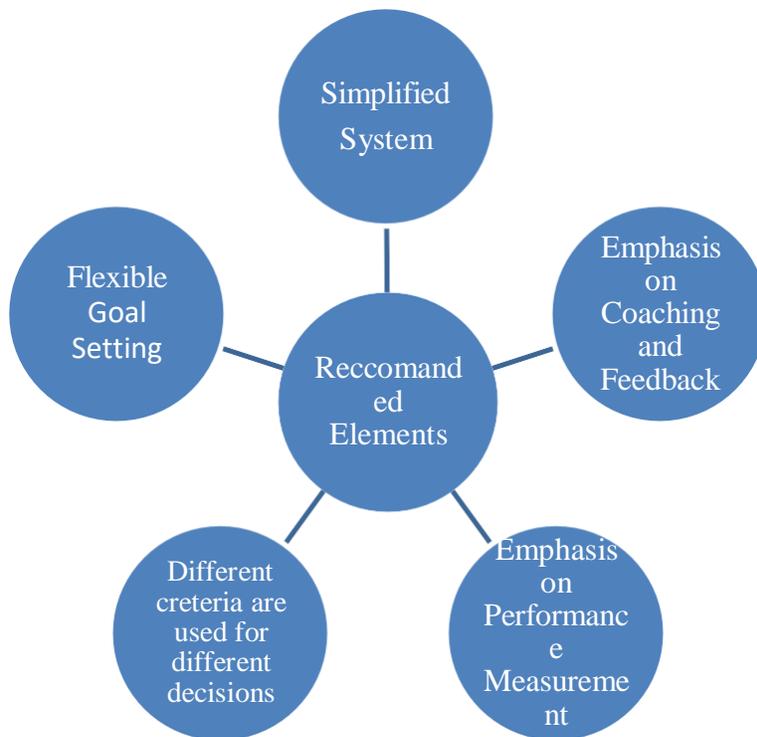
Recommended Performance Management Practices

A Sensible Performance Management Approach

1. **Defining The Purpose And Guiding Principles**

    The first step in designing a new performance management approach is to define what purpose it should achieve, how it should align with organizational goals, and what the guiding principles are for its implementation (e.g., fairness, transparency). Ultimately, the purpose of performance management should include a commitment to improving individual performance in a way that supports organizational priorities. A clear statement of purpose is helpful in evaluating proposed interventions. If the proposed activity, procedure or rule does not serve the purpose of helping improve performance, it should not be part of the performance management approach.

2. **Establishing The Means Of Setting Effective Expectations**

    Organizations need to understand what "high performance" means in their context. Depending on organizational goals, different attributes may be important for success. For example, fast food restaurants typically seek to deliver good-tasting food quickly. Their competitive advantage is speed, low cost and predictability in terms of service and quality. Employees who can work efficiently and follow established procedures are effective performers. In contrast, a gourmet restaurant may have a competitive advantage of serving creative, new dishes with highly personalized service and commensurate higher prices. Here employee who is creative, can serve variety of food with quality can

be a effective performer. So depending upon the nature of operation of business every organization has to set their expectations.

Setting Effective Expectations Includes:
A) Define Performance Requirements

The organization should identify:
• The critical job roles.
• The work activities performed by each.
• The standards to which these activities need to be performed to meet organizational goals

B) Improve Goal Setting
Good goal-setting practices can lead to higher performance in a variety of settings. Goals should be specific, challenging, and personally meaningful and within the individual's control to achieve.

C) Tailor The Type Of Expectation To The Role
Specific goals are effective for straight forward tasks, but less specific goals are better for more complex tasks. Every role must have clearly defined expectations.

D) Allow More Flexibility In Timelines And Formats
Organizations should provide guidelines to employees and managers for how to set effective goals and expectations but allow them to choose the content, format and time frame that make sense for the work.

E) Encourage Consistency In Goal Setting

Encourage consistency in goal setting by allowing individuals doing the same work to have the same goals.

F) Be Cautious About Using Goal Attainment As The Sole Basis
   Of Performance Ratings
If rewards are tied to goal attainment, goals should be consistent across employees doing similar work, and the link between the performance and the reward should be very clear.

3. **Measuring And Evaluating Performance**

Performance Measurement:
- Measure performance as directly as possible; use direct observations of behavior (e.g., note presence or absence of key behaviors) rather than rating behaviors on a scale

- Use clear behavioral standards for measuring performance where needed and make the language as concrete as possible (e.g., greets each customer by smiling and saying "hello"; asks how he or she can assist).
- Use multiple means of measuring performance beyond manager observations, such as customer or peer feedback, crowd sourced feedback and objective outcomes
- Acknowledge the potential for error and keep the focus of measurement on performance improvement rather than on performance evaluation

Performance Evaluation:
- Keep the performance rating process simple
- Use clear and descriptive language for rating scales and ensures that each level is distinct from the others.
- Tailor rating labels and descriptions to the organization's culture (e.g., do not insist most employees be rated "meets expectations" if historically everyone has been rated above average).
- Ensure ratings fit the purpose for which they will be used. For example, if ratings are primarily for compensation decisions, ensure there is a clear link between the rating and the decision and ensure that this link can be explained to employees.
- Consider using different rating approaches for different decisions (e.g., bonuses are based on singular achievements, whereas pay increases are based on sustained performance; promotions are based on performance plus demonstrated ability to perform effectively at the next level).

4. **Creating A Climate That Supports Feedback And Coaching**

   Providing effective feedback is one of the best ways to drive high performance. Unfortunately, feedback is not always effective. The most effective feedback is honest, specific, and strengths-oriented and focused on behaviors rather than on personal characteristics. It is delivered in a timely manner and is part of a two-way dialog. It comes from a credible source who knows the recipient's work and can provide useful insights to help the individual improve.

   Conclusion:

   Gone are the days when performance management meant using a somewhat static annual process, focusing solely on supervisor-subordinate pairs with little input from others, and relying on complex and likely invalid rating processes in an often feedback-poor environment.

   Improving performance management will not come from simply improving features of the process. Instead, real improvements are more likely to come from increased attention

on improving manager-employee communication and the manager-employee relationship.

References:

[1] Armstrong, M & Baron, A, (2004), "Managing Performance:Performance Management in Action," CIPD, London.

[2] T.V. Rao (2007), "Performance Management and Appraisal Systems HR tool for Global Competitiveness" Sage publication ltd.

[3].Aguinis, H. (2013). Performance management (3rd ed). Boston, MA: Pearson.

[4].Aguinis, H., Joo, H., & Gottfredson, R. K. (2011). Why we hate performance management—and why we should love it.

[5] CIPD. (2016, December). Could do better? Assessing what works in performance management. Research Report. Retrieved from https://www.cipd.co.uk/knowledge/fundamentals/people/performance/what-works-in-performance-management-report

[6] London, M., & Smither, J. W. (2002). Feedback orientation, feedback culture, and the longitudinal performance management process. Human Resource Management Review, 12, 81-100.

[7] https://www.shrm.org/hr-today/trends-and-forecasting/special-reports-and-expert-views/documents/performance%20management.pdf

A STUDY OF EMPLOYEES ATTITIDE TOWARDS PERFORMANCE MANAGEMENT SYSTEM

Ashwini Suhas Walhekar
Assistant Professor
PDEA's Mahatma Phule Institute of Management, Hadapsar, Pune
Email: ashwinikakade27@gmail.com

Dr. Anita Khatke
Director
International School of Management and Research
Email: anitakhatke7@gmail.com

ABSTRACT:

Productivity of workers and its resultant efficiency and effectiveness can only be achieved when organisations have their Performance management system in place. Success of performance management system mainly depends on employee's positive attitude towards PMS.

This paper highlights the employee's attitude towards present performance management system. In this paper, authors also describe the changing motivational level through PMS. Rise & Shine Biotech Pvt. Ltd. is the organization under focus, and the study population comprises of the 61 staff of the organization. Sample size of the study is 50 employees structured questionnaire is used as instrument of data collection while frequency distribution and percentages are used in analysing the data. Major findings of the study show, Majority of respondents are satisfied with current performance management system. They believe that current performance management system improves their performance. PMS is having "developmental focus" with appropriate training system.

Key words: Productivity, PMS, Motivation level

INTRODUCTION

Performance management system is different than Performance appraisal, the concept not to be confused with performance appraisal. When we talk about Performance management system, this is a complete system used to manage the employees, teams, departmental units and the whole organization within the limits of organization. On the other hand, Performance appraisal is evaluating the employee's performance mainly to decide about their pay increments. PMS is a complete system involving 4 major processes in it namely Performance Planning, Performance evaluation, feedback and counselling and performance improvement

Performance management system is important due to following points:

i.   A performance management system enables the business to sustain the profitability and performance by linking the employee's pay to competency.

ii.   It provides a chance for the development of career growth.

iii.   It brings all the employees under the single strategic umbrella.

iv.   It aligns the employees to business goals.

v.   It also improves and boosts the morale of the employees.

vi.   It provides the equal chance to supervisors and employees to express their views and make coordination with each other.

vii.   Under PMS there is channelled flow of information and timely review.

Rise n' Shine is a vision by Dr. Bhagyashree Patil who is deeply inspired by her passion for nature and the need for integrating technology in local produce to get world class products. She stated this venture in 2004 with an aim to be a leading name in floriculture and Horticulture Company in Pune. Dr. Patil believes in women empowerment and they have 80% women employees working in their company. Other than being the prominent horticulture company in Pune we have other ventures which include Rise n' Shine exotic plant nursery and Rise n' shine botanical boutique.

REVIEW OF LITERATURE

Dr.M. Ragupathi (2017) stated that most of the employees highly satisfied with their perception towards performance appraisal system though some of the employees are slightly satisfied. There is no significant difference among the monthly salary of the respondents with regard to perception of employees.

Aguinis (2009) Performance management is described as the continuous process of identification of goals and objectives, aligning individual goals and objectives to the strategic

goals of an organization. and provision of meaningful feedback. Performance management can also be described as the process of creating such a work environment in which people are motivated to perform to the best of their abilities

De Waal (2004) studies the impact of stimulating performance driven behavior to obtain better results pointed on "the organizational dilemma" meaning that the organization's search for rationality and the human beings search for happiness.

Amaratunga and Baldry (2002) describe the changing scenario from performance measurement to performance management and PM systems should recognize high performers and confront poor performers.

Gentle (2001), asserted that if staff are commit to themselves together with management, and should have a shared understanding of success with effective PMS

RESEARCH METHODOLOGY

The study was based on survey method. The aim of the study is to find out the performance and motivation level of employees through PMS. This study is descriptive in nature. Convenience sampling method is used in this research.

OBJECTIVES OF THE STUDY

i. To know the motivation level of the employees of the Rise N Shin Pvt. Ltd.
ii. To determine the employee's attitude towards present performance management system.
iii. To provide suggestions and recommendations for the improvement in the performance level of employees of Rise N Shin Pvt. Ltd.

SAMPLE SIZE

The sample size of this study is fifty respondents.

SOURCES OF DATA

In this study primary data was collected through personal interview by using questionnaire. The questionnaire was filled from fifty employees of Rise n' Shin Pvt. Ltd. The secondary data was collected from books, websites, and research reports and documents /records of Rise n' Shin Pvt. Ltd.

TOOLS OF THE STUDY

In this study, authors used percentages and Likert scale for data analysis.

LIMITATION OF THE STUDY

i. This is subjected and prejudices of the respondents, hence 100% accuracy cannot be assured.
ii. The research was carried out in a short span of time, where in the research could not widen the study.
iii. The period of study was too short. So it was not possible to collect the relevant information within the period.
iv. The findings are based on the answers given by the employees, so any error or bias may be affect the validity of findings.

DATA ANALYSIS AND INTERPRETATION

Table 1
Age of the employees of RNSPL

AGE	NO. OF EMPLOYEES	Percentage
Below 20	0	0
21-35	26	52%
36-50	17	34%
51 and above	7	14%
Total	50	100%

Table 1 shows that there is no employee at RNSPL who is below the age of 20. 52% and 34% of the employees are between the age group of 21-35 and 36-50 respectively. And, employees having age 51 and above are very rare i.e. 14% only.

Table 2
Salary Status of the employees

Salary	No. of employees	Percentage
Less than 10,000	0	0
10,000-25,000	27	54%
26,000-50,000	15	30%
More than 50,000	8	16%
Total	50	100%

Table 2 signifies that no employee is employed with salary less than 10,000. Most of the employees at RNSPL having asalary between 10,000-25,000 i.e. 54% of the employees. Only 30% employees get salary between 26,000-50,000 and very few i.e. 16% of the employees get salary more than 50,000.

Table 3
PMS increases Employee Motivation

Options	No. of Respondents	Percentage	Mean Value
Strongly agree(5)	10	20%	1
Agree(4)	28	56%	2.24
Average(3)	6	12%	0.36
Disagree(2)	6	12%	0.24
Strongly disagree(1)	0	0	0
Total	50	100	3.84

Table 3 depicts that 76% of the employees agree that PMS increases their motivation as against to only 12% of them disagree to this. Likert scale of M.V. 3.84 also shows that employees agree.

Table 4
Satisfaction level of the employees about their present performance management system

Options	No. of respondents	Percentage	Mean value
Highly satisfied(5)	22	44%	2.2
Satisfied(4)	23	46%	1.84
Neutral(3)	5	10%	0.3
Dissatisfied(2)	0	0	0
Highly dissatisfied(1)	0	0	0
Total	50	100%	4.34

Table 4 asserted that most of the employees i.e. 90% at RNSPL are either highly satisfied or satisfied with present PMSas against to 10% of the employees neither satisfied nor dissatisfied. No employee in the organization is dissatisfied with present PMS. By Likert scale also it is concluded that employees are satisfied

Table 5
PMS establishes a clear connection between performance and Rewards

Options	No. of Respondents	Percentage	Mean Value
Strongly agree(5)	15	30%	1.5
Agree(4)	23	46%	1.84
Average(3)	8	16%	0.48
Disagree(2)	4	08%	0.16
Strongly disagree(1)	0	0	0
Total	50	100	3.98

Table 5 depicts that 76% of the employees agree that PMS establishes a clear connection between Performance and Rewards as against to only 08% of them disagree to this. Likert scale of M.V. 3.98 also shows that employees are agree.

Table 6
PMS and employee performance improvement

Options	No. of Respondents	Percentage	Mean Value
Strongly agree(5)	10	20%	1
Agree(4)	32	64%	2.56
Average(3)	6	12%	0.36
Disagree(2)	2	4%	0.08
Strongly disagree(1)	0	0	0
Total	50	100	4.00

Table 6 depicts that 84% of the employees agree that PMS improves employee's performance as against to only 04% of them disagree to this. Likert scale of M.V. 4.00 also shows that employees agree that PMS improves employee's performance.

FINDINGS

1. All the respondents told that their organization is running a formal PMS system.
2. 90% of respondents told they are satisfied with current performance management system.
3. 84% of the respondents are believe that current performance management system improves their performance. PMS helps employees to improve their performance
4. 76% of respondents told that PMS increases the motivation among employees
5. 76% of the respondents says that PMS establishes clear connection between performance and reward.

SUGGESTIONS

1. HR professionals should communicate well and involve the employees during the performance management reviews. This will create a climate in which a continuing dialogue between managers & members of their teams takes place to define expectations and share information, mission, values and objectives.
2. Make sure employee goals and objectives are linked to the goals of the organization. Clear objectives improve communication, as well as the organizational structure.
3. PMS specific goal is to help the employee to feel at ease. Choose a neutral environment such as a small conference room for performance review. Sit next to the employee not across the desk. This supports a discussion, not a confrontation.

CONCLUSION

This study relates with, performance management systems implemented by the firm and focus on enabling employees to develop their professional skills in the long term. As a result, this will allow employees to contribute to the long term success of the organization by proposing valuable ideas which will improve the qualityof results attained. PMS which the organization is using, will enable it to be fair to all its employees to encourage them to attain good results in their respective workstations.

BIBILIOGRAPHY

[1] Amaratunga, D., & Baldry, D. (2002) Moving from performance measurement to performance management. Facilities management, 20(5/6), 217-223.

[2] Aguinis, H. (2009) Performance Management. 2nd ed. Upper Saddle River, NJ: Pearson/Prentice Hall.

[3] De Waal, A. A. (2004). Stimulating performance-driven behavior to obtain better results. International Journal of Productivity and Performance Management 53(4), 301-316.

[4] Dr. M.Ragupathi- A study of perception of employees towards performance appraisal system in Titan industries, International Journal of Advanced Scientific Research and Development, Vol-4,2017.

[5] Flapper, S. D., Fortuin, L., & Stoop, P. P. M. (1996). Towards consistent performance management systems. International journal of operations and production management, 16(7), 27-37

[6] Gentle, D. (2001). Managing performance management in performing school. In D. Gleeson & C. Husbands (Eds.), The performing school: managing teaching and learning performance culture (pp. 20-32). London Routledge Falmer.

[7] Graham, J. (2004). Developing a performance-based culture. The Journal for Quality & Participation,27(1),4-8

A STUDY OF PERCEPTION OF FARMERS TOWARDS SPECIAL ECONOMIC ZONES AND THE PACKAGE OFFERED BY THE DEVELOPER WITH REFERENCE TO KHED-SHIRUR SEZ PROJECT.

Prof. Santosh Balasaheb Khalate

E-mail.:santoshbkhalate@gmail.com

Institute: PDEA's Mahatma Phule Institute of Management and Computer Studies, Hadapsar, Pune-411028., India

ABSTRACT:

The SEZ's can categorically improve the economic activity in the country, make the country's export competitive and noticeable globally, help in net foreign exchange earnings and provide immense employment opportunity. But this should not be done at the expense of decreasing the agricultural activities. Land grabbing and real estate mafia should be properly regulated so that the common man is not the sufferer in the bargain. As in the case with China, where majority of the SEZ's were set up by the government, similar policy should be adopted in India, if not fully it should be a public-private partnership and regulatory bodies should be properly managed to weed out fallacies. To be economically viable, SEZ's should be approved over a particular land area (greater than 1000 acres) for rapid economic growth in the area and for it to be profitable and self sustainable. Relaxed Tax norms, Labor laws and DTA regulations will surely attract foreign investment and major industries to set up industries in the SEZ's making it profitable and achieving the desired results!

This paper attempt to analysis the study of perception of farmers towards Special Economic Zones, the package offered by the developer, impacts of the SEZ's on the farmers.

Keywords- *Special Economic Zones (SEZ's), FDI, Labour Laws, Developer,*

1. Introduction

The policy of Liberalization, Privatization and Globalization adopted by Government of India has made tremendous change from traditional market to a global free market. These reforms were launched in 1991. Thereafter the Government also introduced reforms in respect of Rainbow revolution, financial reforms and promotion of special economic zones. In the past few years, India has been gradually liberalizing its various policies. One such significant development is the setting up of Special Economic Zones (SEZs). A defining characteristic feature of these SEZs is that they are mostly related to IT and ITES promotion. The recent successes of the BPO companies and the IT boom have guided the objective of setting up of these independent units.

During the past few years, discussion has been going on 'Special Economic Zones' through newspapers, magazines and other media because of the acquisition of land from farmers, riots in West Bengal, Maharashtra, Gujarat, Uttar Pradesh and other parts of the country, political interference as well as opposition to SEZ and the impact of SEZ on economic development of the country and on agriculture sector of the country.

2. Objectives of the study

The study was conducted to fulfill the following objectives:
1. To study the concepts of Special Economic Zones.
2. To study the perception of the Farmers towards Special Economic Zones.
3. To study the packages offered by the Developer in Special Economic Zones.
4. To study the effects of Special Economic Zones on the farmers.
5. To study the policy of Government about SEZs.

3. What is a SEZ?

Special Economic Zones are the versions of previous export processing zones. A Special Economic Zone (SEZ) is defined as a specially delineated duty free enclave for trade operations. SEZs are the areas within the domestic territory of India that is treated as foreign territory in the context of Trade and Tariff. It facilitates exports through special tax treatment to the units operating within the SEZ.

SEZs are the geographic regions designated for the economic development of the country with the intention of increasing FDI and exports with the support of special incentive policy of the government.

1. "SEZ is a specially designed tax free section, which is assumed to be the foreign land according to trade and import export charges."
2. Chapter 7 of 'Foreign Trade Policy (2004-09)' announced on 31.04.2004 defines SEZ as "SEZ is a specifically delineated duty free enclave and shall be deemed to be foreign territory for the purposes of trade operation, duties and tariffs".
3. Maharashtra Govt. Resolution No. 2001/152/2 Dated 12/10/2001 Paragraph 12 says "The State Govt. shall take appropriate steps to declare the SEZ as industrial townships to enable the SEZ to function as self governing autonomous Municipal Bodies."
4. "The objectives of SEZ are making available goods and services free of Taxes and Duties supported by integrated infrastructure for exports production, quick approval mechanisms and packages of incentives to attract foreign investments for promoting exports."

4. Objectives of SEZ

The objective behind an SEZ is to enhance foreign investment, increase exports, create jobs and promote regional development. The main objectives of setting up SEZs by Government are:

(a) Generation of additional economic activity;
(b) Promotion of exports of goods and services;
(c) Promotion of investment from domestic and foreign sources;
(d) Creation of employment opportunities;
(e) Development of infrastructural facilities.

Following are the objectives of SEZ for the development of industries in private sector:
1. To develop the basic amenities in the country.
2. SEZ is specially created tax free area.
3. SEZ has been given the status of foreign zone in trade, business & service sector.
4. To attract foreign investment through SEZ.

5. To reduce inequalities in the economic development of the country.

5. Compensation packages offered by Developer at Khed- Shirur SEZ

The following are the packages offered by Developer to farmers at Khed-Shirur SEZ:

1) Rs. 17 lakh per hectare.
2) Guaranteed employment to one person from every project affected family.
3) Buy back for farmers up to 15 % of the developed land after paying the original cost of the land plus an additional 50% for acquiring developed land.
4) Those who will lose their houses will get 375 sq. ft. of built up area on 3000 acres of land in a new housing colony. They would also get Rs.10000 for shifting their house.
5) Landless labourers of the village will get Rs. 65 per person per family for 600 days.

6. Hypothesis of the Research

For the purpose of the present research, the researcher has set the following hypothesis.
"Establishment of Special Economic Zones becomes easier if appropriate rehabilitation package is provided to the Farmers according to Special Economic Act, 2005".

7. Research Limitations

- The research is based on the primary data collected through questionnaire and information given by respondents may not be true.
- The study is limited to SEZ situated in Khed-Shirur taluka of Pune district.
- The study focuses only on the farmers.
- Out of the various SEZ project of Maharashtra only Khed-Shirur SEZ has been selected for the research purpose.

8. Research Methodology used in present research

For the purpose of the present research, primary data has been used. Primary data was collected through a questionnaire. A structured questionnaire having 25 questions was prepared. Both closed and open ended questions were prepared for the purpose. The respondents were farmers, who have been under the influence of developments in the area, who were given compensation for the acquired land.

For secondary data, books, research, journals, news papers, Internet etc. were used.

9. Sampling

For the purpose of the research, random sampling technique was used. 100 farmers were randomly selected from a total population of 1269 farmers of four villages Kanhersar, Nimgaon, Dawadi under Khed Taluka & Kendur under Shirur taluka.

These 100 farmers randomly selected, were the ones who were affected due to SEZ at Khed-Shirur Taluka.

10. Statistical Tools

For the purpose of analysis, percentile method was used as a statistical method.

11. Findings

The following are the finding of the research:

1. General Findings of the Survey

1.1 The prime occupation of the family income of most of the respondents was agriculture which indicates that most of the people covered under the SEZ area belong to the rural background.

1.2 The annual income of 50% of the respondents was found to be between Rs. 15000-50000 and 50% above Rs. 50000 which was mostly generated through agriculture which is the prime occupation of the respondents considered as sample.

1.3 Some of the farmers were also running allied businesses along with agriculture.

2. Main findings from the survey

a) Most of the farmers did not willingly participate in SEZ which showed that they are not yet ready to adapt to recent changes in trends of MIDC and economic policy of Government. Those who did not participate willingly towards SEZ were persuaded by several Government bodies. Thus application of force was adopted to take the land of the farmers who showed resistance.

b) Most of the land acquired by the government was unirrigated land which indicates that fertile land which was in use for agricultural purpose was not affected by the developmental changes taken up by the government for betterment of the rural area and population.

c) Money received by the farmers from the developers was mostly invested for financial institutions and purchase of residential accommodations. This indicates that same people who once lived in villages had always wanted to have a better life in terms of living standards and financial securities. Another notable feature as a part of the finding was that certain percentages of people also focused on acquiring other luxurious products like car, bike, gold, jewellery etc.

d)

e) The increase and decrease of income of people due to SEZ was more or less been equal with ratio of 49:51. Those people who have revealed an increase in income due to SEZ have said so probably due to following reasons:

1) They purchased Irrigated agricultural land which was helpful to increase their income as they already experts in their agricultural skills.

2) A good percentage of the respondents were investing their money in banks and also in setting up new business.

The decrease in income must have resulted due to the following reasons:

1) Unproductive investments in purchase or construction of house, purchase of luxury goods which are non productive.

2) Money given to relatives which may turn into bad debts.

f) The implementation of SEZ has also affected the allied businesses of the farmers. Most of allied businesses were directly dependent on agriculture, therefore when they lost their land under SEZ; the allied business also faced a downfall. A small percentage of

respondents were not affected because they spent their investment in purchase of new agricultural land or may have had existing land.

g) The impact of SEZ on the society has been very significant. On the one hand, the positive developments have been very promising and encouraging like benefits to the society on the educational aspects and improving the standard of living. Whereas on the other hand negative impacts like increase in addiction level of the society members and an increase in level of disputes due to financial inequality which are not good for healthy social environment of society.

12. Suggestions

Following are the suggestions of the research:

1. Commitment given by the government and developer to the farmers should be honoured and within reasonable period of time.
2. Government should ensure that there is continuous means of livelihood to the family whose land has been acquired.
3.   Government should only target those areas where more than 90% land is unirrigated.
4. Compensation given by the government should be attractive.
5. All the stakeholders i.e. the Government, developer, local leaders, sarpanch and also farmers should be involved in the negotiation.
6. Government should come out with attractive investment scheme so that the farmers earn revenue by investing the compensation amount in them.

13. Conclusion

Many experts have expressed concerns over the philosophy of sops to boost exports. As of now however government seems to be realizing the need for formulating a new Indian model of SEZ. India has in fact, the right mix of factors such as availability of large & skilled workforce, intrinsic comparative advantage in several industries, a strong policy framework, availability of complementing and supporting ancillary industry, an already buoyant export sector & vast local markets. SEZs can combine these factors into a powerful alchemy to power investment creation. Unless remedies can be found out to relax prevalent rigid labour laws, the SEZs cannot be looked at as a panacea for all economic diseases. Opinions are divided on the benefits of SEZs. One would have to wait and watch. As only the future will provide the answer.

References:

Books:

1. Govilkar, V. M., *Special Economic Zones: Boon or bane*, 1st Ed., Pune: Centre for Holistic Studies, 2007.
2. Das, Geeta, *Special Economic Zones in India: Lessons from China*, New Delhi:New Century Publications, 2009.
3. Kumar, Naveen, *Special Economic Zones: To be or not to be*, Hyderabad: ICFAI University Press, 2008.

4. Chaturvedi, Tarun, *Guide to Special Economic Zones*, 2nd Ed. Delhi: Commercial Law Publishers(I) Pvt. Ltd., 2007

5. Datt, Ruddar, and Sundharam, K.P.M., *Indian Economy*, 56th Ed., New Delhi: S. Chand and Company Ltd., 2007,

6. Misra, S.K., and Puri, V. K., *Indian Economy: It's Development Experience*, 29th Ed., Mumbai: Himalaya Publishing House, 2011.

7. Kothari, C. R., *Research Methodology: Methods and Techniques*, 2nd Ed., New Delhi: New Age International (P) Ltd., Publishers, 2009.

Articles:

1) Khurud, B. S. , and Abhang, S. B., *SEZ in India: Performance and prospects*, Southern Economist, Vol. 51, No. 5, July 2012, PP-5-8.

2) Jadhav, Prakash, and Manjaramkar, M. A., *Special Economic Zones: Present Problems and Future Prospects of Farmers in Nanded Sub-Division, Dist-Nanded (Maharashtra)*, Shodh Samiksha Mulyankan (International Research Journal), Vol.II, Issue 9-10, Oct-Nov. 2009.

3) Ranjan, Ram Krishna, *Special Economic Zones: Are They Good for the Country?* http://ccsindia.org/ccsindia/interns2006/Special%20Economic%20Zones%20-%20Ram%20Krishna%20Ranjan.pdf.

4) *SEZs in India: Major Leap Forward*, Mumbai: PricewaterhouseCoopers Pvt. Ltd., 2008. http://www.pwc.in/en_IN/in/publications/assets/SEZinIndia.pdf.

5) Paralikar, Vinayak, and Shetty, Vijetha, *A analytical study of 3ps- purpose, prospects and performance of Special Economic Zones (SEZs) with reference to India*, ZENITH International Journal of Business Economics & Management Research Vol.2 Issue 2, February 2012.

6) Nawal, Ashok B., *Special Economic Zone – Past, Present & Future*, Jan. 2011, http://www.bizsolindia.com/download/SEZ/2011_01%20SEZ%20Article1.pdf.

7) Lakshmanan, L., *Evolution of Special Economic Zones and some Issues: The Indian Experience*, September 2009, http://www.rbi.org.in/scripts/PublicationReportDetails.aspx? UrlPage=&ID=**558**.

8) Dr. Kale, Sampat, *THE ANTI-SEZ MOVEMENT IN INDIA: An Account of the Struggle in Maharashtra*, Pune: National Centre for Advocacy Studies, February 2010, http://www.indiaenvironmentportal.org.in/files/sez_sam.pdf.

Websites:

1) http://www.sezindia.nic.in
2) http://cgwb.gov.in/District_Profile/Maharashtra/Pune.pdf
3) http://pune.gov.in/puneCollectorate/PuneCity/Climate.aspx
4) http://www.pwc.com/en_IN/in/publications/assets/SEZinIndia.pdf
5) http://business.mapsofindia.com/sez/
6) http://www.mapsofindia.com
7) http://www.voiceofbharat.org

A Study on Non- Performing Assets of Nationalised Banks in India

Prof. Santosh Balasaheb Khalate
Assistant Professor
PDEA's Mahatma Phule Institute of Management and Computer Studies
Hadapsar, Pune-411028.
Mobile: 9763439775
Email: santoshbkhalate@gmail.com

Abstract:
A strong banking sector is important for flourishing economy. The crash of the banking sector may have an unfavorable blow on other sectors. Non-performing assets are one of the major concerns for banks in India. Non-performing assets, also called non-performing loans, are loans, made by a bank or finance company, on which repayments or interest payments are not being made on time. A high level of NPAs suggests high probability of a large number of credit defaults that affect the profitability and net-worth of banks and also erodes the value of the asset. The problem of NPAs, which was ignored till recently, has been given considerable attention after liberalization of the financial sector in India. At present NPA in the banking sector is increasing year by year particularly in nationalized banks. NPA is becoming the bane of nationalized banks. The prime aim of this paper is to give brief idea about the concepts of Non Performing Assets and trends of NPA in nationalized banks in India.

Keywords: NPA, Loans, Banking Sector

Introduction:

Banking essentially involves intermediation - acceptance of deposits and grants the loans and advances. Since the deposits received from the depositors have to be repaid to them by the bank, they are known as banks' 'Liabilities' and as the loan given to the borrowers are to be received back from them, they are termed as banks' 'Assets' so assets are banks' loans and advances.

In the traditional banking business of lending financed by deposits from customers, Commercial Banks are faced with the risk of default by the borrower in the payment of either principal or interest. This risk in banking parlance is termed as 'Credit Risk' and accounts where payment of interest and /or repayment of principal are not forthcoming are treated as Non-Performing Assets, as per the Reserve Bank of India, an asset, including a leased asset, becomes non-Performing when it ceases to generate income for the bank. Existence of Non-Performing Asset is an integral part of banking and every bank has some Non-Performing Assets in its advance portfolio.

NPAs reflect the performance of banks. A high level of NPAs suggests high probability of a large number of credit defaults that affect the profitability and net-worth of banks and also erodes the value of the asset. The NPA growth involves the necessity of provisions, which reduces the overall profits and shareholders value. The issue of Non Performing Assets has been discussed at length for financial system all over the world. The problem of NPAs is not only affecting the banks but also the whole economy. In fact high level of NPAs in Indian banks is nothing but a reflection of the state of health of the industry and trade.

Objectives of the Paper:

The present paper is based upon the study on Non Performing Assets within the Nationalized Banks in India. Specifically the objectives of the study are:
1. To discuss the conceptual framework of Non Performing Asset in banking.
2. To study the Trends of NPA in nationalized banks in India

Meaning Non-Performing Assets (NPA):

Non-Performing Assets are popularly known as NPA. Commercial Banks assets are of various types. All those assets which generate periodical income are called as **Performing Assets (PA)**. While all those assets which do not generate periodical income are called as **Non-Performing Assets (NPA)**. If the customers do not repay principal amount and interest for a certain period of time then such loans become non-performing assets (NPA). Thus non-performing assets are basically non-performing loans. In India, the time frame given for classifying the asset as NPA is 180 days as compared to 45 days to 90 days of international norms.

Definitions of Non-Performing Assets:

1. An asset, including a leased asset, becomes non performing when it ceases to generate income for the bank.
2. A non performing asset (NPA) is a loan or an advance where;
    i. interest and/ or installment of principal remain overdue for a period of more than 90 days in respect of a term loan,
    ii. The account remains out of order for more than 90 days in respect of an Overdraft/Cash Credit (OD/CC);
    iii. the bill remains overdue for a period of more than 90 days in the case of bills purchased and discounted,
    iv. the installment of principal or interest thereon remains overdue for two crop seasons for short duration crops,
    v. the installment of principal or interest thereon remains overdue for one crop season for long duration crops,
    vi. the amount of liquidity facility remains outstanding for more than 90 days, in respect of a securitisation transaction undertaken in terms of guidelines on securitisation dated February 1, 2006.
    vii. in respect of derivative transactions, the overdue receivables representing positive mark-to-market value of a derivative contract, if these remain unpaid for a period of 90 days from the specified due date for payment.
3. In case of interest payments, banks should, classify an account as NPA only if the interest due and charged during any quarter is not serviced fully within 90 days from the end of the quarter.

Types of NPAs:

The NPAs can broadly be classified into (i) Gross NPAs, (ii) Net NPAs.
- **Gross NPAs** are the sum total of all loan assets that are classified as NPAs as per RBI guidelines as on balance sheet date. It reflects the quality of loans made by banks. (Gross NPAs Ratio = Gross NPAs/Gross Advances).
- **Net NPAs** are those type of NPAs in which the banks deduct the provisions regarding NPAs. It shows the actual burden of banks (Net NPAs = Gross NPAs-Provision/Gross Advances-Provisions).

Asset Classification:

NPA have been divided or classified into following four types:-
1. **Standard Assets**: A standard asset is a performing asset. Standard assets generate continuous income and repayments as and when they fall due. Such assets carry a normal risk and are not NPA in the real sense. So, no special provisions are required for Standard Assets.
2. **Sub-Standard Assets**: All those assets (loans and advances) which are considered as non-performing less than or equal to 12 months are called as Sub-Standard assets.
3. **Doubtful Assets** : All those assets which are considered as non-performing for period of more than 12 months are called as Doubtful Assets.
4. **Loss Assets**: All those assets which cannot be recovered are called as Loss Assets.

Asset Classification	Period for which asset remains a bad loan	Provisioning Requirements
1. Standard Assets	None as the borrower pays his dues regularly and on time	• 0.40% of the loan amount normally (some exceptions are there)
2. Sub-Standard Asset	An asset which has remained NPA for a period less than or equal to 12 months	• Secured: 15% on outstanding amount • Unsecured: 25% on outstanding amount. In some cases it is 20%.
Doubtful Asset	An asset world is classified as doubtful if it has remained in the sub-standard category for a period of 12 months.	
3a. Up to 1 year		• Secured: 25% on outstanding amount • Unsecured: 100% on outstanding amount.
3b. 1 to 3 years		• Secured: 40% on outstanding amount • Unsecured: 100% on outstanding amount.
3c. More than 3 years		• Secured: 100% on outstanding amount • Unsecured: 100% on outstanding amount.
Loss Asset	A loss asset is one where loss has been identified by the bank or internal / external auditors or RBI inspection, but the amount has not been written off, wholly or in part. Considered uncollectible and ideally such loan should be written off.	• 100% on outstanding amount.

Factors responsible for NPAs:

The following factors confronting the borrowers are responsible for incidence of NPAs in the banks:-

(i) Diversion of funds for expansion/modernization/setting up new projects/helping promoting sister concerns.

(ii) Time/cost overrun while implementing projects.

(iii) External factors like raw-material shortage, raw-material/Input price escalation, power shortage, industrial recession, excess capacity, natural calamities like floods, accident etc.

(iv) Business failure like product failing to capture market, inefficient management, strike/strained labour relations, wrong technology, technical problem, product obsolescence, etc.

(v) Failure, non-payment/over dues in other countries, recession in other countries, externalization problems, adverse exchange rate, etc.

(vi) Government policies like excise, import duty changes, deregulation, and pollution control orders, etc.

(vii) Willful default, siphoning of funds, fraud, misappropriation, and promoters/management disputes etc.

Besides above, factors such as deficiencies on the part of the banks viz. deficiencies in credit appraisal, monitoring and follow-up; delay in release of limits; delay in settlement of payments/subsidies by Government bodies, etc. are also attributed for the incidence of NPAs.

Nationalised Banks in India:

The banking system in India consists of Commercial Banks and Cooperatives Banks of which the Commercial Banks account for more than **90 percent** of the banking system's assets. Based on the ownership pattern, the Commercial Banks can be grouped into three type i.e. (i) State owned or Public Sector Banks (PSBs) - that is the State Bank of India and its subsidiaries and the nationalized banks (there are 27 PSBs functioning in the country as on 31.3.2014), (ii) Private Banks under Indian ownership, and (iii) Foreign Banks operating in India.

Nationalised banks in India are the major players in Indian banking system dominating the industry. Not only that, the nationalised banks in India also play pivotal role in the economic development of the country at the same time.

The history of nationalization of Indian banks dates back to the year 1955 when the Imperial Bank of India was nationalized and re-christened as State Bank of India (under the SBI Act, 1955). Later on July 19, 1960, the 7 subsidiaries of SBI viz. State Bank of Hyderabad (SBH), State Bank of Indore, State Bank of Saurashtra (SBS), State Bank of Mysore (SBM), State Bank of Bikaner and Jaipur (SBBJ), State Bank of Patiala (SBP), and State Bank of Travancore (SBT) were also nationalized with deposits more than 200 crores

The banking industry in India became a major tool for the development of country's economy by the 1960. The industry also became a large employer creating a number of opportunities for the job-seekers. In order to spread banking infrastructure in rural areas, the then Prime Minister, Indira Gandhi took the initiative to nationalize some commercial banks. She submitted a paper "Stray thoughts on Bank Nationalisation' in the All India Congress Meeting, which got positive feedback. On July 19, 1969, 14 commercial banks were nationalized, which got presidential approval on August 9, 1969.

In 1980, in order to provide government more power and command over credit delivery, six more commercial banks in India were nationalized. In 1993, New Bank of India merged with Punjab National Bank (PNB), which brought the number of nationalized banks in India to 19. It's also the only merger between two Indian nationalized banks. In the following years, the nationalized banks in India saw a growth rate of around 4%, which was close to average growth rate of country's economy.

Trends of NPAs in Nationalized Banks:

Source: RBI data (www.rbi.org.in)

Gross and Net NPAs of Nationalised Banks from 2008-09 to 2012-13 (Amount in Rs. Million)						
	Advances		**Non-Performing Assets**			
	Gross	**Net**	**Gross**		**Net**	
Year (End-March)			**Amount**	**As % of Gross Advances**	**Amount**	**As % of Net Advances**
2012-13	31412861	30935500	1016834	3.24	619362	2.00
2011-12	25033741	27253162	667951	2.67	391546	1.44
2010-11	21769667	23102793	429074	1.97	212640	0.92
2009-10	17464003	18430819	354703	2.03	161831	0.91
2008-09	15356019	15197619	268038	1.75	102863	0.68

Gross NPAs and Net NPAs of Nationalised Banks in India
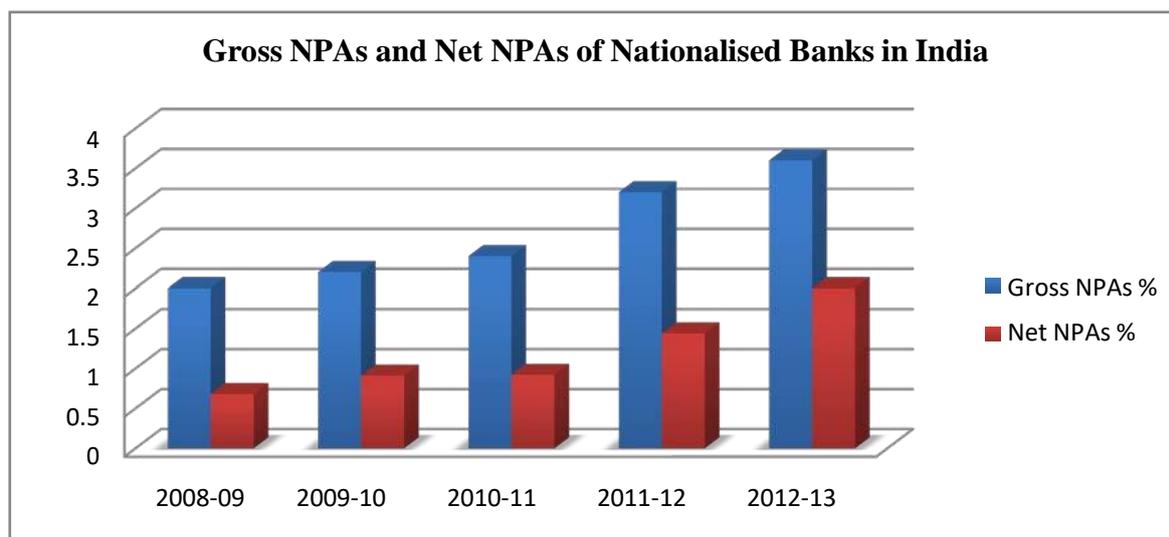
The above Table and Graphs depicts the trends of gross and net NPAs of Nationalised Banks in India from 2008-09 to 2012-13. The amount of Gross advances of the same has increased from Rs. 15356019 million to Rs. 31412861 million (i. e. 104.56%) from 2008-09 to 2012-13. Further, the amount of Gross NPA has also increased from Rs. 268038 million to Rs. 1016834 million (i. e. 279.36%) during the period (2008-09 to 2012-13). Similarly, GNPA percentage is also showing the increasing trend from 1.75 to 3.24 in same period. A similar trend is observed in the case of Net NPA (NNPA) to net advances which increase from 0.68 percent in 2008-09 to 2 percent in 2012-13.

Share of Gross NPA of Nationalized Banks in Public Sector Bank

| Year (End-March) | Gross NPA | | Share of Gross NPA of Nationalized Banks in Public Sector Bank (%) |
| | Public Sector Banks | Nationalized Banks | |
	As % of Net Advances	As % of Net Advances	
2012-13	3.61	3.24	89.75
2011-12	3.17	2.67	84.23
2010-11	2.31	1.97	85.28
2009-10	2.27	2.03	89.43
2008-09	2	1.75	87.50

Source: Computed using RBI data (www.rbi.org.in)

Share of Gross NPA of Nationalized Banks in Public Sector Banks could be said to be stable without major fluctuations.

Reasons for growing NPAs in the current perspective:

The rising NPAs in recent period can attributed to the affects of the global recession coupled with internal factors like the slowdown in the domestic economy which had adversely affected the performance of corporate as well as small and medium enterprises leading to a negative impact on credit quality. The asset quality of nationalized banks aggravated in comparison to private sector banks as big ticket corporate loans form a larger share of the credit portfolio for nationalized banks.

Another reason for sudden rise in gross NPAs of nationalized banks was reported to be on account of a shift to system based recognition of NPAs from a manual one. Prior to this the computation for most banks was worked out manually at branch level and was therefore subject to discretion of managers. The RBI in its Financial Stability Report, December 2013 has indentified five sectors - Infrastructure, Iron and Steel, Textiles, Aviation, and Mining as the stressed sectors. Nationalized banks have high exposures to the industry sector in general and to such stressed sectors in particular. Increase in NPAs of banks is mainly accounted for by switchover to system-based identification of NPAs by nationalized banks, slowdown of economic growth, and aggressive lending by banks in the past, especially during good times. As nationalized banks dominate the Indian Banking Sector and increase in the NPAs of nationalized banks is matter of concerns, steps are being taken to improve the situation.

Initiatives taken by the government:
Some recent initiatives taken by the government to address the rising NPAs include:-
- Appointment of nodal officers in banks for recovery at their head offices/zonal offices/for each Debts Recovery Tribunal (DRT).
- Thrust on recovery of loss assets by banks and designating asset reconstruction companies (ARC) resolution agents of banks.
- Directing the state-level bankers' committees to be proactive in resolving issues with the state governments.
- Sanction of fresh loans on the basis of information sharing amongst banks. Conducting sector / activity-wise analysis of NPAs.
- Close watch on NPAs by picking up early warning signals and ensuring timely corrective steps by banks including early detection of sign of distress, amendments in recovery laws, and strengthening of credit appraisal and post credit monitoring.

Conclusion:
The NPAs have always been a big worry for the banks in India. It is just not a problem for the banks; they are bad for the economy too. The money locked up in NPAs is not available for productive use and adverse effect on banks' profitability is there. The extent of NPAs is comparatively higher in Nationalised banks. A reason for NPAs increasing is the guided lending for banks. To meet the national goals at times, quality of appraisal is relaxed which later creates problems. There are many other causes which are also responsible for accumulation of NPAs, some of them are faulty credit management, lack of professionalism in the work force, unscientific repayment schedule, mis-utilization of loans by user, lack of timely legal solution to cases filed in different courts, political interference at local levels and waiver of loans by government have also been contributing to mounting NPAs in India

Nationalised Banks are facing more problems than the private sector banks. Nationalised Banks should take care to ensure that they give loans to creditworthy customers as prevention is always better than cure.

References:
1. Ahmad, Zahoor and Dr. Jegadeeshwaran, M. (2013), "*Comparative Study on NPA Management of Nationalised Banks*", International Journal of Marketing, Financial Services & Management Research, Vol.2, No. 8. Retrieved 2015, January 24 from http://indianresearchjournals.com/pdf/ijmfsmr/2013/august/7.pdf.
2. Dr. Sontakke, Ravindra N. and Tiwari, Chandan (2013), "*Trend Analysis of Non Performing Asset in Scheduled Commercial Banks in India*", International Journal of Application or Innovation in Engineering & Management (IJAIEM). Retrieved 2015, January 24 from http://www.ijaiem.org/RATMIG-2013/MGT%2010%20Trend_Analysis_of_NPA_in_Scheduled_Commercial_Banks_in_India.pdf.

3. Gordon, E., and Natarajan, K., (2010) *"Banking Theory, Law and Practice",* 22nd Revised Edition, Mumbai: Himalaya Publishing House.

4. http://kalyan-city.blogspot.com/2011/07/non-performing-assets-npa-meaning-types.html viewed on 25th January 2015.

5. http://www.indianmba.com/Faculty_Column/FC56/fc56.html viewed on 25th February 2015.

6. Jhamb, Sakshi and Jhamb, H. V. (2013), "*NPAs of Nationalised Banks of India: A Critical Review*", International Journal of Current Research and Academic Review, Volume 1, Number 4, pp. 17-26. Retrieved 2015, January 25 from http://www.ijcrar.com/vol-4/Sakshi%20Jhamb%20and%20H.V.Jhamb.pdf.

7. Rajeev, Meenakshi and Mahesh, H. P. (2010), "*Banking Sector Reforms and NPA: A Study of Indian Commercial Banks*", The Institute for Social and Economic Change, Bangalore. Retrieved 2015, January 27 from http://www.isec.ac.in/WP%20252%20-%20Meenakshi%20Rajeev%20and%20H%20P%20Mahesh.pdf.

8. Reddy, K. Prashanth, "*A comparative study of Non Performing Assets in India in the global context- similarities and dissimilarities, remedial measures*", Indian Institute of Management, Ahmedabad. Retrieved 2015, January 23 from http://www.crisil.com/youngthoughtleader/winners/2002/topic3-Prashanth-Reddy-IIM-AHM.PDF.

9. Srinivas, K. T. (2013), "*A Study on Non- Performing Assets of Commercial Banks in India*", International Monthly Refereed Journal of Research In Management & Technology, Volume II. Retrieved 2015, January 29 from http://www.abhinavjournal.com/images/Management_&_Technology/Dec13/10.pdf

******

SWOT ANALYSIS ON INDIAN IT AND ITES SECTOR

Prof. Khalate Santosh Balasaheb

Email: santoshbkhalate@gmail.com

Mobile: 9763439775

Institute: PDEA's Mahatma Phule Institute of Management,

Hadapsar, Pune-28(INDIA)

Abstract:

Now-a-days, India has come up in the fields of IT and ITES. Information technology refers to a broad term spectrum comprising of new communication and computing technologies. The Indian IT and ITES sector has weathered this storm as well. It is indeed creditable that the IT industry in India has continued its healthy growth since 1998. In 1984, under the rule of Prime Minister Rajiv Gandhi, various efforts were made to develop IT industry in India. NASSCOM provides facts and figures about the growth of the IT and ITES industry in India and to facilitate the business and trade in software and services. The share of IT and ITES industry is 5.5 percent of gross domestic product (GDP) in Indian economy according to NASSCOM. The prime aim of this paper is to analyses the growth and performance of IT and ITES industry in India and SWOT analysis of IT and ITES industry in India.

Key Words: Information Technology, ITES, Industry, SWOT analysis.

Introduction :

SWOT analysis is a strategic planning method used to evaluate the Strengths, Weaknesses, Opportunities and Threats involved in a project in a business venture. It involves specifying the objectives of the business venture or project, and identifying the internal and external factors that are favorable and unfavorable to achieve those objectives. A SWOT analysis helps elucidate strategic advantages. Strengths are attributes of the person or company helpful in achieving the objective(s), while weaknesses are attributes of a person or company, harmful in achieving the objective(s). Opportunities are the external conditions, helpful in achieving the objective(s) and threats are external conditions which could do damage in the objective(s).

India being one of the world's most populous countries naturally has a large pool of human resources. Government's continued investment in higher education since independence in terms of establishment of educational institutes as well as subsidization of education have produced a pool of knowledge-workers capable of performing skilled and specialized tasks. Already having a strong IT sector helped further to develop India's IT-enabled services sector. In addition, due to the rupee dollar exchange rate, Indian

employment turned out to be considerably less expensive for the US business enterprises. Traditionally, English language skill is also high amongst the Indian population compared to other Asian countries.

After the economic reforms of 1991-92, major financial incentives provided by the Government of India and the State Governments, like liberalization, elimination of duties on imports of information technology products, relaxation of controls on both inward and outward investments and foreign exchange, Software Technology Parks (STP), and Special Economic Zones (SEZ), has enabled India to good position in world's IT scenario. In order to improve and to promote Indian IT sector, the Government of India had set up a National Task Force on IT and Software Development to examine the feasibility of strengthening the sector. Venture capital has been the main source of finance for software sector around the world. In line with the international practices, norms for the operations of venture capital funds have also been liberalized to boost the industry. The Government of India is also actively providing financial incentives and liberalizing norms for FDI and raising capital abroad.

According to NASSCOM, in fiscal year 2014, India's information technology and business process management (IT-BPM) industry will add $12-15 billion incremental revenue, to existing industry revenues of $118 billion. During FY 2014, industry's exports are estimated to grow 13 per cent at $86 billion, with domestic revenues up 9.7 per cent at Rs. 1,910 billion. NASSCOM reports also stated that the industry added 160,000 employees in 2013, and provided direct employment to 3.1 million people and indirect employment to 10 million people. Exports by India's IT outsourcing sector are expected to rise 13-15 percent in the fiscal year starting April 2014, as an improving global economy encourages banks and companies to boost spending on technology. NASSCOM has forecasted IT services exports in 2014-15 to rise to as much $99 billion. The increase in growth rate compares with an estimated 13 percent rise in fiscal year 2014. It also states that the Indian IT and ITeS industry is likely to grow to about $300 billion by 2020, focusing on areas like e-commerce, software products and the IT market.

Employment Trends: The IT and ITeS sector has generated massive employment in the past and continues the trend of providing jobs. With online shopping, social media and cloud computing flourishing more than ever before, there is great demand for IT professionals in e-commerce and business to consumer firms.TCS recently hired 20,000 fresh graduates from all over India in 2013 and other organizations like Wipro, Infosys, IBM and Dell among others also add highly to the employment rate. After Bangalore – the silicon city of the country, Pune is also on a hiring sphere. The IT and ITES sector are likely to grow 12-15% in the year 2014 and Pune is amongst the top 3 preferred cities for these tech jobs. With the immense opportunities that the government has to offer to the IT/ITES companies a number of MNC's are investing in India. Companies like HCL Technologies, Cognizant Technology Solutions, Tata Consultancy Services, Accenture, Capgemini, Amazon, Delloitte Consultancy and Microsoft Corporation among others are highly investing in Indian lands. Cities like

Hyderabad, Trivandrum, Chennai, Delhi-NCR, Bangalore, Mumbai and Pune together are providing jobs to a huge number of people.

Internet Trends: With the internet rapidly becoming a part of our daily lives the job opportunities are on an accelerated boost. Cloud computing, social media and mobility analytics are the reasons for growth in global technology. Internet shopping, cyber security, wearable computing, socially enabled business process, battery and power technologies, mobile customer engagement and business analytics are the areas of options available for job opportunities in the country. Internet and Mobile Association (IAMAI) reported that the estimated users of internet in India by June 2014 is 243 million and is expected to overtake the USA as the second largest Internet base in the world. In October 2013, India had 20.5 crore and is on a 40 percent growth per year. Other than watching videos online and listening to songs, there are huge numbers of users that download mobile value added services. Social networking is a rage in itself and continues to have a 75 percent of users engaging actively in it.

Objectives of the Paper

The objectives of this paper are mainly two (i) to make an overall study of the IT Industry of India, (ii) to study the SWOT analysis of IT Industry of India (its strengths, weaknesses, opportunities and threats). IT sector is one of the grown and still more growing industries. There are many pitfall occurs still GDP of IT and ITES is in increasing order. IT-ITES industry has become one of the most significant growth catalysts for the Indian economies. IT sector a knowledge based industry has the tremendous potential of becoming an engine of accelerated economic growth, productivity improvement for all sectors of the Indian economy and means of efficient governance.

What is IT/ITeS?

The IT and ITeS sector comprise of services that are related to information technology, research and development services as well as engineering designs, hardware and BPO.
IT: The application of computers and telecommunication equipment to store, transmit, retrieve, and manipulate data, in context of business or an enterprise.
ITeS: Information technology enabled services (ITES), is a form of outsourced service which has emerged due to involvement of IT in various fields such as banking, finance, telecom, insurance among others. Some of the examples of ITES are medical transcription, back-office accounting, insurance claim, credit card processing and many more.

Discussion and Findings

IT sector in India has been one of the most significant growth contributors for the Indian economy. The IT and Information Technology enabled Services (ITES) sectors go hand-in-hand in every aspect

Why is the sector growing?
- Rapid industrialization and growth of IT parks in the country
- Partial privatization of telecommunication
- Development of SEZ; which also help IT companies get tax benefits
- A large number of resources readily available in the country
- Low operating costs
- Tax breaks and sops offered by the government

Indian ITES Industry

The information technology (IT) and information technology enabled services (ITES) industry has been one of the key driving forces fuelling India's economic growth. The industry has not only transformed India's image on the global platform, but also fuelled economic growth by energizing the higher education sector (especially in engineering and computer science). It has employed almost 10 million Indians and hence, has contributed a lot to social transformation in the country. Further more, Indian firms, across all other sectors, largely depend on the IT & ITeS service providers to make their business processes efficient and streamlined. The Indian manufacturing sector has the highest IT spending followed by automotive, chemicals and consumer products industries. Indian organizations are turning to IT to help them grow business in the current economic environment. IT is seen as a change enabler and a source of business value for organizations by 85 per cent of the respondents, according to a study by VMware.

The Indian IT-business process outsourcing (BPO) sector, including the domestic and exports segments continue to grow from strength to strength, witnessing high levels of activity both onshore as well as offshore. The companies continue to move up the value-chain to offer higher end research and analytics services to their clients.

Market size

The growth in the Indian IT industry is expected to be around 30 per cent and the overall sales are projected to touch US$ 17 billion in FY 15, according to Manufacturers' Association of Information Technology (MAIT).The Indian IT infrastructure market - comprising server, storage and networking equipment - is expected to grow by four per cent in 2014 to touch US$ 1.9 billion, according to Gartner. The IT services market in India is expected to grow at the rate of 8.4 per cent in 2014 to Rs 476,356 million (US$ 7.88 billion), according to International Data Corporation (IDC).Indian insurance companies plan to spend Rs 117 billion (US$ 1.93 billion) on IT products and services in 2014, a 5 per cent increase from 2013, as per Gartner. Indian enterprises are enhancing their IT security operations capabilities across departments. The Indian market for security infrastructure and services is expected to grow from US$ 989 million this year to US$ 1.4 billion by 2017, as per Gartner.

Investment

Indian IT's core competencies and strengths have placed it on the international canvas, attracting investments from major countries. According to data released by the Department of Industrial Policy and Promotion (DIPP), the computer software and hardware sector attracted foreign direct investment (FDI) worth Rs 60,503.21 crore (US$ 10.01 billion) between April 2000 and June 2014.

Some of the major investments in the Indian IT and ITES sector are as follows:

- Tata Communications plans to invest more than US$ 200 million to double its data centre capacity in India to 1,000,000 square feet over three years.
- Wipro has bagged a US$ 1.2 billion outsourcing deal from Canadian utilities major ATCO. As part of the deal, Wipro will take over the IT subsidiary of ATCO, ATCO I-Tek, in an all-cash deal worth US$ 195 million.
- L&T Technology Services has bought 74 per cent equity stake in Thales Software India Pvt. Ltd, to strengthen its avionics business. This collaboration will enhance L&T's expertise in high-end avionics software.
- The Technopark-Technology Business Incubator plans to set up 'OpeniSpace', an open innovation space on its campus, for innovators and young student entrepreneurs. The 'OpeniSpace' start-up space will provide plug-and-play facilities with 4 to 12 seats along with Wi-Fi internet connectivity for young entrepreneurs.
- Mphasis has announced the launch of an e-Surveillance and Power Efficiency Solution 'ProTecht', in partnership with Delta Power Solutions. The partnership will enable Mphasis Payment Managed Services (MPMS), to offer the most comprehensive single window solution for ATM security and power efficiency innovation across the ATM industry.
- Apax Partners has bought a 1.5 per cent stake worth Rs 57.84 crore (US$ 9.56 million) in software products and services provider Persistent Systems in a public market transaction.

Government Initiatives

The Government of India played a key role with public funding of a large, well-trained pool of engineers and management personnel who could forge the Indian IT industry. The Central Government and the respective state governments are expected to collectively spend US$ 6.4 billion on IT products and services in 2014, an increase of 4.3 per cent over 2013, according to a study by Gartner.

Some of the major initiatives taken by the government to promote IT and ITeS sector in India are as follows:

- The Government of India plans to reduce the requirement of the built up area from 50,000 square meters to 20,000 square meters and capital conditions for FDI from US$ 10 million to US$ 5 million for development of smart cities. It has allocated a sum of Rs

7,060 crore (US$ 1.16 billion) in the current fiscal for the project of developing 'one hundred Smart Cities'. The Government of India also plans to launch a pan India programme 'Digital India' with an outlay of Rs 500 crore (US$ 82.71 million).

- The government has pledged to support the growth of domestic information technology capabilities in both hardware and software focused on enabling the timely delivery of citizen services and creating new jobs opportunities, especially in rural areas.

- India plans to set up industrial parks in the pharmaceutical and information technology (IT) sectors in China to strengthen India-China trade and investment ties.

- The Government of India will develop new manufacturing clusters for electronic goods in eight cities as part of its agenda to boost manufacturing, according to Mr Ravi Shankar Prasad, Union Minister for Communications and Information Technology, Government of India.

- More than 20 small and medium enterprises (SMEs) in the IT sector have recently received land allotment letters from the Government of Punjab to set up their units with an investment of Rs 500 crore (US$ 82.71 million).

Factors Influencing Growth of the Industry

Indian IT companies have set up over 600 delivery centers across the world and are engaged in providing services with presence in over 200 cities across 78 countries. India continues to maintain leadership position in the global sourcing arena, accounting for almost 55 percent of the global sourcing market size in 2013 as compared to 52 percent in 2012.The IT sector has employed almost 10 million Indians and, hence, has contributed significantly to social transformation in the country (Report of Twelfth Five Year Plan 2012–17)).

SWOT Analysis of Indian ITES Industry
Strengths
- Highly skilled, English-speaking workforce.
- Abundant manpower
- Cheaper workforce than their Western counterparts. According to Nasscom, The wage difference is as high as 70-80 percent when compared to their Western counterparts.
- Lower attrition rates than in the West.
- Dedicated workforce aiming at making a long-term career in the field.
- Round-the-clock advantage for Western companies due to the huge time difference.
- Lower response time with efficient and effective service.
- Operational excellence
- Conducive business environment

Weaknesses
- Rise in the level of attrition rates among IT and ITES workers.
- The cost of telecom and network infrastructure is much higher in India than in the US.

- Manpower shortage
- Marketing problem
- Cultural difference
- Legal lacuna
- Local infrastructure
- Political opposition from developed countries

Opportunities

- To work closely with association like nasscom.
- Indian ITES companies should work closely with Western governments and assuage their concerns and issues.
- India can be branded as a quality ITES destination rather than a low-cost destination.
- $69 billion ITES business by 2010
- Market potential

Threats

- The anti-outsourcing legislation in the US state of New Jersey. Three more states in the United States are planning legislation against outsourcing Connecticut, Missouri and Wisconsin.
- Workers in British Telecom have protested against outsourcing of work to Indian BPO companies.
- Other ITES destinations such as China, Philippines and South Africa could have an edge on the cost factor.
- Slowdown of demand

Conclusion

Huge success of Indian IT and ITES industry, there are still many constraints in the growth of IT and ITES sector. Majority of Indian IT firms, are small in size, hence cannot explore full potential of global opportunities in this sector. Indian IT and ITES industry is also dependent on USA market for exports, which is another negative aspect of this industry. Both the government and the industry will have to take effective steps for promoting research and development (R&D) and quality standards. Government should provide adequate and efficient infrastructure to facilitate future growth of this industry. After analyzing the key strengths, weakness, threats and opportunities, it is believed that the IT & ITES industry in India will grow at a rate, which is more than what the present estimates show.

References:

1. Asheref, Illiyan. (2008) Performance, challenges and opportunities of Indian software export. *Journal of Theoretical and Applied Information Technology,* Retrieved December

10, 2014. From http://www.jatit.org/volumes/research-papers/Vol4No11/11Vol4No11.pdf

2. Chandrasekaran, N. Annual Report 2012-13 *NASSCOM* Retrieved 2014, August 16 from http://www.nasscom.in/sites/default/files/Annual_Report_2012-13.pdf

3. Cherunilam, Francis, *Business Policy and Strategic Management*, 3rd Ed. Mumbai: Himalaya Publishing House, 2010.

4. Dutta, Soumitra and Bilbao-Osorio, Benat (2012). The Global Information Technology Report 2012: Living in a Hyper connected World, *The World Economic Forum and INSEAD*. Retrieved September 26, 2014, from http://www3.weforum.org/docs/Global_IT_Report_2012.pdf

5. Kazmi, Azhar, *Strategic Management and Business Policy*, 3rd. Ed., New Delhi: Tata McGraw Hill Education Pvt. Ltd., 2011.

6. National Skill Development Corporation, Human Resource and Skill Requirements in the IT and ITES Sector. Retrieved 2014, August 10. From http://www.nsdcindia.org/pdf/IT-ITES-Industry.pdf

7. Rao, P. Subba, *Business Policy and Strategic Management*, 2rd Ed. Mumbai: Himalaya Publishing House, 2010.

8. Sonawane, M. B. (2013) Service sector: challenges & Opportunities. *Abhinav National monthly refereed journal of research in commerce & management,* Volume No.2, Issue No.1 Retrieved December 5, 2014, from http://www.abhinavjournal.com/images/Commerce_&_Management/Jan13/11.pdf

9. Singh, Sanjay. (2006) Information Technology in India: Present Status and Future Prospects for Economic Development. *Directions: The Magazine of IIT Kanpur*, Volume 7, No. 4. Retrieved December 11, 2014, from http://www.iitk.ac.in/directions/ may2006

******

A Study on Stress Management for primary teacher

Prof. ShitalDilipSonawane

Email: shitalsonawane795@gmail.com
Mobile: 7447494305
Pune District Education Association's Mahatma Phule Institute of Management and computer studies

Hadapsar Pune

Abstract:

Higher Education and Higher Education Research
Longterm social and personal costs, particularly those related to mental

health and health behaviors. Difficult behavior management is a cause of stress and burnout among teachers, ultimately leading to the resignation of many teachers. Interventions to improve parenting are not easily transferable to classroom issues, and most affected parents are not vulnerable to these interventions.

Therefore, respecting teachers' ability to manage behavior and promoting social-emotional skills can improve the mental health and well-being of children and adolescents and benefit any child who is subsequently trained by an accepted teacher. for training.

Methods/Design: The Magic Years Teacher Classroom Management (TCM) Curriculum, A Cluster Randomized Controlled Trial (RCT) of Combined Economic and Process Evaluation.

One teacher of children aged 4-9 from 80 schools in the South West Peninsula will be selected from either TCM (intervention group) or 'normal teaching' (control group). The primary measure will be the total difficulty score of the Quality and Distress Questionnaire (SDQ) completed by the current home teacher before randomization and at 9, 18, and 30 months and added by the Parent SDQ. Secondary measures include academic achievement (teacher feedback through direct assessment in the model), children's enjoyment of school, teacher-reported self-efficacy, burnout, and stress levels from a sample questionnaire of classroom teachers on cognitive skills.

Cost information for financial assessment will be based on parent's knowledge of services receiv

ed. The cost-
effectiveness of using the SDQ as an intervention measure will be evaluated during RCTs and us
ing long-term decision-
making models. Evaluation of the system will use quantitative and qualitative methods to evaluat
e the integrity of the model and to explore the knowledge of administrators and teachers in TCM
and to investigate schools that affect the translation of academic knowledge into practice.

 As measured by teachers completing 4 Strong and Common. Questionnaire (SDQ) with direct

observation, parent SDQ, and report (if any) on how the child feels about school.
• Evaluate whether TCM improves academic performance, as measured by teacher evaluation of
Student Development (APP) cross-validated with standardized tests and current SATS.
● Evaluate whether there is improvement in quality-
availability and performance over the next two years.
• Whether TCM reduces 'burnout' and whether
improves teachers' performance and well-
being was assessed using the Maslach Burnout Scale, Teacher Self-
report Questionnaire and Everyday Questionnair.

Keywords: behavior management, Socio-emotional regulation, Mental health, Children, Cost-
effectiveness

Introduction of stress Management
Stress has a connection between the body and the mind.
includes EU-stress (Positive stress) and De-stress (Negative stress)

EU - Stress: - This stress has a positive effect, eg support It is always stressful during the test.
Reduce stress: - This stress can lead to stress and health problems.

PTSD

1) Sudden wind change.
2) The death of a loved one.
3) External threats.
4) Some sudden changes in your life
5) Your own desires and behaviors About the
Model
• The Inverted U Model (also known as the Yerkes-
Dodson Law) developed by psychologists Robert Yerkes and John Dodson. last in 1908

They see no reason to work hard at work

2) The middle of the graph shows that people work best. They are not
overloads where they start to fight.
They are in a very productive state where they can do their best.
3) The right side of the picture shows that they are working under stress. They may be scared.
They go through the number and scale of competition required for their

 color.

Psychometric Disorders

There are 4 physiological factors that are affected by stress and anxiety.

• Respiratory diseases are generally associated with asthma, bronchitis, rhinitis, allergies.
• Digestive system The most common diseases caused by stress are constipation, irritable bowel
syndrome, gas ulcers.
• Circulatory system: High blood pressure or
• Diseases with low blood pressure, heart attack, stroke.
The skin covering the body is affected and affected by stress, so allergies and diseases can enter
our body. Arctic conditions, eczema, psoriasis and allergies.

Poverty

• Learn and practice yoga
• Eat healthy
• Cut out caffeine and sugar
• Take care of yourself
• Be in touch with nature
• Listen to music
• Watch comedy Work in the garden
• Get a massage
• Avoid alcohol, tobacco and drugs
• Get enough sleep
• Read motivational books
Stressful thoughts

Stress is a commodity of being human in today's life

1) A little stress gives you temporary relief.

2) A little stress will help you forever.
Life becomes happier when stress management techniques are used.

Literature review:

Studies have explored how school management affects the known and unknown lives of students , but little is known about principals in school practice when addressing school climate issues. This study provides a qualitative review of the literature on district participation in school climate, focusing on the models, methods, and tools used. The results revealed four dimensions: community, security, risk, and academic performance. District leaders focused on teacher stress and violence, as well as the well-being of students and staff. Experienced decision making available

has a positive impact on school performance, but accountability can affect these results. Our review confirms that local leaders should have the support needed to set goals and measure the progress of successful strategies to address indoor climate issues.

Studies have shown that learning is affected and predicted by school climate (SC) (Barile et al., 2012). A positive climate enhances security (Benbenishty & Astor, 2005), prevents and reduces violence and bullying (Karcher, 2002a, 2002b; Skiba, 2015), promotes health and wellness and respect for diversity (Berkowitz & Bier, 2005), and mental health and substance abuse. abuse risk (NSBA, 2017).

The focus of research on school safety has always been at the university level (Berkowitz, Moore, Astor, & Benbenishty, 2017), while the regional level has not been explored much (Campbell & Fullan, 2006).

The central school level or school district is the body that shows the needs and information flow between the school and the secondary level (school, care, etc.), conveys the needs of the school to the secondary education level and / or downloads the needs. . and policies for the school at the policy and school district levels (Campbell & Fullan, 2006).

School districts have an important responsibility to improve the quality of education and thus maintain the school climate of the school (Anderson, Leithwood, & Strauss, 2010). However, the relationship between district and school climate is still unclear. There are gaps in the literature on how school districts manage school safety, how they understand it, and which actors are involved in this process.

In this study, we aim to explore how the school district can help by adding additional methods and different perspectives on how to manage the school climate.

To do this, we conducted a comprehensive review of the research literature on how school districts respond to school climate. Our task is to a) define the concept of school climate, b) the process, evaluation unit and standards; c) regional strategies and processes.

The school climate created
The concept of school climate from the concept of organizational climate of the organization
. In this sense, the past in the early 60s was used to identify differences in working life that affect the organization's business, such as health, reduction changes, rotations, absences, and sick leave (Zullig, Koopman, Patton, and Ubbes).). , 2010).
In this case, school policies should be associated with learning and teaching from the beginning, showing that a good school climate creates a good learning environment (Thapa, Cohen, Guffey & Higgins-D'Alessandro, 2013).
Therefore, there does not seem to be a fit between this model and the dimensions that define it (Cohen, McCabe, Michelli, & Pickeral, 2009). However, recent research has shown that school climate perception has to some extent at least four dimensions: a) safety, b) education, c) society, and d) workplace (Wang & Degol, 2015). School safety refers to the level of order and presence, as well as the physical and emotional security that the school provides to its members. Security is generally understood to include three components: physical security, emotional security, and decision-making and discipline.
Additionally, international research shows the importance of education and training by considering three challenges: leadership, teaching and learning, and the development of action work. Accordingly, community is understood as the quality of interaction in the school and has four dimensions: relationships, connections, respect for differences and cooperation in the community. Finally, school environment refers to the suitability of the school environment and includes three sub-dimensions: adequate environment (eg, warmth and lighting), organizational structure and disciplinary capacity (Devine & Cohen, 2007; Thapa et al.
, 2013; Wilson, 2004).
Another concern relates to school safety measures. The literature proposes different strategies to measure school safety. Surveys or questionnaires for students, teachers or parents are often used for this, only some studies include the views of many participants, and only 8% of the studies reviewed by Wang and Degol (2015), who used focus groups to measure school climate, were used.
. Once upon a time, Halpin Research in this area began in 1963 and with a report in Croft (1963) on research linking school climate with learning.
In the 80s, school safety was recognized as one of the most important topics in school research (Anderson, 1982; Bryk & Schneider, 2002), showing positive results for student education, health, and development
.
In addition, other studies have identified the mediation of school climate between connectedness and participation (Wang & Holcombe, 2010) and security (Benbenishty & Astor, 2005). Finally,

other researchers have shown that the relationship between socioeconomic status (SES) and academic achievement varies according to school climate (Chema & Kitsantas, 2014).

Management and administration: its effects on regional education

Historical management is a concept that is widely used in public and private fields and in local, regional and national projects (Truss, Mankin, & Kelliher, 2012).
In the case of training, the concept of management is applied to a set of strategies for coordinating processes to achieve the organization's goals and objectives.
Therefore, the process includes planning, managing, organizing, coordinating and evaluating resources for learning outcomes (Okumbe, 1998; Truss et al., 2012).
This perspective is closely related to the effectiveness and efficiency of responding to the goals of educational organizations (Spaulding, 1977), as well as the ideas and practices for development, performance and their evaluation (Bell, 2002; Eacott, 2008). . In this context, data-driven and data-driven decision-
making tools are of interest in many contexts, ultimately providing important information on the subject and further educational configuration (Schildkamp,
Lai, & Earl, 2013). While some of these are in the form of standards and quality control, some are in the form of projects and interventions in the village and region (Hoogland et al., 2017).
2016; Salis, 2014).
Lewin (2015) noted that important issues such as social inequality, educational outcomes, management and responsibility, and changes in the education process provide tools for designing, monitoring and evaluating policies and education plans. Therefore, as Lewin (2015) stated, resource development is also an important issue in the planning and management of education. This includes strategies such as support for education workshops and education leaders, encouraging the collaborative efforts necessary for education change, and collaboration.
This also considers organizations that share values
and interests, cultural collaboration, community participation and collaboration (Connolly & James, 2006; Glatter, 2003).
Management skills and coordination and cooperation among stakeholders (students, parents, teachers, school staff, etc.) Management conflict and work. In addition, important management issues arise such as standards, accountability, education policy, transparency and independence issues in education administration, mainly the process used by monitoring organizations to manage, review or evaluate progress and results (Eacott, 2008; Levacic, 2008).
Also, the literature on educational administration for educational administration and leadership (Bolam, 2004). A significant portion of educational research has focused on the role of school teachers and administrators (Cothran, Kulinna, & Garrahy, 2003).
However, they need the support of a school district or district leader/principal to be successful (Bush, 2007; Uribe et al., 2016). Therefore, especially in the United States, school districts have an important role in leadership and management as part of the organizational process of school supp

ort. The literature shows that the role of schools is important in providing and supporting ideas for change, as in educational reform (Phelps & Addonizio, 2006; Spillane, 1996). Findings may prove that district leaders involved in goal setting are more likely to manage change and have a longer tenure, so boys who follow a particular culture (Eliff, 2012) learn to do better (Pascopeella, 2011).

In many different contexts, local leaders need to address issues of personal agency, responsibility, status and power (Briggs, 2007; Busher, 2006). However, most of the research on the characteristics of effective schools ignores the role of district leadership (Anderson, 2003). It is therefore unclear what the district's primary responsibility is for the benefit of students and the school environment.

Result. Our findings show that teachers found the TCT course very useful.

This has been discussed with other good studies and many others in the field.

Inappropriate behavior in the classroom is so common (Sullivan, Johnson, Owens, & Conway, 2014) that many teachers feel they do not have enough training to deal with it, which can only affect the well-being of the classroom environment but the influence of the teacher on themselves – performance, stress and violence level (Jennings & Greenberg, 2009). Teachers in the UK report higher levels of chronic stress than the general population (Titheradge et al., 2019). High job dissatisfaction and constantly competing demands may be the reason why four out of 10 teachers resign less than a year after qualifying (Weale, 2015).

Education to support teachers in managing challenging behaviors in the classroom will help reduce teacher stress and burnout, encourage the development of children's behavior and behave well, and create a positive environment in the classroom where students learn better (Webster-Stratton & Reed, 2004). .

Wonder Years® (IY) Teacher Classroom Management (TCM) is part of the suite of three classrooms designed to reduce behavior problems in children (Webster-Stratton, Reinke, Herman, & Newcomer, 2011). It is based on empirically based theories, including Patterson's theory that crime and violence are governed by the relationship between adults and children (Ptatterson, 1982), Bandura's theory of modeling and self-concept (Bandura, 1977) and Piaget's. development (Piaget & Inhelder, 1962). TCM is an excellent handbook with clear guidelines for education, supervision, and fairness, but allows for the "ethics" chosen by group leaders in a variety of ways to best present the curriculum according to its content (Webster-Stratton et al., 2011).

The stated purpose of TCM is to improve teachers' classroom management and improve teacher-student relationships, assist teachers in developing good behavior plans, encourage teachers to accept and encourage emotion regulation, and encourage teachers to maintain good teacher-student relationships. . This is done through goal setting, educational reflection, film and theatre, emotional awareness and self-regulation. Teachers are encouraged to implement new ideas and discuss their experiences in class.

TCT programs have been successfully used in many countries in parallel with parenting and/or programs (Webster-Stratton, Reid, & Hammond, 2001, 2004; Webster-Stratton, Reid, & Stoolmiller, 2008) or with Supplementary Information (Baker-Stratton, Reid, & Stoolmiller, 2008). is used. Henningham and Walker, 2009). Many of these experiments were conducted independently and blinded to teacher behavior in the classroom, indicating that teachers who participated in TCM training used positive and negative behavior control strategies and provided clear feedback to students after training (Hickey et al., People, 2016). 2017; Hutchings, Martin-Forbes, Daley and Williams, 2013; Marlowe et al., 2015; Martin, 2009; Murray, Rabiner, Kuhn, Pan and Sabet, 2018). Larger recent trials and meta-analyses suggest that TCM is an effective intervention for pediatric mental health and may be particularly helpful for children who already have depression, but shows no change in teacher management practices or health (Ford et al., 2018).). ; Hickey et al., 2017; Murray et al. 2018; New, 2017).

Evaluating teachers' knowledge of TCM is important for success and will help guide the change process. To date, few studies have taken into account teachers' perceptions of TCM lessons. One study included in-depth interviews with 15 teachers (Baker-Henningham & Walker, 2009), where TCT was promoted through teaching and extensively modified to fit the context. Another interview with 11 teachers after the course and 6 teachers a year later (McGilloway et al.

, 2010) and another study interviewed 21 teachers (Hutchings et al., 2007). Available meta

Objective of stress management for primary teacher

● To assess whether TCM improves teachers' classroom management skills using teacher-reported behavior management strategies in teaching a teacher satisfaction survey.
● Use qualitative methods to explore how teachers use LWM techniques in the classroom and factors that may influence these methods: teaching levels, school safety text, and additional support and advice available to them.
● To evaluate the impact of TCT on teachers' practice after one year of training and its relationship with other behavioral support and school environment report.
The cost and effectiveness of TCM compared to traditional methods were evaluated in the final analysis.
● Use randomized controlled trials and published data to predict outcomes from randomized controlled trials (RCTs) in early adulthood
To explore the long-term costs and benefits of TCM and model greater savings compared to traditional guidelines. long-term view.

Hypotheses:

Ho1: There is no significant difference in the stress level of Primary
teacher who change their 'Life Sciences' at AMU
HO2: There is no significant difference in the stress level of the 'Individual Life' of the Primary
teacher
Ho3: There is no significant difference in the stress level of the Primary teacher

Primary teacher in the different 'Internal Life' There is no significant difference

between life stresses.

Collecting data

Questionnaire

1) What is your name?
2) Write your gender
3) What is your current class level?

Nursery

Primary

4) Write your birthdate

5) What are the usual causes of stress in your life?

Financial issue

Family issue

Work (job related) issues

Health related issues.

6) What are the usual behavioral effects you've noticed at yourself

Change in activity levels.

Decrease efficiency and effectiveness

Difficulty communicating

Increased sense of humor

Change in eating habits

Periods of crying

Increased use of tobacco, alcohol,drugs,

Accident prone

7) What are usual psychological or emotional effects of stress you've noticed at yourself.

Anxiety of fear

Worry about safety of self or other

Irritability or anger

Restlessness.

Moodiness,sadness or depression

Feeling helpless or hopeless

Feeling misunderstanding

8) What are usual physical effect of stress you've noticed at yourself

Increased heart rate and respiration.

Increased blood pressure

Data analysis and Interpretation

Sampling size: There are data analysis of 50 teachers from different schools

1) The gender of Primary teacher
2) Particular No. of primary teacher
   1) female 30

   2) Male   20

2) What are the usual causes of stress in your life?

Particular   No. of primary teacher

2)Financial issue   10

3) Family issue   12

4) Work issue   13

5) Health related issues 15

 Conclusion: Our findings show that teachers found the TCT course very useful. This has been discussed with other good studies and many others in the field.

Inappropriate behavior in the classroom is so common (Sullivan, Johnson, Owens, & Conway, 2014) that many teachers feel they do not have enough training to deal with it, which can only affect the well-being of the classroom environment but the influence of the teacher on themselves – performance, stress and violence level (Jennings & Greenberg, 2009). Teachers in the UK report more persistent stress than the general population (Tithradge et al.
, 2019). High job dissatisfaction and constant competition may be the reason why four out of 10 teachers resign less than a year after qualifying (Weale, 2015). Education to support teachers in managing challenging behaviors in the classroom will help reduce teacher stress and burnout, encourage the development of children's behavior and behave well, and create a positive environment in the classroom where students learn better (Webster-Stratton & Reed, 2004). .
Wonder Years® (IY) Teacher Classroom Management (TCM) is part of the
suite of three classrooms designed to reduce behavior problems in children (Webster-
Stratton, Reinke, Herman, & Newcomer, 2011). Patterson's theory that harm and violence are governed by a cycle of social interaction between adults and children (Ptatterson, 1982), Bandura's theory of modeling and self-
concept (Bandura, 1977), and Piaget's developmental theory (Piaget & Inhelder, 1962).
TCM is an excellent handbook with clear guidelines for education, supervision, and fairness, but allows for "remorse" from a variety of methods chosen by group leaders to best present learning

materials according to their content (Webster-
Stratton et al., 2011). The stated purpose of TCM is to improve teachers' classroom management and improve teacher-
student relationships, assist teachers in developing good behavior plans, encourage teachers to ac cept and encourage emotion regulation, and encourage teachers to maintain good teacher-
student relationships. . This is done through goal setting, educational reflection, film and theatre, emotional awareness and self-
regulation. Teachers are encouraged to implement new ideas and discuss their experiences in clas s.
TCM programs have been successfully implemented in many countries simultaneously with pare nting programs and/or programs (Webster-Stratton, Reid, & Hammond, 2001, 2004; Webster-
Stratton, Reid, & Stoolmiller, 2008) or other teacher aides. (Baker-
Henningham and Walker, 2009). Some of these experiments were conducted independently and blindly on teachers' behavior in the classroom, showing that teachers who participated in TCM tr aining received control strategies, received positive and negative behaviors, and provided clear fe edback to students after training (Hickey et al., 2017); Hutchings, Martin-
Forbes, Daley and Williams, 2013; Marlow et al., 2015; Martin, 2009; Murray, Rabiner, Kuhn, P an and Sabet, 2018). Recent larger trials and meta-
analyses suggest that TCM is an effective intervention for pediatric mental health and may be par ticularly beneficial for children who already have depression, but does not show any change in te acher management practices or health (Ford et al.
2018; Hickey et al., 2017; Murray et al., 2018; New, 2017).
Evaluating teachers' knowledge of TCM is important for success and will help guide the change process. To date, few studies have taken into account teachers' perceptions of TCM lessons.
One study included in-depth interviews with 15 teachers (Baker-
Henningham & Walker, 2009), where TCT was promoted through teaching and extensively modi fied to fit the context. Another interview with 11 teachers after attending the course, a follow-
up study one year later with six teachers (McGilloway et al., 2010) and 21 teachers (Hutchings et al., 2007). next to the dollar.

The ethnography of these studies shows that teachers see many benefits of the curriculum, includ ing a focus on positive behavior and the use of effective strategies, more control and less stress, a nd a greater focus on understanding and learning, the individual needs of children (Nye, 2017). T eachers say that the program has a positive effect on children's social and emotional skills and th ey experience fewer behavioral problems in the classroom (Nye, 2017).

The Services for Teachers and Children in Schools (STARS) trial is the largest clinical trial in C hinese medicine on the psychological and behavioral effects of schoolchildren and health educat ors in the UK (Ford et al., 2018). The present study reports on an outcome evaluation process reg

arding teachers' perceptions of intervention (Hansford et al., 2015). In the STARS trial, 80 primary schools in south-west England were invited to send a teacher to teach Chinese medicine. Schools assigned to the intervention group (n=40) sent their teachers to the TÇY course in the first year they participated in the study, while Onur (n=40) the school assigned to the control group sent their teachers to participate. in a one-year course. after the letter.

The purpose of this article is to: (1) explore teachers' views on whether TCT lessons are beneficial for them and (2) teachers' opinions on whether TCM Learning lessons are beneficial for children or their parents.

References:

1. Collishaw S, Maughan B, Goodman R, Pickles A: Time trends in adolescent mental health. J Child Psychol Psychiatry 2004, 45:1350–1362.

2. Ford T: Expert opinion: How does epidemiology help us plan and deliver mental health services for children and adolescents? J Child Psychol Psychiatry 2008, 49:900–914.

3.Anderson, C. (1982). Finding school climate: A research review.

Research Review, 52(3), 368-420. https

://doi.org/10.3102/00346543052003368

4.Anderson, S.E.

(2003). The role of school districts in education change: A review of the literature. Center for Change in International Education, Worksheet 2.

  5. Anderson, S., Leithwood, K.

, & Strauss, T. (2010). Information Use in Schools: Trends and Practices in Schools and Regions. School Leadership and Policy, 9(3), 292-327. https://doi.

org/10.1080/15700761003731492

A Study on Stress Management for primary teacher

Prof. ShitalDilipSonawane

Email: shitalsonawane795@gmail.com
Mobile: 7447494305
Pune District Education Association's Mahatma Phule Institute of Management and computer studies

Hadapsar Pune

Abstract:

Higher Education and Higher Education Research
Longterm social and personal costs, particularly those related to mental

health and health behaviors. Difficult behavior management is a cause of stress and burnout among teachers, ultimately leading to the resignation of many teachers. Interventions to improve parenting are not easily transferable to classroom issues, and most affected parents are not vulnerable to these interventions.
Therefore, respecting teachers' ability to manage behavior and promoting social-
emotional skills can improve the mental health and well-
being of children and adolescents and benefit any child who is subsequently trained by an accepted teacher. for training.
Methods/Design: The Magic Years Teacher Classroom Management (TCM) Curriculum, A Cluster Randomized Controlled Trial (RCT) of Combined Economic and Process Evaluation.
One teacher of children aged 4-
9 from 80 schools in the South West Peninsula will be selected from either TCM (intervention group) or 'normal teaching' (control group). The primary measure will be the total difficulty score of the Quality and Distress Questionnaire (SDQ) completed by the current home teacher before randomization and at 9, 18, and 30 months and added by the Parent SDQ. Secondary measures include academic achievement (teacher feedback through direct assessment in the model), children's enjoyment of school, teacher-reported self-
efficacy, burnout, and stress levels from a sample questionnaire of classroom teachers on cognitive skills.
Cost information for financial assessment will be based on parent's knowledge of services receiv

ed. The cost-
effectiveness of using the SDQ as an intervention measure will be evaluated during RCTs and using long-term decision-
making models. Evaluation of the system will use quantitative and qualitative methods to evaluate the integrity of the model and to explore the knowledge of administrators and teachers in TCM and to investigate schools that affect the translation of academic knowledge into practice.

 As measured by teachers completing 4 Strong and Common. Questionnaire (SDQ) with direct

observation, parent SDQ, and report (if any) on how the child feels about school.
• Evaluate whether TCM improves academic performance, as measured by teacher evaluation of Student Development (APP) cross-validated with standardized tests and current SATS.
● Evaluate whether there is improvement in quality-
availability and performance over the next two years.
• Whether TCM reduces 'burnout' and whether
improves teachers' performance and well-
being was assessed using the Maslach Burnout Scale, Teacher Self-
report Questionnaire and Everyday Questionnair.

Keywords: behavior management, Socio-emotional regulation, Mental health, Children, Cost-effectiveness

Introduction of stress Management
Stress has a connection between the body and the mind.
includes EU-stress (Positive stress) and De-stress (Negative stress)

EU - Stress: - This stress has a positive effect, eg support It is always stressful during the test.
Reduce stress: - This stress can lead to stress and health problems.

PTSD

1) Sudden wind change.
2) The death of a loved one.
3) External threats.
4) Some sudden changes in your life
5) Your own desires and behaviors About the
Model
• The Inverted U Model (also known as the Yerkes-
Dodson Law) developed by psychologists Robert Yerkes and John Dodson. last in 1908

They see no reason to work hard at work

2) The middle of the graph shows that people work best. They are not
overloads where they start to fight.
They are in a very productive state where they can do their best.
3) The right side of the picture shows that they are working under stress. They may be scared.
They go through the number and scale of competition required for their

 color.

Psychometric Disorders

There are 4 physiological factors that are affected by stress and anxiety.

• Respiratory diseases are generally associated with asthma, bronchitis, rhinitis, allergies.
• Digestive system The most common diseases caused by stress are constipation, irritable bowel
syndrome, gas ulcers.
• Circulatory system: High blood pressure or
• Diseases with low blood pressure, heart attack, stroke.
The skin covering the body is affected and affected by stress, so allergies and diseases can enter
our body. Arctic conditions, eczema, psoriasis and allergies.

Poverty

• Learn and practice yoga
• Eat healthy
• Cut out caffeine and sugar
• Take care of yourself
• Be in touch with nature
• Listen to music
• Watch comedy Work in the garden
• Get a massage
• Avoid alcohol, tobacco and drugs
• Get enough sleep
• Read motivational books
Stressful thoughts

Stress is a commodity of being human in today's life

1) A little stress gives you temporary relief.

2) A little stress will help you forever.
Life becomes happier when stress management techniques are used.

Literature review:

Studies have explored how school management affects the known and unknown lives of students , but little is known about principals in school practice when addressing school climate issues. Th is study provides a qualitative review of the literature on district participation in school climate, f ocusing on the models, methods, and tools used. The results revealed four dimensions: communit y, security, risk, and academic performance. District leaders focused on teacher stress and violen ce, as well as the well-being of students and staff. Experienced decision making available

has a positive impact on school performance, but accountability can affect these results. Our revi ew confirms that local leaders should have the support needed to set goals and measure the progr ess of successful strategies to address indoor climate issues.

Palabras clave

clima escolar; management; Escolar neighborhood; updated comprensive.

Studies have shown that learning is affected and predicted by school climate (SC) (Barile et al., 2 012). A positive climate enhances security (Benbenishty & Astor, 2005), prevents and reduces vi olence and bullying (Karcher, 2002a, 2002b; Skiba, 2015), promotes health and wellness and res pect for diversity (Berkowitz & Bier, 2005), and mental health and substance abuse. abuse risk (NSBA, 2017).

The focus of research on school safety has always been at the university level (Berkowitz, Moore , Astor, & Benbenishty, 2017), while the regional level has not been explored much (Campbell & Fullan, 2006).

The central school level or school district is the body that shows the needs and information flow between the school and the secondary level (school, care, etc.), conveys the needs of the school t o the secondary education level and / or downloads the needs. . and policies for the school at the policy and school district levels (Campbell & Fullan, 2006).

School districts have an important responsibility to improve the quality of education and thus ma intain the school climate of the school (Anderson, Leithwood, & Strauss, 2010). However, the rel ationship between district and school climate is still unclear. There are gaps in the literature on h ow school districts manage school safety, how they understand it, and which actors are involved in this process.

In this study, we aim to explore how the school district can help by adding additional methods an d different perspectives on how to manage the school climate.

To do this, we conducted a comprehensive review of the research literature on how school districts respond to school climate. Our task is to a) define the concept of school climate, b) the process, evaluation unit and standards; c) regional strategies and processes.

The school climate created

The concept of school climate from the concept of organizational climate of the organization. In this sense, the past in the early 60s was used to identify differences in working life that affect the organization's business, such as health, reduction changes, rotations, absences, and sick leave (Zullig, Koopman, Patton, and Ubbes).). , 2010).

In this case, school policies should be associated with learning and teaching from the beginning, showing that a good school climate creates a good learning environment (Thapa, Cohen, Guffey & Higgins-D'Alessandro, 2013).

Therefore, there does not seem to be a fit between this model and the dimensions that define it (Cohen, McCabe, Michelli, & Pickeral, 2009). However, recent research has shown that school climate perception has to some extent at least four dimensions: a) safety, b) education, c) society, and d) workplace (Wang & Degol, 2015). School safety refers to the level of order and presence, as well as the physical and emotional security that the school provides to its members. Security is generally understood to include three components: physical security, emotional security, and decision-making and discipline.

Additionally, international research shows the importance of education and training by considering three challenges: leadership, teaching and learning, and the development of action work. Accordingly, community is understood as the quality of interaction in the school and has four dimensions: relationships, connections, respect for differences and cooperation in the community. Finally, school environment refers to the suitability of the school environment and includes three sub-dimensions: adequate environment (eg, warmth and lighting), organizational structure and disciplinary capacity (Devine & Cohen, 2007; Thapa et al.

, 2013; Wilson, 2004).

Another concern relates to school safety measures. The literature proposes different strategies to measure school safety. Surveys or questionnaires for students, teachers or parents are often used for this, only some studies include the views of many participants, and only 8% of the studies reviewed by Wang and Degol (2015), who used focus groups to measure school climate, were used.

. Once upon a time, Halpin Research in this area began in 1963 and with a report in Croft (1963) on research linking school climate with learning.

In the 80s, school safety was recognized as one of the most important topics in school research (Anderson, 1982; Bryk & Schneider, 2002), showing positive results for student education, health, and development

.

In addition, other studies have identified the mediation of school climate between connectedness and participation (Wang & Holcombe, 2010) and security (Benbenishty & Astor, 2005). Finally,

other researchers have shown that the relationship between socioeconomic status (SES) and academic achievement varies according to school climate (Chema & Kitsantas, 2014).

Management and administration: its effects on regional education

Historical management is a concept that is widely used in public and private fields and in local, regional and national projects (Truss, Mankin, & Kelliher, 2012).
In the case of training, the concept of management is applied to a set of strategies for coordinating processes to achieve the organization's goals and objectives.
Therefore, the process includes planning, managing, organizing, coordinating and evaluating resources for learning outcomes (Okumbe, 1998; Truss et al., 2012).
This perspective is closely related to the effectiveness and efficiency of responding to the goals of educational organizations (Spaulding, 1977), as well as the ideas and practices for development, performance and their evaluation (Bell, 2002; Eacott, 2008). . In this context, data-driven and data-driven decision-making tools are of interest in many contexts, ultimately providing important information on the subject and further educational configuration (Schildkamp,
Lai, & Earl, 2013). While some of these are in the form of standards and quality control, some are in the form of projects and interventions in the village and region (Hoogland et al., 2017). 2016; Salis, 2014).
Lewin (2015) noted that important issues such as social inequality, educational outcomes, management and responsibility, and changes in the education process provide tools for designing, monitoring and evaluating policies and education plans. Therefore, as Lewin (2015) stated, resource development is also an important issue in the planning and management of education. This includes strategies such as support for education workshops and education leaders, encouraging the collaborative efforts necessary for education change, and collaboration.
This also considers organizations that share values
and interests, cultural collaboration, community participation and collaboration (Connolly & James, 2006; Glatter, 2003).
Management skills and coordination and cooperation among stakeholders (students, parents, teachers, school staff, etc.) Management conflict and work. In addition, important management issues arise such as standards, accountability, education policy, transparency and independence issues in education administration, mainly the process used by monitoring organizations to manage, review or evaluate progress and results (Eacott, 2008; Levacic, 2008).
Also, the literature on educational administration for educational administration and leadership (Bolam, 2004). A significant portion of educational research has focused on the role of school teachers and administrators (Cothran, Kulinna, & Garrahy, 2003).
However, they need the support of a school district or district leader/principal to be successful (Bush, 2007; Uribe et al., 2016). Therefore, especially in the United States, school districts have an important role in leadership and management as part of the organizational process of school supp

ort. The literature shows that the role of schools is important in providing and supporting ideas for change, as in educational reform (Phelps & Addonizio, 2006; Spillane, 1996). Findings may prove that district leaders involved in goal setting are more likely to manage change and have a longer tenure, so boys who follow a particular culture (Eliff, 2012) learn to do better (Pascopeella, 2011).

In many different contexts, local leaders need to address issues of personal agency, responsibility, status and power (Briggs, 2007; Busher, 2006). However, most of the research on the characteristics of effective schools ignores the role of district leadership (Anderson, 2003). It is therefore unclear what the district's primary responsibility is for the benefit of students and the school environment.

Result. Our findings show that teachers found the TCT course very useful.

This has been discussed with other good studies and many others in the field.

Inappropriate behavior in the classroom is so common (Sullivan, Johnson, Owens, & Conway, 2014) that many teachers feel they do not have enough training to deal with it, which can only affect the well-being of the classroom environment but the influence of the teacher on themselves – performance, stress and violence level (Jennings & Greenberg, 2009). Teachers in the UK report higher levels of chronic stress than the general population (Titheradge et al., 2019). High job dissatisfaction and constantly competing demands may be the reason why four out of 10 teachers resign less than a year after qualifying (Weale, 2015).

Education to support teachers in managing challenging behaviors in the classroom will help reduce teacher stress and burnout, encourage the development of children's behavior and behave well, and create a positive environment in the classroom where students learn better (Webster-Stratton & Reed, 2004). .

Wonder Years® (IY) Teacher Classroom Management (TCM) is part of the
suite of three classrooms designed to reduce behavior problems in children (Webster-Stratton, Reinke, Herman, & Newcomer, 2011). It is based on empirically based theories, including Patterson's theory that crime and violence are governed by the relationship between adults and children (Ptatterson, 1982), Bandura's theory of modeling and self-concept (Bandura, 1977) and Piaget's. development (Piaget & Inhelder, 1962). TCM is an excellent handbook with clear guidelines for education, supervision, and fairness, but allows for the "ethics" chosen by group leaders in a variety of ways to best present the curriculum according to its content (Webster-Stratton et al., 2011).

The stated purpose of TCM is to improve teachers' classroom management and improve teacher-student relationships, assist teachers in developing good behavior plans, encourage teachers to accept and encourage emotion regulation, and encourage teachers to maintain good teacher-student relationships. . This is done through goal setting, educational reflection, film and theatre, emotional awareness and self-regulation. Teachers are encouraged to implement new ideas and discuss their experiences in class.

TCT programs have been successfully used in many countries in parallel with parenting and/or p rograms (Webster-Stratton, Reid, & Hammond, 2001, 2004; Webster-
Stratton, Reid, & Stoolmiller, 2008) or with Supplementary Information (Baker-
Stratton, Reid, & Stoolmiller, 2008). is used. Henningham and Walker, 2009). Many of these exp eriments were conducted independently and blinded to teacher behavior in the classroom, indicat ing that teachers who participated in TCM training used positive and negative behavior control st rategies and provided clear feedback to students after training (Hickey et al., People, 2016). 2017; Hutchings, Martin-
Forbes, Daley and Williams, 2013; Marlowe et al., 2015; Martin, 2009; Murray, Rabiner, Kuhn, Pan and Sabet, 2018). Larger recent trials and meta-
analyses suggest that TCM is an effective intervention for pediatric mental health and may be par ticularly helpful for children who already have depression, but shows no change in teacher mana gement practices or health (Ford et al., 2018).). ; Hickey et al., 2017; Murray et al. 2018; New, 2017).
Evaluating teachers' knowledge of TCM is important for success and will help guide the change process. To date, few studies have taken into account teachers' perceptions of TCM lessons. One study included in-depth interviews with 15 teachers (Baker-
Henningham & Walker, 2009), where TCT was promoted through teaching and extensively modi fied to fit the context. Another interview with 11 teachers after the course and 6 teachers a year l ater (McGilloway et al.
, 2010) and another study interviewed 21 teachers (Hutchings et al., 2007). Available meta

Objective of stress management for primary teacher

● To assess whether TCM improves teachers' classroom management skills using teacher-
reported behavior management strategies in teaching a teacher satisfaction survey.
● Use qualitative methods to explore how teachers use LWM techniques in the classroom and fa ctors that may influence these methods: teaching levels, school safety text, and additional suppor t and advice available to them.
● To evaluate the impact of TCT on teachers' practice after one year of training and its relationsh ip with other behavioral support and school environment report.
The cost and effectiveness of TCM compared to traditional methods were evaluated in the final a nalysis.
● Use randomized controlled trials and published data to predict outcomes from randomized controlled trials (RCTs) in early adulthood
To explore the long-
term costs and benefits of TCM and model greater savings compared to traditional guidelines. lo ng-term view.

Hypotheses:

Ho1: There is no significant difference in the stress level of Primary
teacher who change their 'Life Sciences' at AMU
HO2: There is no significant difference in the stress level of the 'Individual Life' of the Primary
teacher
Ho3: There is no significant difference in the stress level of the Primary teacher

Primary teacher in the different 'Internal Life' There is no significant difference

between life stresses.

Collecting data

Questionnaire

1)   What is your name?
2)   Write your gender
3)   What is your current class level?

Nursery

Primary

4) Write your birthdate

5) What are the usual causes of stress in your life?

Financial issue

Family issue

Work (job related) issues

Health related issues.

6) What are the usual behavioral effects you've noticed at yourself

Change in activity levels.

Decrease efficiency and effectiveness

Difficulty communicating

Increased sense of humor

Change in eating habits

Periods of crying

Increased use of tobacco, alcohol,drugs,

Accident prone

7) What are usual psychological or emotional effects of stress you've noticed at yourself.

Anxiety of fear

Worry about safety of self or other

Irritability or anger

Restlessness.

Moodiness,sadness or depression

Feeling helpless or hopeless

Feeling misunderstanding

8) What are usual physical effect of stress you've noticed at yourself

Increased heart rate and respiration.

Increased blood pressure

Data analysis and Interpretation

Sampling size: There are data analysis of 50 teachers from different schools

1) The gender of Primary teacher
2) Particular No. of primary teacher
   1) female 30

   2) Male 20
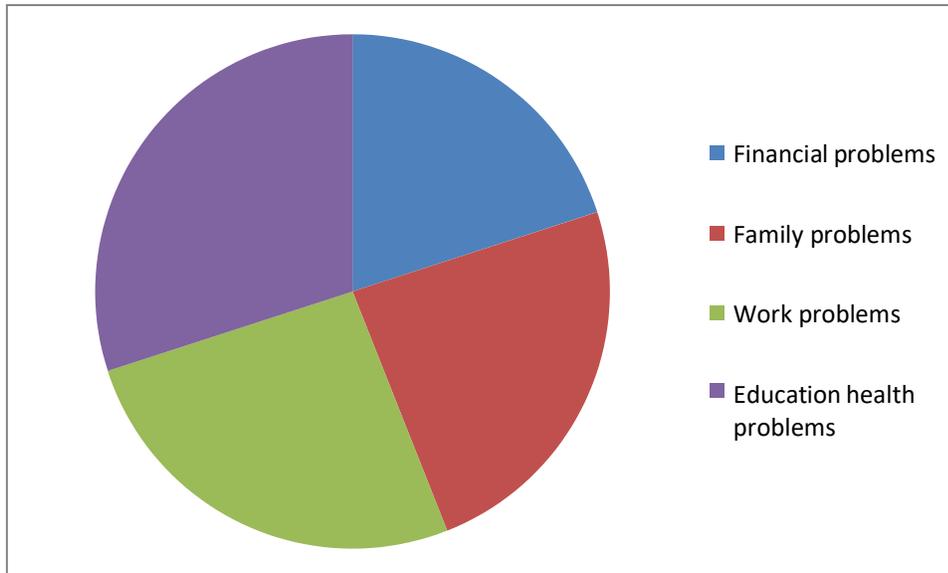
2) What are the usual causes of stress in your life?

Particular No. of primary teacher

2)Financial issue 10

3) Family issue 12

4) Work issue   13

5) Health related issues 15

Conclusion: Our findings show that teachers found the TCT course very useful. This has been discussed with other good studies and many others in the field.

Inappropriate behavior in the classroom is so common (Sullivan, Johnson, Owens, & Conway, 2014) that many teachers feel they do not have enough training to deal with it, which can only affect the well-being of the classroom environment but the influence of the teacher on themselves – performance, stress and violence level (Jennings & Greenberg, 2009). Teachers in the UK report more persistent stress than the general population (Tithradge et al.
, 2019). High job dissatisfaction and constant competition may be the reason why four out of 10 teachers resign less than a year after qualifying (Weale, 2015). Education to support teachers in managing challenging behaviors in the classroom will help reduce teacher stress and burnout, encourage the development of children's behavior and behave well, and create a positive environment in the classroom where students learn better (Webster-Stratton & Reed, 2004). .
Wonder Years® (IY) Teacher Classroom Management (TCM) is part of the
suite of three classrooms designed to reduce behavior problems in children (Webster-
Stratton, Reinke, Herman, & Newcomer, 2011). Patterson's theory that harm and violence are governed by a cycle of social interaction between adults and children (Ptatterson, 1982), Bandura's theory of modeling and self-
concept (Bandura, 1977), and Piaget's developmental theory (Piaget & Inhelder, 1962).
TCM is an excellent handbook with clear guidelines for education, supervision, and fairness, but allows for "remorse" from a variety of methods chosen by group leaders to best present learning

materials according to their content (Webster-
Stratton et al., 2011). The stated purpose of TCM is to improve teachers' classroom management and improve teacher-
student relationships, assist teachers in developing good behavior plans, encourage teachers to accept and encourage emotion regulation, and encourage teachers to maintain good teacher-
student relationships. . This is done through goal setting, educational reflection, film and theatre, emotional awareness and self-
regulation. Teachers are encouraged to implement new ideas and discuss their experiences in class.

TCM programs have been successfully implemented in many countries simultaneously with parenting programs and/or programs (Webster-Stratton, Reid, & Hammond, 2001, 2004; Webster-Stratton, Reid, & Stoolmiller, 2008) or other teacher aides. (Baker-
Henningham and Walker, 2009). Some of these experiments were conducted independently and blindly on teachers' behavior in the classroom, showing that teachers who participated in TCM training received control strategies, received positive and negative behaviors, and provided clear feedback to students after training (Hickey et al., 2017); Hutchings, Martin-
Forbes, Daley and Williams, 2013; Marlow et al., 2015; Martin, 2009; Murray, Rabiner, Kuhn, Pan and Sabet, 2018). Recent larger trials and meta-
analyses suggest that TCM is an effective intervention for pediatric mental health and may be particularly beneficial for children who already have depression, but does not show any change in teacher management practices or health (Ford et al.
2018; Hickey et al., 2017; Murray et al., 2018; New, 2017).
Evaluating teachers' knowledge of TCM is important for success and will help guide the change process. To date, few studies have taken into account teachers' perceptions of TCM lessons.
One study included in-depth interviews with 15 teachers (Baker-
Henningham & Walker, 2009), where TCT was promoted through teaching and extensively modified to fit the context. Another interview with 11 teachers after attending the course, a follow-
up study one year later with six teachers (McGilloway et al., 2010) and 21 teachers (Hutchings et al., 2007). next to the dollar.

The ethnography of these studies shows that teachers see many benefits of the curriculum, including a focus on positive behavior and the use of effective strategies, more control and less stress, and a greater focus on understanding and learning, the individual needs of children (Nye, 2017). Teachers say that the program has a positive effect on children's social and emotional skills and they experience fewer behavioral problems in the classroom (Nye, 2017).

The Services for Teachers and Children in Schools (STARS) trial is the largest clinical trial in Chinese medicine on the psychological and behavioral effects of schoolchildren and health educators in the UK (Ford et al., 2018). The present study reports on an outcome evaluation process reg

arding teachers' perceptions of intervention (Hansford et al., 2015). In the STARS trial, 80 prima
ry schools in south-west England were invited to send a teacher to teach Chinese medicine.
Schools assigned to the intervention group (n=40) sent their teachers to the TÇY course in the fir
st year they participated in the study, while Onur (n=40) the school assigned to the control group
sent their teachers to participate. in a one-year course. after the letter.

The purpose of this article is to: (1) explore teachers' views on whether TCT lessons are benefici
al for them and (2) teachers' opinions on whether TCM Learning lessons are beneficial for childr
en or their parents.

References:

1. Collishaw S, Maughan B, Goodman R, Pickles A: Time trends in adolescent mental health. J
Child Psychol Psychiatry 2004, 45:1350–1362.
2. Ford T: Expert opinion: How does epidemiology help us plan and deliver mental health servic
es for children and adolescents? J Child Psychol Psychiatry 2008, 49:900–914.

3.Anderson, C. (1982). Finding school climate: A research review.
Research Review, 52(3), 368-420. https
://doi.org/10.3102/00346543052003368
4.Anderson, S.E.
(2003). The role of school districts in education change: A review of the literature. Center for Ch
ange in International Education, Worksheet 2.
   5. Anderson, S., Leithwood, K.
, & Strauss, T. (2010). Information Use in Schools: Trends and Practices in Schools and Regions.
 School Leadership and Policy, 9(3), 292-327. https://doi.
org/10.1080/15700761003731492