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ENTREPRENEURSHIP IN INDIA: EMERGING ISSUES AND CHALLENGES

Edited by
Dr. Rita Nagpal
Dr. Ravindra Kumar Katewa



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ENTREPRENEURSHIP IN INDIA: EMERGING ISSUES AND CHALLENGES

The Significance of Mentoring Pre-Service Teachers' Learning to Teach: Improves Teacher Education Reform in Modern Educational Systems

Fr. Baiju Thomas*

Introduction

Preservice teachers are only getting started in their education to become teachers. A Bachelor of Education program's curriculum may address multidisciplinary teaching methods. This type of study analyses students as distinct individuals with diverse educational needs and investigates the educational ideas underlying effective classroom practices. Future teachers would do well to remember how significant it is to draw parallels between theory and practice (Hudson & Hudson, 2011). A growing number of preservice TE programs recognise the value of mentoring relationships to pass on this information to the next generation of educators (Price & Chen, 2003; Walkington, 2004). To aid their mentees' career advancement, open-leadership mentors offer an honest critique of areas like lesson preparation and classroom management (Hobson & Malderez, 2013). Mentors who use reflection-inducing conversations with their mentees and who promote their mentees' willingness to think about alternative teaching techniques are engaged in what has been termed "reflection-based mentoring" (Clutterbuck, 2004; Feiman-Nemser, 2001). Everyone knows that student teachers cannot be fully prepared for teaching careers without hands-on experience. The practical is when future teachers put their technical concepts to use in the classroom. Mentoring from seasoned teachers in the classroom is essential for preservice teachers. However, there is a wide range of opinions regarding what constitutes the best practices for mentors to use in assisting their mentees in achieving career status (Harrison et al., 2006; Hobson & Malderez, 2013).

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Mentoring's effect on mentees is multifaceted, and its outcomes will vary based on the approach taken (Augustiniene & Ciuciulkiene, 2013; Brondyk & Searby, 2013; Payne & Huffman, 2005). Although most study on mentoring programmes focuses on the positive outcomes for mentees, some have also shown adverse outcomes (Harrison et al., 2006; Hobson et al., 2009; Hobson & Malderez, 2013; Hobson & McIntyre, 2013). Successful teachers learn from and use lessons from a wide range of life and professional experiences. Teachers need a wide range of information that can only be gained by experience to be successful in the classroom (Campbell & Brummett, 2007). Teaching in a classroom with a mentor teacher is typically a requirement of these programmes, although there is no one "ideal technique" for "learning to be a teacher." The purpose of this study is to gain a better understanding of how teachers who have a mentor presence perceive their roles in the classroom. We looked into the roles and duties of mentors for prospective teachers and their understanding of those roles using a holistic approach that progressively explains concepts. To that end, this study examines mentors' role in the formative experiences of aspiring teachers. There is a common misconception among aspiring educators that their private placement and interactions with mentor teachers will be just as they had imagined. The goal of the preservice role of the mentor preservice TE program is to provide practicum experiences for future teachers in a controlled and monitored environment. College graduates often observe a veteran teacher get classroom experience. Teacher-mentors typically delegate increasing responsibility for running their classrooms to their student teachers as the year progresses. Teachers-to-be can learn a lot by observing more experienced teachers in action in educational systems.

The Significance of Mentoring of Mentor

In modern usage, a mentor is an experienced person who meets regularly with a novice to help them learn and grow in their chosen field. The mentor, the mentee, and the mentee's society can all benefit from this arrangement. Mentoring a mentee can help you develop both as a mentor and an individual. If you take on a mentoring role, you will expand your network, learn from new individuals, and grow as a mentor. A mentor can do many things for you, from teaching and directing to advising and having the confidence to enlighten, encourage, and even challenge your previous ideas. In the mentoring of educated persons, there should be no class distinctions. Equal footing is maintained in a mentoring relationship. Mentoring is a developmental process that promotes a mentee's intellectual, psychological, and emotional growth by pairing them with an experienced, knowledgeable, and trustworthy adult role model who meets with the mentor regularly over time (Galbraith, Maslin Ostrowski, 2000). Effecting a helpful mentor should be a top goal for any preservice student committed to furthering their profession. A good mentor would encourage mentees to put in the time and effort necessary to achieve their goals. The mentee would do well to demonstrate courage and choose a new mentor if there is even a remote potential

that the mentor's actions could impede the mentee's growth for the mentor's gain. A solid foundation of mutual trust and respect between mentor and mentee is essential for any mentoring or assistance program to succeed. Mentoring new teachers have been widely adopted and recognised as an effective method of guiding them through the challenges they will face in the classroom. The relationship built between more seasoned educators and their junior colleagues is vital to the effectiveness of the mentoring process, given that mentoring is primarily concerned with interpersonal connections. This study addresses how to choose and train mentors for a successful collegial mentoring programme and the importance of nurturing the mentor-mentee relationship (Hadi, M. J., & Rudiyanto, M, 2017). When young people have positive adult role models, they are better able to draw parallels between what they learn in the classroom and their own life. They enhance the students' grades by making it easier for them to complete schoolwork and encouraging them to use classroom and support networks (Dondero, 1997). Both participants in a mentoring relationship benefit from exchanging knowledge and experience. One definition of a mentoring relationship is one in which one person serves as a guide and teacher to another. The benefits of mentoring can go in both directions. Those with academic difficulties may benefit significantly from participating in a mentorship programme. Many factors could contribute to this, including but not limited to a language barrier, unfamiliarity with the school's structure and procedures, confusion about the grading system, a disconnect in perspectives, or tensions between instructors and students. Mentoring relationships are usually thought of as long-term, one-on-one contacts between an experienced person and a younger, less experienced student to assist the mentee's career, educational, and personal development (Donaldson, Ensher, Grant-Vallone, 2000). In most cases, mentorship is just one part of a more extensive programme that includes formal education and practical skills instruction. Over time, both participants in a mentoring relationship benefit from new teachers' careers in educational systems.

Mentoring in the Teaching Profession

Mentoring has garnered significant acceptance in the school system to improve teachers' skills. The vast majority of teachers, both fresh to the field and seasoned veterans agree that this is essential for keeping talented staff members in the classroom. The goal is to understand better how seasoned teachers conceptualise their responsibilities as mentors to their younger peers. For optimal results, we looked at the following factors: I wondered if teachers' opinions on mentoring differed depending on their educational experiences and training specifics. Mentoring programmes could help educators advance in their profession. Inquiring minds want to know if and how educators' perspectives on mentoring and their place in guiding less-experienced colleagues differ. Even though the mentoring process is laid out in legislation, there are still variations in the approach and the success of mentoring relationships (Petrovska, S., Sivevska, D., Popeska, B., & Runcheva, J, 2018).

Mentoring methods have been created for many different contexts, including graduate student mentorship (Martin, Gourwitz, & Hall, 2016), university-community partnerships to benefit economically disadvantaged adolescents (Grineski, 2003), and peer mentoring (Revelo & Loui, 2016). In a mentoring relationship, both parties learn while working toward a similar goal. As per studies cited by Hester and Setzer (2013) based on the work of Carmina Bufalino (1988), the ultimate goal of such behaviour is "professional growth and career promotion". The impact of a good mentor on a person's professional and personal development can be profound and long-lasting. It is a win-win situation when a mentor helps a mentee. The mentee has access to the mentor's insight and experience, while the mentor helps the mentee maintain a positive outlook. Both official and informal mentoring programs have shown good outcomes in the classroom over a long period. A form of continuing education, mentoring partners a more seasoned educator with a novice in the classroom so that the latter can gain insight from the former's successes and failures. In the end, the children of these prospective teachers will gain from this individualised approach to learning (Ingersoll & Kralik, 2004). Mentoring relationships are a great asset for teachers at any point in their careers (Washburn Moses, 2010). We also employed a conceptual framework (Brondyk & Searby, 2013) that comprehensively summarised mentoring principles and paradigms to provide an overarching picture of mentoring and its many applications. Due to their effectiveness, transition and revolutionary approaches are frequently used in mentoring. From routine classroom upkeep to the promotion of innovation, numerous research has shed light on the causes and effects of these transitions in instructional paradigm (Kochan & Pascarelli, 2012). The systemic approach gives much support to mentorship programmes as a way to raise the standard of teachers. Both first-year and seasoned educators believe this is crucial for a productive classroom. It is good for both students and teachers when programmes pair veteran educators with rookies, as the latter can learn much from the former. While the mentor's function is crucial, it is necessary to remember that the mentor is also motivated by their own goals. In the business world, a mentor is an experienced employee willing to help newer employee advance their career by imparting some of their expertise and wisdom (Directions for mentoring and following the individual work of students, 2017). The mentor's primary responsibility in this context is to help the mentee expand their already substantial academic abilities. A novice educator would greatly benefit from working with inexperienced instructor who could serve as a mentor and role model (Ristovska et al., 2016). The goal will be met by the mentor teacher's presentation of an investigation of best practices in the classroom, as well as through in-person and virtual observation and feedback. A program's overall effectiveness depends on the mentor and mentee's ability to maintain open lines of communication and work together. The mentee teacher should see the mentor teacher as a friend and colleague rather than a boss. The mentor-

mentee relationship should be founded on honesty, hope, productivity, and respect. The foundations of a fruitful mentoring relationship are preparation, follow-up, close observation, constructive criticism, and introspective reflection on both the mentor's and mentee's parts. A trusting relationship between the mentor and mentee is crucial to the success of this approach (Ristovska et al., 2016). The mentoring framework is designed to be used by mentors all year long in various settings to clarify their responsibilities and achieve their objectives. By analysing the mentees' metacognitive processes, mentors might learn how to better guide their charges toward academic success. The Mentoring Framework is a tool to assist mentors in giving their mentees the time and attention they require for growth and development. Our technology may help guide teacher-preparation programmes based on mentors' expectations and intentions to teach, which is a boon to the TE reform in modern higher educational systems.

The Role of the Mentor-Mentee Relationship in Successful Mentoring

Preservice Keeping an eye on teachers' behaviour on field trips is essential to ensure their safety and success. In previous research, the strength of the mentor-mentee connection was found to be a predictor of student teachers' satisfaction with their practicum experiences. However, consistent empirical data is still needed to prove the causality. The experts were curious about the impact of mentorship on their students' development as teachers. The effectiveness of mentoring programs for aspiring educators depends on forging relationships between mentors and mentees that are mutually beneficial. Before a team functions efficiently, its members must spend time together, socialise, share information and ideas, and get to know one another. Trusting relationships are essential to a mentee's growth, and mentors play a vital role in this process (Mentor Modules, 2014). It is commonly acknowledged that mentoring is a successful technique for preparing first-year teachers to face the numerous issues they will inevitably face in their careers. As mentoring is based on trusting connections, it is essential that the mentor and mentee feel comfortable opening up to one another. Identifying and training mentors who can effectively guide mentees in the workplace is the subject of this study (Hadi, M. J., & Rudiyanto, M, 2017). The programme will only work if mentors and mentees form a close relationship. The seasoned professor and the mentee stand to gain from striking a balance between these two extremes in the mentoring relationship. As per Barth(2006), a professional learning community is a collection of people who have the same goal and work together to achieve it through cooperative activities, including friendly competition and in-depth discussion. Even after the formal mentoring relationship has ended, the mentee may still benefit from the mentor's knowledge and experience (Management mentor, 2014). There is a direct link between the mentor-mentee relationship level and the mentoring process's success for new instructors. First-year teachers can benefit greatly from having a mentor since it creates a positive

environment in which they can flourish academically. Mentoring instruction, on the other hand, can boost a mentor's skills and make them a more effective leader. However, according to Barth, developing friends at work is far more challenging. Long-distance relationships between persons of various cultural backgrounds are complex for everyone involved. My fellow pupils have a severe case of egotism. The most motivating instructors I have spoken with agreed that maintaining a steady demeanour is crucial if they want to have a lasting effect on their students. They think competency and other factors are more significant in determining who gets the credit. Thus, they disagree with you. It is essential to consider the company's culture as one of many considerations when designing a mentorship and training programme (Bindhi, 2014). Because of this, it is essential to know the assumptions on which the target audiences are built to successfully execute mentoring operations in TE reform in modern educational systems.

Significance of Mentor Supports for Preservice Teachers

Preservice teachers rarely discussed the significance of mentoring relationship' framework throughout this study. Within the framework of the mentoring relationship, actions that "factor in the spread" can be taken, such as introducing the preservice teacher to other faculty, giving them a tour of the school, explaining school procedures, and including them in school events (Maynard, 2000; Hall et al., 2008). Interactions with experienced teachers allow preservice teachers to expand their knowledge of education beyond their own biases (Knei, Wubbels, Elbers, & Hajer, 2010). Only remarks about the so-called "high school" experience were scripted. In their first and last years of training to become teachers, students paid close attention to how institutional norms and policies impact the creation and execution of curricula. Everyone, not just the guiding educator, can play a role in the initiation and early stages of assimilation. This person is a good candidate for a practical team leader at a school. Much study and practice have focused on TE programmes to ensure that new teachers are sufficiently prepared to teach children with a broad range of skills and to help public schools reduce turnover rates (Ludwig, Kirshstein, & Sidana, 2010). Even though many people have ambitions of entering the teaching field, not all end up doing so after earning their degrees. It is unclear how many university dropouts there are who do not end up teaching. However, untrained teachers are a problem across the board, not just in the classroom. Ingersoll and Smith (2003) found that across all occupations, teaching has one of the most significant turnover rates. To call a more seasoned educator a "mentor teacher" implies that this individual possesses the expertise sought by the mentee. Students in mentoring relationships often look to their mentor teachers as models of effective pedagogy. This approach acknowledges the hierarchical relationship between a more experienced mentor and a less experienced mentee. New teachers require resources made for them in order to deal with the pressures of their new positions. If they cannot find a suitable alternative, an

employee may elect to leave their existing position. As per Gagen and Bowie (2005), teachers will look for new employment if they do not feel valued in their current work. Leaders and more experienced educators have a special obligation to make school fun for the students under their care. "Self-esteem is a vital prerequisite for comfort and success," Sargent writes, and "having friends and feeling comfortable in a location are crucial components of self-esteem" (Gagen and Bowie 2005). Preservice teachers might gain valuable knowledge from experienced teachers during experiential learning (Crasborn, Hennissen, Brouwer, Korthagen, & Bergen, 2010; Hiebert, Gallimore, & Stigler, 2002). That is to say, if resources are made available to help first-time teachers overcome significant barriers, they may come to appreciate the profession they have chosen. One can get this kind of advice from mentors and more seasoned colleagues. The takeaway is that first-year educators have a better chance of finding success in their personal and professional lives if they are immersed in a community that encourages them. The most common mentoring skills include using the constructed model as a framework for educational guidance, guiding interpersonal interactions, encouraging reflective surfaces on work experience, fostering competitive career ability, creating a mentoring plan through discussions with preservice teachers, and providing emotional support. Studies and practise have focused on enhancing TE programmes to lower teacher turnover and increase student achievement (Ludwig, Kirshstein, & Sidana, 2010). Those advocating for reform in TE have argued for decades that inexperienced teachers should mentor their younger counterparts during their first year of teaching. As per Bigelow (2002), they are mentoring takes place when an experienced guy acts as a role model and counsellor to a less experienced male. This can be done by keeping tabs on the mentee as they experiment with new approaches to instruction and having in-depth conversations about what they have learned. In order to improve TE reform in modern educational systems, preservice teachers' learning to teach relies heavily on the guidance of mentors throughout their school practical experiences. However, these responsibilities are often added to the regular classroom teaching responsibilities and preservice teachers' learning to teach in modern educational systems.

The Mentoring Framework in Teacher Education

Mentoring has replaced supervision in teacher education, although its mechanisms have been poorly studied in the academic literature (Hudson, 2004). As per Bray and Nettleton (2006), a mentor's responsibilities encompass "those of teacher, boss, assessor, counsellor, and expert," while a supervisor's responsibilities include "the tasks of assisting, befriending, leading, advising, and counselling". As per Hudson and Millwater (2006), mentoring places a greater focus on trust than supervision. The phrase "supervision" has negative connotations, including authoritarianism and even punishment, as per Sanford and Hopper (2000). A further point is made about the superior's position of power. Unlike in other professions,

teacher education mentors serve as advisors and supervisors. For the sake of their mentees' development, mentors should try to learn about them. Soft skills like empathy and role modelling are utilised along with the more obvious aiding and leading. Aspiring teachers often rotate through different classrooms taught by different instructors as part of their preparation (Queensland College of Teachers, 2007). At the outset, when a teacher or adviser is given responsibility for a group of students. The academic literature makes no distinction between the terms "mentor," "mentor teacher," and "mentor" (Edwards & Protheroe, 2003; Orland-Barak & Klein, 2005; Stanulis & Russell, 2000; Wang, Strong & Odell, 2004). That being the case, there is no one-size-fits-all formula for how a seasoned educator should steer a greenhorn in the mentor role. Teachers' ought to recognise their responsibility for their student's success. The mentor-mentee relationship can be tested by thinking about what happens when the mentee is given a task that is outside the scope of the mentee's expertise but is nevertheless expected to do it without guidance from the mentor (Hudson, 2004). A mentor could be a more seasoned teammate or a co-worker who has achieved impressive strides in their area. Most people think of a mentor as an older person who helps guide a younger person toward success by setting an example and providing sound advice (Cox, 2005). The rapid growth of mentorship programmes in schools around the world is closely connected to the emergence of new linguistic advances and fundamental upheavals in the field of education, such as globalisation (Fletcher & Mullen, 2012; Delaney, 2012). As an outcome of reforms developed in response to technological advancement and the challenges of the knowledge society, several authors (Bryant et al., 2008; Hattie, 2003; Ortega & Castaeda, 2009; Vélaz de Medrano & Vaillant, 2009; Espinosa, 2012) argue that teacher professional development is a "fundamental connection to teaching" (Hargraves & Fullan, 2012). Future teachers can only benefit from student teaching experience if they are guided and supervised by a more seasoned teacher. The purpose of this study is to evaluate the effectiveness of mentor teachers. It is likely that after reading this, many aspiring teachers will rethink their preservice training. People acting as "mentor teachers" are often accused of not providing their mentees with enough support. A study found what has been suspected for a long time that preservice teachers do better in school when they have a teacher as a mentor. An inexperienced teacher-in-training can only learn the ropes under the supervision of a seasoned professional. This research aims to determine whether or not teacher mentors are beneficial. Many aspiring educators will likely rethink their college education after reading this. The accusation that "mentor teachers" do not pay enough attention to or guide their mentees is a common one. Based on a recent study, student-teachers confidence grew when they were assigned an experienced teacher as a mentor (Jafar, M. F., Yaakob, M. F. M., Mustapha, R., Aziz, M. N. A., Yusof, M. R., & Awang, H. 2021). By comparing and contrasting these four methods, we show

that mentoring in the classroom defies easy classification. Teachers who act as mentors may benefit from studying how experts in other fields manage their time and energy (Hudson, 2013). Aspiring educators entering the industry may find it difficult to develop innovative teaching tactics that meet the demands of their schools due to the wide range of perspectives and motivations they bring to the profession (Orland-Barak & Wang, 93). This idea is supported by the findings of the studies mentioned earlier (Bullough & Draper, 2004; Fuller, 1969). Education (Achinstein & Athanases, 2005; Ladson-Billings, 1995), classroom environment (Kardos et al., 2001; Wang, 2001), and the knowledge and experience obtained through the curriculum all contribute to the development of students' worldviews and value systems (Cochran-Smith & Lytle, 2009; Sykes et al., 2010). However, some schools and systems may decide to implement mentoring schemes in the future. Being an effective mentor would help if you were dedicated to the task at hand. Because of this, careful planning is essential. Any programme or policy aiming to raise students' test scores must include teachers. New teachers can only develop as professionals if they have access to constructive feedback and guidance from more seasoned educators. In order to ease the strain of entering a new profession, new teachers might benefit greatly from mentoring programmes. There is no doubt that this is a major issue. Having a competent educator is crucial to our success in school. Modern educators may benefit greatly from mentorship programmes that provide them with the most up-to-date knowledge for instructing students in the twenty-first century. The complexity of the mentoring programme, its goals, and the approach taken to achieve them should all be thoroughly thought out from the start of the design process in preservice teachers in educational systems.

Conclusion

Mentoring could prove especially useful for preservice educators. That is why it is helpful for first-time teachers to work with an experienced person who can serve as a mentor and guide them as they adjust to life in the classroom. The present study showed that mentorship is widely used and valued. We have learned more about mentorship and its potential benefits as an outcome of our study. The need to establish and understand mentorship in the context of preservice TE is thus widely acknowledged. Mentoring relationships are often beneficial for aspiring educators. To be successful in a mentoring relationship, both parties must be open to learning from one another and collaborating. Teacher candidates require further study and classroom experience to understand these ideas and their relationships. Moreover, because mentoring is essentially a human interaction, the mentor-mentee relationship is critical to the success of the process as a whole. Mentors and mentees who are supportive and mutually beneficial relationships are essential to fostering a productive workplace and the careers of tomorrow's teachers. If mentors had received training in mentoring, their potential might have been maximised, and they would have become

better professionals. Both mentors and mentees benefit from these programmes by expanding their experiences and learning from each other. It would be beneficial if there were programmes that taught both mentors and mentees what makes for a successful mentoring relationship in preservice teachers in educational systems.

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Impact of Management Control System on Performance of Higher Education Institutions in Gujarat

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Introduction

The educational system during the ancient times had achieved great success not just in terms of personality development and contribution to knowledge but also in the social welfare and prosperity of the nation. Education in the modern times, particularly higher education and research plays a much more important role as knowledge occupies a center stage in the development of humankind. As, in the present times, the world society is getting transformed into a knowledge society where physical capital is getting superseded by human capital. In India, during the British rule, the first three universities were set up in 1857 and the thrust of development was mainly on liberal Arts education. Growth was modest with 18 universities established over a period of 90 years. Most of these followed the model of the three leading universities at Bombay, Calcutta and Madras. At the time of independence, there were 20 universities and about 500 colleges, with an enrolment of less than 150,000. The higher Education system in India has rapidly grown after independence (Agarwal, 2006). Nowadays, India has third largest higher education system in the world after America and China. Presently, the Indian system of higher education is one of the largest in the world (Tilak J. , 2007). It has undergone rapid development during the post-independence period. The central government through the Department of Higher and Technical Education, Ministry of Education and the governments at the states formulated the education policy and planning. Higher Education Institutions also develop and implement Management Control System (MCS) to improve their overall Performance in terms of Teaching and Learning Process, Research, Operations and Reputation.

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The present study investigates the relations between the extent of emphasis given by Heads of Institutions in all universities situated in state of Gujarat to key performance indicators (KPIs) and the HOI's (Head of Institution) style of management control systems (MCSs) use to achieve the objectives of Institutions. The prime objective of the present research work is to study impact of Management Control System on Performance of Higher Education Institutions in the State of Gujarat. For the accomplishment of the objective the primary data with the help of the questionnaire has been collected from the Heads of the Higher Education Institutions. It is hypothesised for the study that there is significant impact of Management Control System on the performance of the Higher education institutions in the state of the Gujarat. The study has been carried out as follows: the present i.e. Introduction is followed by the literature review on research work carried out on Higher Education Institutions. The third section outlines the methodology of the present study. The fourth section discusses the result and discussion and the last part of the study outlines findings, and conclusion.

Literature Review

The MCS were defined in various ways, having the concept of being the process by which managers assure that resources are obtained and used effectively and efficiently in achieving the goals of the organization (Anthony, 1965). MCS is the means for successful implementation of the strategy. Strategic uncertainties assume that decisions and unusual and difficult to evaluate behaviour imply limited and insufficient predictive models for desired results. These factors also result in difficulty controlling the formulation of the planning, the performance evaluation and the necessary corrective actions. (Simons, 1995). MCS were also more generally defined as mechanisms of systematic use of management accounting to achieve a goal, encompassing the use of other types of control, such as personal or cultural controls. (Chenhall, 2003). The MCS must have specific characteristics that make them effective, such as the alignment with the strategies and goals of the organization, the compatibility of the organizational structure with the managers' responsibility for decision, the motivation to achieve the targets associated with the guidelines of the strategic plan (Horngren, et al., 2000). These mechanisms depend on the information flow, which needs to be structured to meet the systems of people, equipment, procedures, documents and communications, so as to collect, validate, perform operations, transform, store, retrieve and present data to be used in planning, budgeting, accounting, control and other management processes for various administrative purposes (Schwartz, 1970). The structured flow must be able to measure the level of the evaluated performance, relating strategy to organizational results. The strategy is influenced by the external environment, which also affects the design and use of MCS. These, in turn, support the process to enable the achievement of strategic goals. The performance measurement is one of the MCS components (Vieira, et al., 2009).

Since the late 1980s and early 1990s, in the field of strategic management, the resource-based view (RBV) has been one of the prominent theories. RBV stipulates that organisational capabilities can be potential sources of sustainable competitive advantage and, in turn, superior performance. There has been a small but growing stream of management control systems (MCS) research that has investigated the role of MCS in the development and deployment of organisational capability based on the RBV. Another line of MCS research has established the importance of the use of key performance measures by managers in effectively implementing capability strategies (Grafton, et al., 2010) A further stream of research has explored the relationships between the style of management control systems and strategy implementation priorities (Naranjo-Gil & Hartmann, 2006).

The roles of MCS are broadly classified into two – controlling and enabling (Mundy, 2010) and (Simons, 1995). The controlling role of MCS is concerned with the achievement of predetermined targets while the enabling role facilitates the search for opportunities and the flexibility to solve problems. The interactive use of MCS is relevant in fostering successful innovation, including successful product innovation (Bisbe & Otley, 2004). The diagnostic and interactive uses of MCS, individually and in combination by creating dynamic tension, contributed to the creation and maintenance of the four capabilities leading to strategic choices, and also the extent that the use of MCS contributes to organisational performance (Henri, 2006). MCSs serve the traditional purpose of evaluating performance and attributing responsibility for outcomes to particular organisational functions or members (Abernethy & Brownell, 1999).

From the above review of empirical works, it is clear that different authors have approached to study impact of MCS on performance of various organizations and Education Institutions in different ways in varying levels of analysis. These different approaches helped in the emergence of more and more literature on the subject over time. It gives an idea on extensive and diverse works on Higher Education Institutions. It has been noticed that the studies on Higher Education Institutions in various aspects provide divergent results relating to the study period overlap or coincide. The main reason for divergence in the results is use of different method for the measurement of performance of Higher Education Institutions. All the studies aimed to analyze the performance of Higher Education Institutions in India & abroad with number of factors. The survey of the existing literature reveals that no specific work has been carried out to study impact of Management Control System on performance of Higher Education Institutions in the State of Gujarat. The present study is an attempt in this direction and therefore, aims to enrich the literature of the study relating to the Higher Education Institutions.

Research Objectives

With a view to fill up the research gap, following research objective has been framed:

- To study impact of Management Control System on performance of the Higher Education Institutions in Gujarat.

Methodology

- **Geographical Coverage:** The present research has been conducted in the Higher Education Institutions of the State of Gujarat.
- **Sample and Sampling Techniques:** Looking to the objectives of the present study, there was the need to take a sample covering different types of the Higher Education Institutions i.e. State Universities, Deemed to be Universities, Private Universities and Central Universities set up in the State of Gujarat. Moreover, the present research work investigates the relations between the extent of emphasis given by Heads of the Higher Education Institutions in all types of universities in the state of Gujarat to key performance indicators (KPIs) and the Heads' style of management control systems (MCSs) use. There are 425 Heads of the Higher Education Institutions in the state of Gujarat consisting of Academic Administrator such as Deans, HODs and Officers of the Universities i.e. Vice Chancellors, Registrars, Finance Officers, Controller of Examinations, Deputy Registrars, Assistant Registrars, Section Officers. Out of 425, 75 Heads of the Higher Education Institutions having the thorough information required for the present study has been selected as sample for the present study based on judgemental sampling method because limited respondents had the information required for the study. The sample selected had been good enough to represent all the types of the universities too.
- **Data Collection:** The study has been based on the primary data collected from the Heads of the Higher Education Institutions in all types of universities in the state of Gujarat.

Research Instrument: Questionnaire

Data has been collected using a structured questionnaire based on literature study. The questionnaires have been delivered in person to the respondents to ensure better response rate and completed questionnaires have been collected, providing opportunity for the respondents to clarify point, if any.

Hypothesis of the Study

The following hypothesis has been formulated in this study:

- H₀:** There is no significant influence of Management Control System on Performance of the Higher Education Institutions in Gujarat.

H₁: There is significant influence of Management Control System on Performance of the Higher Education Institutions in Gujarat.

- **Hypothesis Framing and Testing:** On the basis of literature review, below mentioned variables have been selected with a view to study impact of Management Control System on Performance of the Higher Education Institutions in Gujarat. With a view to determine impact of Management Control System on Performance of the Higher Education Institutions in Gujarat, the researchers have conducted Regression Analysis.
- **Independent Variable:** Management Control Systems
Following data were collected from the respondents to study use of management control system in Higher Education institutions:
- **Dependent Variable:** Performance
- **Limitations:** The present study took into account the relationship between only two variables only. Other variables affecting performance could have been taken into account. The sample size of the study was 75 only. To have more accurate outcome, the sample size could have been more.

Result and Discussion

Table 1: ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Regression	26.979	1	26.979	98.766	.000b
Residual	19.941	73	.273		
Total	46.920	74			

Table 1 shows ANOVA Result of the regression models. As far as the Significance F value is concerned, it gives an idea that the regression result has been reliable (statistically significant). As Significance F is less than 0.05 (5%), the regression model has been fit and hence the selected independent variables have been significant in explaining the dependent variable. The models fitted have been the best described the behaviour of dependent variable against suitable alternatives and there has been a significant impact of independent variable i.e. MCS on Performance.

Table 2: Model Summary

R	R Square	Adjusted R Square	Std. Error
.758a	.575	.569	.52265
a. Predictors: (Constant), USE_MCS			
b. Dependent Variable: PERFORMANCE			

Table 2 divulges the Summary of Regression Statistics. It can be seen that Adjusted R Square is 0.569 which indicates that after adjustments the model explains 57% variation in the performance because of MCS. The model also states that the Dependent Variable i.e. performance can be predicted from MCS. The remaining

change in Performance behaviour is due to the other factors not taken into account and it represents all those factors that affect Performance but are not taken into account explicitly/clearly. The model summary reveals that MCS is strongly influencing Performance and has an impact on their fluctuation. It shows that 100% change in the MCS will result in 53 % change Dependent Variable i.e. Performance.

Table 3: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.554	.217		7.170	.000
	USE_MCS	.619	.062	.758	9.938	.000

Table 3 shows the regression output which shows that MCS is statistically significant because its p-values equal 0.000. It also shows that the coefficient of MCS is positive which proposes that there is a positive correlation between independent variable i.e. MCS and dependent variable i.e. Performance. A positive coefficient of MCS indicates that as the value of the MCS increases, the mean of the Performance also tends to increase. The coefficient value of MCS signifies change of 0.619 in the mean of the Performance given a one-unit shift in the MCS.

Hence, the regression model to determine the Performance will be as under:

$$P = \alpha + \beta_1 \text{MCS} + e$$

$$P = 1.554 + 0.619 * \text{MCS}$$

Findings, Conclusion and Suggestions

The study found that the Use of Management Control System in Higher Education Institutions in state of Gujarat leads to positive impact on overall performance of the Higher Education Institutions. Hence, it can be concluded that the use of better management control system in Higher Education Institutions leads to better performance of the Higher Education Institutions in terms of the Teaching and Learning Process, followed by operation, reputation, and research.

It is concluded that MCS provides better Teaching and Learning process because it enhances teaching satisfaction as far as the teachers are concerned as well as results into student retention, high success rate and student progress as far as students are concerned.

It can also be concluded that Use of MCS in Higher Education Institutions also results into better research output in terms of Research Publication in the state of Gujarat as opined by most of the respondents.

It can also be concluded that the development and implementation of the MCS in the state of Gujarat leads to better Infrastructure, Cost efficiency and thereby it helps accomplishing better operational performance as well.

It can also be concluded that through the best use of the MCS, higher education institutions gain reputation which makes it possible for them to easily attract Quality Students and Teachers as well as extra financial resources from the various organizations.

As the overall performance of the Higher Education Institutions depend upon the Use of MCS, for the better implementation of Management Control System it is suggested that the University should not get involved in the MCS process only when actions or outcomes are not in accordance with plans. MCS should be part of the plannings of the Higher Institutions.

As MCS stimulates dialogue with other officials within the Higher Education Institutions and creates new opportunities, accomplishes Institutional goals, tracks progress of the institutions, it is recommended that the Higher Education Institutions should develop and implement better Management Control system.

It is also recommended that the Data generated through MCS should be part of the important agenda of the meetings of the statutory bodies of the Higher Education Institutions for effective and accurate decision making because if MCS comes from the formal channels only, it is not only used by the officials but interacted and debated with the other officials also.

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Social Entrepreneurial Ecosystem: Need of the Hour for Growth and Development of the Community

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Introduction

Though it is still an early stage to describe the growing importance of social entrepreneurship, it has been said that the concept of social entrepreneurship has become well established in the current scenario. Although the idea of social entrepreneurship has been around since the 1950s

(Bowen in 1953), it has been observed that only since the past decade that the idea of social entrepreneurship has widely spread to be acknowledged amongst societal growth. It has become popular in the research stream for the purpose of scholarly recognition.

Researchers have attempted to define social entrepreneurship, social enterprise, social venture and social entrepreneur from different perspectives (Short et al. 2009). Some of the researchers limit their definition of social entrepreneurship to it being non-profit organizations (Lasprogata and Cotton, 2003) and others define it as for profit companies operated by non-profit organizations (Wallace, 1999); some link it to philanthropy (Ostrander, 2007) while others relate it to individuals and/or organizations engaged in entrepreneurial activities with a social objective or purpose (Certo and Miller, 2008).

Social entrepreneurship has gained encouragement in research because it is innovative way to manoeuvre the complexities that are present in the social needs of society (Johnson, 2000). Dees (1998) has tried to describe social entrepreneurship as the basic understanding an individual must have as: social entrepreneurship is yoked with sustainable social impact in the society. Social entrepreneurship has said to have impact on eradication of poverty, women empowerment, and social upliftment (Saebi et. al, 2019).

With the expanding importance that social entrepreneurship is gaining, the aim of this study is to supplement the research on entrepreneurship based on identifying

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the differences in the business model of both the forms of organization as well as their earning models as well as the problems incurred while metamorphosing journey have been addressed. This also enlightens us in understanding the ecosystem of social entrepreneurship prevalent in the current scenario.

Literature Review

Interest in entrepreneurship and various forms of entrepreneurship along with entrepreneurial education has heightened in recent years, especially among the researchers and academicians. The oldest that entrepreneurship can be traced is Schumpeter (1934) elaborating on economics point of view that “entrepreneur is a mechanism to economic change.” Bolton and Thompson (2004) have defined an entrepreneur as “a person who habitually creates and innovates to build something of recognized value around perceived opportunities.” The recognized value can be economic, social or aesthetic capital. Blundel et.al. (2017) states that entrepreneurs are those persons who seek to generate economic value through the creation or expansion of economic activity, by identifying and exploiting opportunities for new products, processes, markets.

It has been identified by researchers that without an opportunity, entrepreneurship cannot exist (Short, et. al., 2010). Various skills and skillsets have been associated with opportunity recognition in entrepreneurship. Sánchez (2013) correlates entrepreneur through cognitive perspective. The cognitive approach comes with the agenda to explain entrepreneurial behaviour through cognition. It is the study that explains about the types of cognition, deduces the entrepreneur’s behaviour and differentiates between entrepreneurs and non-entrepreneurs. Tang, Kacmar and Busenitz (2012) lead the discussion further that the entrepreneurial alertness helps in the pursuit of new opportunities. It has been said that the adjustments of opportunities occur to fit the market needs and opportunities emerge from macro changes in the economy.

The other end of entrepreneurship is not-for-profit organizations that aim at altruistic approach towards society. A substantial amount of antitrust activities occurs in the not-for-profit sector (Philipson & Posner, 2009). Healthcare industry is said to be the biggest contributor in the not-for-profit sector for the benefit of society and community. NFPs differ from their commercial counterparts in terms of their mission and operational characteristics.

The intent behind functioning of NFPs is to make charitable contributions for a number of reasons, including religious or spiritual obligation, social pressure, to curry favor with superiors, or due to general altruism according to Gordon and Khumawala (1999). The donors (as individuals or organizations) are motivated by the desire to have an impact on eradication or reducing societal problems by being a part of these NFPs via charities (Parsons, 2007). Thus, with the motive of betterment of society

with some recognized and targeted social needs emerges the concept of social entrepreneurship which not only deals with the issues and problems in the society but work towards getting profit as well (Rahim & Mohtar, 2015).

Like entrepreneurship, the scholars and researchers' haven't agreed to a common definition on this topic as well (Choi & Majumdar, 2014). Examples of definitions exists from being agents of change to creating social value and impact (Dees, 1998) to social entrepreneurship being innovative approach for dealing with complexities of the social needs (Johnson, 2000). It has been discussed by Dorado (2006) that Social Entrepreneurial Ventures (SEVs) are of three types: non-profit organizations- get finances for their social services as donations, charity, etc., profit ventures- have double bottom line as their mission and SEVs- solving of some social problems. In his article, Dey (2006) interprets social entrepreneurship texts through various lens including progressive development and beyond profit.

Opportunity recognition is the core phenomenon in entrepreneurship- social or commercial. Commercial entrepreneurship focuses on new needs, whereas social entrepreneurship focuses on serving basic or required needs through innovative approaches with effectiveness. The socio-cognitive process of an individual helps them to act on such perceived opportunities (Mitchell et al., 2007). An important criterion that requires its focus is also the intent of acting on the recognized opportunities in social entrepreneurship. Pursuing social entrepreneurship considered factors are market conditions and environment, pursuing perceived opportunities (Grimes, ed. at; 2013), social goals and profitability (Peredo & McLean; 2006). A problem or market failure by commercial entrepreneurs is said to be the opportunity recognition for social entrepreneurs (Austin et al., 2006; Gandhi & Raina, 2018; Cohen & Winn 2007). These days, social entrepreneurship is also linked with sustainability development (Bansal, et. al., 2019).

Table 1: Description for Differentiation

Attributes	Description		
	Social enterprise	Commercial enterprise	Not-for-profit enterprises
Opportunity recognition	Social vision (Dees, 2001)	Profit maximization (Hayter, 2011)	Social awareness (Skouloudis, et.al., 2015)
Market size	Gap fulfilment or failed market needs (Austin et al., 2006)	Gap fulfilment and failed market needs for profit (Baron, 2006).	Social contribution by individuals/companies/society at large (LaFrance and Lehman, 2005)
Value creation	Social welfare (Mair & Marti, 2006)	Profitability (Reynolds, 2016)	Philanthropy (Young, 2013)

Based on the literature, the following attributes have been implied for differentiating between social enterprise, commercial enterprise and not-for-profit enterprise.

Research Questions and Objectives

For the research study, the following were the research questions:

- How does the need of social venture in society arise?
- How does social venture differ from a not-for-profit venture?
- How does social venture differ from commercial venture?
- How does the revenue model of a social venture differ from a commercial venture?
- What can we infer about social entrepreneurship ecosystem when we juxtapose elements of the established ecosystem for entrepreneurship?

For the above mentioned research objectives, below mentioned are the corresponding objectives for the study that gives a greater reflection on what is being achieved:

- To understand the need of social venture in the society.
- To understand the difference in definition of social venture, commercial venture and not-for-profit venture through literature.
- Identifying the key aspects of difference in both the forms of venture through literature.
- Distinguishing the revenue models for social venture and commercial venture and the need for commercialization of social ventures.
- To identify the prevalent ecosystem for social entrepreneurship in the context of functioning of social entrepreneurial venture.

Research Methodology

According to Walliman, N. (2010), descriptive research is dependent on the observation of the researcher as a means of collecting data for their research. The attempt is to examine the situations in order to identify the norm, i.e. what can happen again if the same circumstances prevail. The goal of descriptive research is to describe a phenomenon that has occurred as well as its characteristics. The underlying idea is to identify how and why something has happened. (Gall, et.al. 2007).

Descriptive studies is said to consist of two major groups: dealing with individuals and those relating to the populations or groups (Grimes & Schulz, 2002). They can be described into several types, such as, case reports, case analysis, case series, cross-sectional studies, and ecological studies. In the first four of these, data is collected on individuals, and in the last one aggregated data for groups is used. (Aggarwal & Ranganathan, 2019)

Yin (2003) signifies case study as “an empirical inquiry which investigates a contemporary phenomenon within its real-life context when the boundaries between the phenomenon and context are not evident clearly.” Hartley (2004) defines that case study research is done with the aim of providing an analysis of the context/processes which clarifies the theoretical issues being studied.

The case studies here are drawn from both primary and secondary data. The first case is that of Shwas¹, a newly recognized social entrepreneurial venture which aims at providing education to the students of poor economic background and work on their upliftment and the second case is that of Lovely school² in Ahmedabad with state board course that functions for providing education to masses. What follows here is the brief description of the cases and the case material gathered which then is utilized to reflect upon both the schools vision and mission, their revenue models and the ecosystem in which they function.

Sample Selection

We used purposive sampling to select the two schools. We chose schools that established themselves independently and support academic for growth and development of individuals. Another aim to select these schools was to understand the commonalities and differences in the types of participants, rationale and vision, nature of functioning, and the revenue model for staying afloat in the economy.

Data Collection

We collected the data reported in this study over the course of one month. Over 100 hours of field observations and interviews as well as extensive analysis based on online presence, websites, newspaper documentation, speeches given in TED talks and other forums, video and photo documentations of activities, learning and so on was done. We employed observations, interviews and reviews of newspaper and online articles at each school and adapted our data collection that best suited in the comparative case study analysis to understand the ecosystem of functioning of both of the schools. Each school and its activities served as a functional boundary for each individual case analysis. Both a key strength and a key limitation of the study lies in the diversity of the cases. To assimilate this diversity, our case protocol focused on comparative analysis is referred for these broad descriptive categories such as rationale, mission, vision, functioning, and revenue models. Building theory from such diverse instances can be a unique way to develop comprehensive accounts (Stake, 2008).

Data Analysis

The analysis was based on data collected through interviews and observations that we transcribed and created case memos and case codes. For our comparative

¹ <http://shwas.in/>

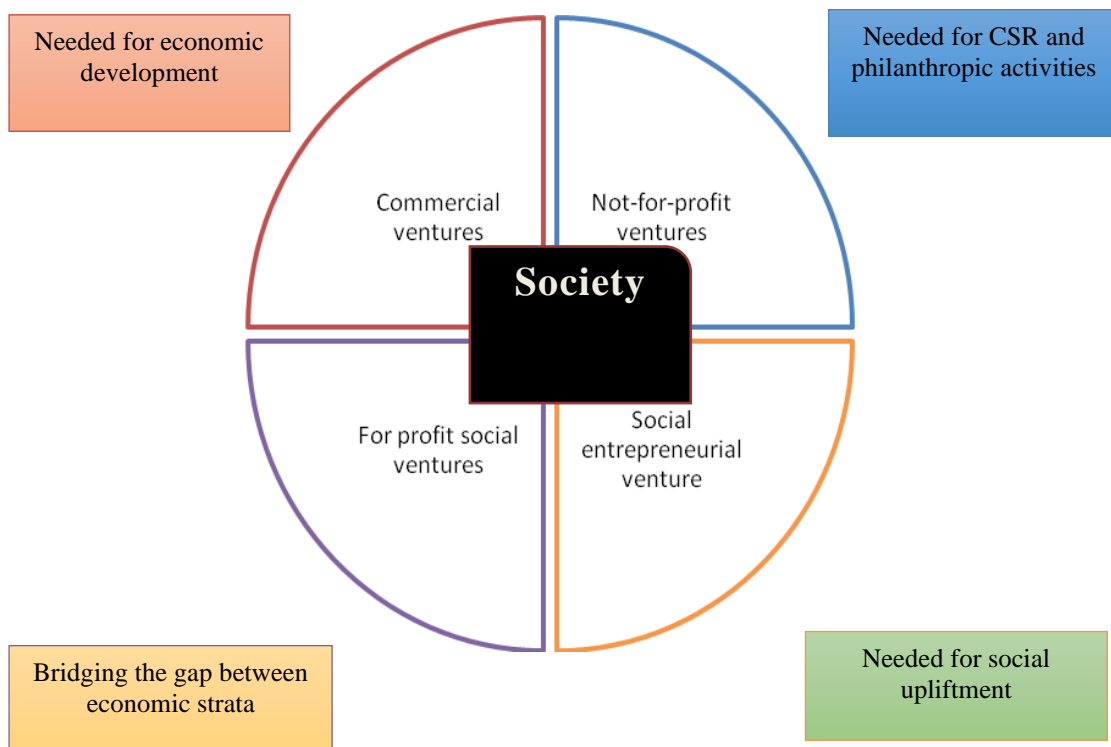
² The name of the school has been changed due to privacy reasons

case analysis, we used a concepts drawn from constructionism (Amineh& Asl, 2015), communities of practice (Wenger, 1999) and concepts that emerged from our data collection. The description of key qualities and codes within each case were noted to denote the functioning of both of the schools as well as the differences across them (Seers, 2012).

Ecosystem and its Variants

When we talk about ecosystem for social entrepreneurship, literature has quite a different perspective on it. Sharma (2015) in the research for constraints in social entrepreneurship identifies three broad categories namely institutional, organizational and socio-cultural constraints. These broad categories have further have sub-categories such as finance, government policies/support, information/research, legal structure, infrastructure, social enterprise community, incubation centres, corporate support, credibility, human capital, geography, awareness, community support and so on. What we identified from the literature and research is that the society needs all three to succeed. The following figure shows the holistic growth of the society:

Figure 2: Holistic Growth of the Society - Responsibilities of Various Forms of Ventures



Analysis and Result

SHWAS

- **Rationale and Vision**

It was with the experience that was gained during her educational period that Kinjal thought of pursuing this after her studies. Shwas which initially started as a not-for-profit organization in 2008 with a mission to impart knowledge to the kids from the poorer background of the society and it is recently that this entity was registered as a social enterprise. With being called for TEDX talks, Josh talks, accolades and rewards in the form of crowd funding and seed money, she's proud to see the difference that she has made and yet expresses that there is a long way to go. The vision for the enterprise is to bridge the gap of potential and opportunity identification for the underprivileged children. This acts as a supplementary education to update them to the grade of their school level parallel to their age.

One International School

- **Rationale and Vision**

Having established in the year 2002, with the founder, CEO and principal having more than two decades worth of experience, expertise and management skills, they have been an instrumental part in raising and ensuring the smooth functioning of the school. The mission of the school is to provide learners an atmosphere and help in creating a peaceful society. It operates on the philosophy of supportive environment that fosters the holistic development of children and the vision of the school is to assist the students in realizing their potential to be the best in every facet of life.

Table 2: Comparison of key features of the learning environments at both the schools

Features	Shwas	One International School
Participants	Primarily underprivileged children from poor socio-economic background	Primarily children and youth/adolescents from adequate socio-economic background
Mission	Awareness about hygiene & nutrition, Skills development, Vocational trainings	Provide learners an atmosphere and help in creating a peaceful society
Functioning	Community meeting, 15-16 teachers, curriculum will focus on subject taught in school plus skill-based learning	Entrance test and interview, 20 teachers, curriculum will focus on methodical learning
Revenue generation	Donation (individual/corporates), crowd funding, seed money (recent)	Fees, trade fares, book fares, renting out space
Ratio of teacher to student	1:10	1:2

No. of children enrolled	760	440
No. of centres in Ahmedabad	8	1
Ecosystem	Unorganized	Organized
Hierarchy	Non-prevalent	Prevalent

Findings and Discussion

One of the features of our case study research is that though bring distinct in their share of growth and development of children of the society, they still are functioning in the same ecosystem. While the support of the ecosystem is different for both of them, one being more organized than the other, the key themes that emerged discuss that both of them are being multidisciplinary i.e. in their approach and the impact generated as blending of learning both formally and informally through their respective environments.

- **Need for Social Venture in the Recent Scenarios**

Social ventures not just focus on social impact but also be self-reliant on doing that social good. They may want to see if they can “do well” while at the same time “doing good” (Dees & Anderson, 2003). These social ventures act as a bridge between the gaps created due to exponential differences created in the income generating groups in the country. The contribution of social venture along with social impact is also to exceed the financial rewards commonly found in the social sector which may or may not motivated people associated for personal rewards.

It has been discovered by researchers that social ventures measure their success in terms of social impact. Along with this, they have to pay a closer attention to the creation of economic value as well. This brings to the referred terminology of “double bottom line” simplifying the need dual social and financial objectives that guide their managerial decision-making and determine their success.

Social entrepreneurship’s multidisciplinary approach encourages innovation and development

In these times of innovation and development, social entrepreneurship does not just focus on the education aspect of a child but also skill-based learning to stay relevant in the market. This blending of traditional and skill-based learning creates an environment in which there is scope for innovation, both, in teaching as well as learning aspect and leads to development in the form of upliftment of the society. With the era of digital skills and innovative approaches, social entrepreneurial ventures into academia also are trying to focus their teaching skills into imparting knowledge for imparting basic knowledge about digitization and understanding of key phrases for showcasing their knowledge into the world. With this aim, Shwas also provides classes on basic computer skills needed for the development of their children.

- **Commercialization of Social Ventures for Sustainability**

The commercialization of social ventures is bringing a shift in the entire generation's perspective as to how society and natural environment is being perceived by stakeholders and how businesses might respond to them. Because of this, social ventures create economic value as well as sustainability values for their organizations. In the current scenario, companies that are bending towards sustainability creates values with their stakeholders- internal as well as external (Lee & Jay, 2015).

Because of the underlining effect, social ventures increasingly are putting greater energy into their performance—social, environmental and now financial as well (Mair and Martí 2006). With this Ault (2016) mentions that this shift of also concentrating on commercialization is because aid organizations have recognized the importance of financial services to reach the poor and other marginalized groups on a larger scale for the goal of market inclusivity may be otherwise may be difficult to achieve.

- **Social Entrepreneurship is not Without its Share of Issues**

Regarding our first venture i.e. social, with the focus on development and growth and now rising to the path of being a social entrepreneurial venture, we have found several issues. The venture's previous commitment to development of society within the domains of a not-for-profit organization have been significant but informal corresponding to the functioning of their venture. Contrarily, the commercial venture has well-established itself in a formal setting catering to the growth of the children. Another criteria for comparison is the socio-economic upliftment that the social venture is endeavouring is hard to have a quantitative aspect. On the other hand, the results displayed for children in the commercial venture is quite uncomplicated.

The commercial venture has established hierarchy and reporting system that keeps in check for the accountability of students and teachers. With the seed money being received, the goal now of the social venture is to develop hierarchical system of reporting to send progress/impact reports to the venture capitalist. With the social entrepreneurial ecosystem being roughly all over the place, a systematic approach to grow and have an impact need to be developed to create a larger impact for the society and in the society.

Conclusion

The aim of this paper was to develop the understanding of social venture and the ecosystem defining social venture. We defined and differentiated social venture against commercial ventures as well as not-for-profit ventures. We then associated with the need of social venture and their functioning, their business models and the need for commercialization in discussion.

In our view, the need for social venture has long been identified in the literature and in the society. We might have forgotten about it but the aspect of sustainability is bringing the importance of social venture back into the scenario. They have the dual goal of social upliftment through self-efficacy and in turn reducing poverty, women empowerment and overall growth of the society. The literature has dealt with “what” and “who” and now we point out towards “why” of it.

The commercialization of the social sector has been through debate, opportunity evaluation, edge of survival; and various other perspectives to identify the key of why there is a need for further research.

Limitations and Future Scope

The present study tries to contribute to the literature by extending the journey of an NFP to a social venture by examining their contributions, differences and issues that they might face. Past studies on social entrepreneurship have focused on the outcomes, intentions and contributions of social entrepreneurship but have not taken into consideration the informal ecosystem responsible for lack of consensus on the definition and factors affecting social entrepreneurship henceforth. The present research shows that context such as seed money, functioning and revenue models are the distinctive features of social entrepreneurship other than their vision and societal upliftment. Through this paper, we demonstrate that the functioning of ventures and financial models of ventures have a major contribution in defining the terminologies social venture and not-for-profit ventures other than what literature has already contributed.

This can be an important contribution as it shifts the focus from outcome of social entrepreneurship to the salient causation. Moreover, social entrepreneurship, since the term has been coined has focused on the intent of an entrepreneur than the intent of venture on growth and development. The issues of hierarchical forms, report generation as well as rationale have remain under researched. The limited body of literature has focused on intention of social entrepreneurship (Mair & Noboa, 2006) or mapping empathy to intent of social entrepreneurship (Yu & Wang, 2019). These findings add to the body of literature on social entrepreneurship, their functioning as well as their substantial efforts to survive on their own but specifically with the lack of ecosystem that could promote social entrepreneurship that it does for commercial entrepreneurship in the economy. Sustainability is no longer just tied with entrepreneurship but with social entrepreneurship as well. Thus, the study can be carried out on a larger scale to understand the ecosystem for social entrepreneurship on a larger scale.

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Role and Challenges of Women Entrepreneurs with Special Reference to Krishna District, Andhra Pradesh State

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Introduction

A woman plays a significant role in developing the country's economy. They have the capability to handle any sort of work irrespective of its complexity. A woman who creates, initiates, innovates a business firm is woman entrepreneur. Women entrepreneurs not only establish their businesses but also establish a nation. In the contemporary world, many large and successful firms are being led by women entrepreneurs. The accurate application of knowledge, skills, competencies of the women entrepreneurs are making them cherish in the world. However, women entrepreneurs are suffering from lot of complexities for running a business. The complexities are de-motivating the desperate women to enter into the field of entrepreneurship and motivating the women entrepreneurs who incur huge losses to wind-up the business. The statistics of Sixth economic census is published by Central Statistics Office, Ministry of Statistics and Program Implementation. The Sixth economic census reveals that only 8 million women led firms are present in India out of 58.5 million enterprises which are very flat. So, there is a need to understand the challenges faced by women entrepreneurs and recommendations are to be made to overcome the challenges. It is also important to understand the role of women entrepreneurs in developing the economy and influence the women so that more women can get persuaded to become women entrepreneurs.

Objectives of the study

- To explore the role of women entrepreneurs in Indian society.
- To analyze the demographic profile of selected women entrepreneurs in Krishna district, Andhra Pradesh.

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- To understand the challenges faced by women entrepreneurs in general and particularly in Krishna district, Andhra Pradesh.
- To recommend the measures to overcome the challenges faced by women entrepreneurs.

Methodology of the Study

The research study spotlights on the women entrepreneurs working in both organized and unorganized sectors of Krishna District, Andhra Pradesh. Data was collected through primary and secondary sources. Secondary data was collected from books, journals, Magazines, reports, past records, websites, unpublished works, etc. The primary data is collected through in-depth interviews. The in-depth interviews were conducted one-to-one. The questions were unstructured. However, they were relevant to the objectives of the study. The sample selected for this study is 50 women entrepreneurs in Krishna district, Andhra Pradesh. The sampling technique used is convenience sampling. Data was tabulated, analyzed and interpreted by using simple methods like percentages, mean, median, mode, cross tabulation etc.

Role Played by Women Entrepreneurs

Even though Women have the responsibility of taking care of her family, they also play a very important role as an entrepreneur by shaping the economy of the country. Woman entrepreneur is a person who creates, innovates, re-creates and renovates the business to prosper. Women entrepreneurs' role is quite grueling. They have multiple roles to play. They perform the duties of a mother, wife, sibling, daughter to take care of the family. They perform the duties of an educator, a facilitator, a boss, a leader to improve the work life of the people working with them. They play a crucial role in economic development and social development of the country by having robust financial performance, by empowering and enriching the other women to take part in their activities. They also educate and develop the people for growth of the business, by encouraging strong emotional intelligence and empathetic style of business structure. Women entrepreneurs perform multi-tasking. They handle the family as well as the business effectively. So, women entrepreneurs have good experience and expertise to educate other women to multi-task which improves the economic, social, personal lifestyle of the women. Due to discrimination and inequality in the business sector, women entrepreneurs suffer a lot. However, they amicably resolve the hurdles faced and sustain in the society. Women entrepreneurs are showing their excellence in various sectors such as Agricultural, Manufacturing, Trade, Hospitality, Food Services, Education, Health-care, Beauty and professional services etc. When compared to men entrepreneurs, women entrepreneurs are considered to be less commercial due to which the women entrepreneurs are using their innovativeness to render the business services to the common people at reasonable prices which in return improves the lifestyle and status

of people. The risk taking perspective might be more in male entrepreneurs when compared to female entrepreneurs. However, the women entrepreneurs are more efficient in handling the risks and control the prospect threats with lower stress and tension when compared to male entrepreneurs. Women entrepreneurs encourage more and more women to step into various fields of work and business which boosts women empowerment in the society.

Data Analysis

Table 1: Classification of Respondents Basing on Age

S. No.	Age	No. of Respondents	Percentage
1	20-30	04	08
2	31-40	25	50
3	41-50	20	40
4	51-60	01	02
5	Above 60	00	00
Total		50	100

From table-1, it is observed that, out of the total respondents 50 percent of respondents are in the age group of 31-40 years.

Table 2: Classification of Respondents Basing on Educational Qualification

S. No.	Educational Qualification	No. of Respondents	Percentage
1	Illiterate	01	02
2	Up to 10 th	10	20
2	Inter	00	00
3	Degree	36	72
4	P.G.	03	06
Total		50	100

From table-2, it is observed that, out of the total respondents 72 percent of the respondents are graduates.

Table 3: Classification of Respondents Basing on Marital Status

S. No.	Marital status	No. of respondents	Percentage
1	Married	48	96
2	Unmarried	01	02
2	Widowed	01	02
Total		50	100

From table-3, it is observed that, out of the total respondents 96 percent of the respondents are married.

Table 4: Classification of Respondents Basing on the Number of Children they have

S. No.	No. of children	No. of respondents	Percentage
1	No children	05	10
2	Single child	04	08
3	Two or more children	41	82
Total		50	100

From table-4, it is observed that, out of the total respondents 82 percent of the respondents have two or more children.

Table 5: Classification of respondents basing on the Nature of business they are doing

S. No.	No. of children	No. of Respondents	Percentage
1	Textiles	21	42
2	Services	22	44
3	Trading	05	10
4	Others	02	04
Total		50	100

From table-5, it is observed that, out of the total respondents 44 percent of the respondents are doing service business.

Table 6: Classification of Respondents Basing on the Duration of Business

S. No.	Duration	No. of respondents	Percentage
1	0-5 years	10	20
2	5-10 years	29	58
3	10-15 years	05	10
4	More than 15 years	06	12
Total		50	100

From table-6, it is observed that, out of the total respondents 58 percent of the respondents have 5-10 years business experience.

Table 7: Classification of respondents basing on the extent of satisfaction

S. No.	Extent of Satisfaction	No. of Respondents	Percentage
1	Highly satisfied	13	26
2	Moderately Satisfied	34	68
3	Indifferent	02	04
4	Dissatisfied	01	02
5	Highly dissatisfied	00	00
Total		50	100

From table-7, it is observed that, out of the total respondents 68 percent of the respondents are moderately satisfied with the business what they are doing.

Table 8: Classification of Respondents Basing on the Amount of Investment

S. No.	Amount of Investment	No. of Respondents	Percentage
1	Less than Rs 1,00,000	25	50
2	Rs 1,00,000- Rs 2,00,000	21	42
3	Rs 2,00,000-Rs 3,00,000	03	06
4	Above Rs 3,00,000	01	02
Total		50	100

From table-8, it is observed that, out of the total respondents 42 percent of the respondents invested between one to two lakh rupees in the business.

Table 9: Classification of respondents basing on the source of investment

S. No.	Source of investment	No. of respondents	Percentage
1	Relatives	02	04
2	Friends	00	00
3	Banks & Govt. institutions	28	56
4	Own investment	19	38
5	Creditors	01	02
Total		50	100

From table-9, it is observed that, out of the total respondents 56 percent of the respondents have taken loans from banks and financial institutions to do the business.

Table 10: Classification of Respondents Basing on their Willingness to Continue the Business

S. No.	Continue the Business	No. of Respondents	Percentage
1	Willing	50	100
2	Unwilling	00	00
Total		50	100

Table 11: Classification of Women Entrepreneurs Basing on their perceptions Relating to Strengths and Weaknesses

S. No.	Response	Very Strong	Strong	Neutral	Weak	Highly weak	Total	Majority of Percentage
1	Idea generation	10	35	05	00	00	050	70
	<i>Percentage</i>	20	70	10	00	00	100	
2	Dealing with people	24	23	03 06	00	00	050	48
	<i>Percentage</i>	48	46	06	00	00	100	
3	New product development	10	26	14	00	00	050	52
	<i>Percentage</i>	20	52	28			100	
4	Ability to meet market needs	09	31	10	00	00	050	62
	<i>Percentage</i>	18	62	20	00	00	100	
5	Finding distribution channels	00	12	15	23	00	50	46
	<i>Percentage</i>	00	24	30	46	00	100	

Table 12: Classification of Women Entrepreneurs Basing on their Response Whether they take Advice from Experts

S. No.	Whether they take Advice or Not	No. of Respondents	Percentage
1	Yes	21	42
2	No	29	58
Total		50	100

Table 12.1: Classification of Women Entrepreneurs Basing on the Advises given by Experts to Them

S. No.	Nature of Advice	No. of Respondents	Percentage
1	For new product development	14.0	66.6
2	For marketing of goods	07.0	33.3
3	For promotional activities	00.0	00.0
4	For fixing the prices	00.0	00.0
Total		21.0	42.0

Table 12.2: Classification of Women Entrepreneurs Basing on the Frequency of interactions with the Experts

S. No.	Frequency of Interaction	No. of Respondents	Percentage (Approximately)
1	Very rarely	01	05
2	Rarely	12	58
3	Moderately	00	00
4	Regularly	06	28
5	Very regularly	02	09
Total		21	100

From table-10, it is observed that, all of the respondents want to continue the business and none of the respondents want to quit the business.

From table-11, it is observed that 70 percent of respondents feel that they are moderately strong in idea generation. Out of the total respondents 48 percent of respondents feel that they are very strong in dealing with the people. Out of the total respondents 52 percent of the respondents feel that they are moderately strong in market development process. Out of the total respondents 62 respondents feel that they are moderately strong in ability to meet market needs. Out of the total respondents 46 percent of the respondents feel that there is some difficulty in finding distribution channels.

From table-12.1, it is observed that, out of the total respondents who take advice from experts, nearly 67 percent of the respondents take advice for the development of new product.

From table-12.2, it is observed that, out of the total respondents who take advice from experts, only 28percent (*approximately*) of the respondents take advice regularly from experts.

Table 13: Classification of Women Entrepreneurs Basing on the General Business Problems they are Facing and the Extent of Problems they are Facing

S. No.	Nature of Problems	Very Highly	Highly	Average	Less	Very Less	Total	Majority of Percentage
1	Lack of financial support	01	08	20	16	05	050	40
	<i>Percentage</i>	02	16	40	32	10	100	

2	Operational Challenges	00	00	15	19	16	050	38
	<i>Percentage</i>	00	00	30	38	32	100	
3	Lack of Training Opportunities	06	24	06	10	04	050	48
	<i>Percentage</i>	12	48	12	20	08	100	
4	Getting enough customers	04	03	06	20	17	050	40
	<i>Percentage</i>	08	06	12	40	34	100	
5	Lack of Support from the Family	04	03	18	15	10	050	36
	<i>Percentage</i>	08	06	36	30	20	100	
6	Cut-throat competition	04	11	19	08	08	050	38
	<i>Percentage</i>	08	22	38	16	16	100	
7	Unable to attract skilled employees	05	08	19	8	10	050	38
	<i>Percentage</i>	10	16	38	16	20	100	
8	Lack of Independence in Decision Making	08	14	05	13	10	050	28
	<i>Percentage</i>	16	28	10	26	20	100	
9	Gender discrimination	08	11	09	12	10	050	24
	<i>Percentage</i>	16	22	18	24	20	100	
10	Others	00	00	00	00	50	050	100
	<i>Percentage</i>	00	00	00	00	100	100	

Findings of the Study

From the study, it was evident that significant number of the women entrepreneurs is in the age group of 31-40 years. Majority of them are graduates. Maximum number of women entrepreneurs is married. Women with two or more children are more likely to be entrepreneurs. Many women entrepreneurs belong to low income group. Many women become entrepreneurs because of economic necessity. Many of the respondents prefer service business. Many of have 5-10 year's business experience. Many of them have moderate satisfaction with the business what they are doing. Many of the respondents invested between one to two lakh rupees in the business. Many of the respondents have taken loans from banks and financial institutions to do the business. All of the respondents want to continue the business and none of the respondents want to quit the business. By and large much number of respondents feels that they are moderately strong in idea generation. Out of the total respondents nearly half of feel that they are very strong in dealing with the people. Out of the total respondents more than half of the respondents feel that they are moderately strong in market development process. Out of the total respondents significant number of respondents feels that they are moderately strong in ability to meet market needs. Out of the total respondents nearly half of the respondents feel that there is some difficulty in finding distribution channels. Out of the total respondents, only nearly half of the respondents generally take experts' advice. Out of the total respondents who take advice from experts, majority of the respondents take advice for the development of new product.

Challenges faced by Women Entrepreneurs

Despite the strength and robustness of women entrepreneurs to establish and run the business effectively, they are facing considerable challenges. The challenges faced by women entrepreneurs in Krishna District, Andhra Pradesh are as follows:

- **Lack of Training Opportunities:** Majority of the places in Krishna District are rural and semi-urban. So, the training opportunities provided to the women entrepreneurs who are desperate to start the business or the women entrepreneurs who would like to sustain and prosper in the business are drastically low.
- **Lack of Support from the Family:** The women entrepreneurs are facing difficulty in convincing their family members about their entrepreneurial plans. Lack of trust and fear are more prevalent among the family members of these women.
- **Lack of financial support:** The women entrepreneurs are having trouble in getting financial assistance to start a business. The respondents of the study expressed that the loan process is complex to women entrepreneurs when compared to men. They stated that the banks or the financial institutions seek for collateral security or a joint account has to be opened with the women entrepreneur's husband if the loan has to be granted. Despite of the surety given, the absolute amount is not being dispersed by the banks or financial institutions.
- **Unable to attract skilled employees:** The skilled people who are offered an opportunity by the women led enterprises are declining the offers. The reasons for the decline are claimed as lack of trust, job security and financial stability. Thus, the women entrepreneurs are facing challenges due to less pool of skilled employees.
- **Cut-throat competition:** Now-a-days, the male entrepreneurs are expanding their businesses internationally and are having superiority in terms of financial status and operational efficiency. However, very few women entrepreneurs are able to expand internationally due to varied reasons such as financial concerns, lack of family and social support, gender biasness, low risk bearing capacity etc. So, the male entrepreneurs are investing innovatively in the local market and the competition and competitive advantage is being increased in favour of men entrepreneurs when compared to women entrepreneurs.
- **Lack of Independence in Decision Making:** Male entrepreneurs have the leverage to take the decisions on their own. However, women entrepreneurs have family obligations and the decision making process involves the family members. Due to difference of opinions different suggestions will be given to women entrepreneurs thus making vital business aspects cumbersome.

So to overcome the above challenges some suggestions were made to improve the role and lifestyle of women entrepreneurs.

Suggestions to Encourage Women Entrepreneurship

- **Leadership Training:** The capability of management needs to be strengthened through leadership training and imparting administrative skills. Women entrepreneurs have their knowledge of management. They need to have a vision.
- **Industrial Estates for Women:** The industrial estates programme was initiated in the 1950s for promoting the growth of small scale industries. Under this scheme, a separate industrial township is created with the necessary infrastructure facilities like power, electricity, land, water, transportation etc. The entrepreneurs are encouraged to occupy the land and shed and continue their activities. Likewise, industrial estates exclusively for women are to be developed. Also, the district industries centre (DIC) should have a separate wing for women.
- **Creation of Separate Wing in the DIC:** Another point that can be considered seriously by the state government authorities is to think about the starting of a separate wing in the DIC for women at the district level.
- **Voluntary Support to Women Entrepreneur:** A large number of organizations such as NAYE (National Alliance of young entrepreneurs) ICWE (Indian Council of Women Entrepreneurs), the centre for entrepreneur Development (Gujarat), SEWA (Self Employed Women Entrepreneurs Association) have to be active to motivate and assist women in setting up small industries.
- **Changing the Social Attitudes:** The society need to cultivate progressive outlook towards things and encourage women to compete with men. This should start from the childhood days. The bringing up of women has to be changed. A rigid behavior should not be imposed on girls.
- **Responsibilities of Women Entrepreneurs:** In any development program much of the burden lies with the beneficiaries. If they are passive, promotional organizations can do little. The women must be able to come out from the cob-web created by the social norms and customs. They should think progressively. Instead of expecting concessions and relief from the government and other supporting agencies, they should try to seize the opportunities and march ahead.
- **Women should be Aware of their Rights:** Women need to acquaint themselves with laws pertaining to their rights so that they can approach courts to get justice and understand when to approach them. Even successful entrepreneurs are unaware about their rights.

- **At the Educational Level:** More and more women are given higher education for their intellectual development. Their knowledge should not only be bookish, but practical. Personality development programme need to be encouraged.
- **Training Institutes:** Many government, semi government, non government and consultant agencies are encouraging women entrepreneurs. They have to inspire women entrepreneurs through training sessions. This contributes to increasing productivity of the enterprises.

Conclusion

As the emergence of women entrepreneurs and their contribution to the national economy is quite visible in India and the number of women entrepreneurs are increasing day by day there is a need to formulate appropriate strategies for stimulating, supporting and sustaining the efforts of women entrepreneurs.

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Leadership in Modern Organisation: An Ethical Perspective

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Introduction

Leadership in modern organizations has evolved to become more complex and challenging, requiring leaders to navigate various ethical dilemmas and conflicting priorities. The ethical perspective of leadership is critical in modern organizations as leaders must make decisions that impact not only their organization but also their employees, stakeholders, and society at large.

Ethical leadership requires leaders to prioritize ethical principles and values, such as fairness, transparency, accountability, and social responsibility. Leaders must create a culture of trust and engagement within their organizations, promoting the well-being of their followers and the environment.

This paper explores the ethical perspective of leadership in modern organizations, examining the importance of ethical leadership, the challenges in achieving it, and the benefits it brings to organizations. The paper also discusses various ethical principles and values that guide leaders in making ethical decisions, including integrity, respect, and justice.

Through this paper, we aim to provide insights into the ethical perspective of leadership and its significance in modern organizations. We hope to stimulate discussion and promote a better understanding of ethical leadership and its implications for organizations, their employees, and society at large.

Review of Literature

The purpose of this quantitative parallel study was to examine the relationship between leadership, decision-making, and ethical behaviour. The literature of review

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encompasses a variety of resources from Walden University library databases, including ProQuest, EBSCOhost, LexisNexis, PsycINFO, and Science-Direct. Publication of the reviewed websites, books, and journals primarily occurred between 2011 and 2014. The literature review includes a minimum of 60 peer-reviewed sources, and 85% of the total sources have a publication date less than 5 years from the anticipated completion date for the study.

Management is a significant endeavour according to Drucker (1960); however, Drucker did not emphasize on leadership throughout most of his career. Drucker's view of leadership was not particularly positive because he believed that effective management, not leadership, was the key to success. By the end of his life, Drucker acknowledged that leadership was significant (Li & Madsen, 2011).

Six different leadership narrate to Drucker's (1960) leadership philosophy. Coercive leadership demands immediate submission, authoritative leadership mobilizes people toward a visualization, and affiliative leadership creates concord and builds emotional bonds. Democratic leadership forges consensus through participation, pacesetter leadership sets a high standard of performance, and the final leadership coaching leadership that develops people for the future.

The philosophy of management presented by Drucker relates to participatory leadership, in which managers tend to believe that people are self-motivated to accomplish work that is satisfying to them (Baker & Comer, 2011). Participative leadership involves making sound decisions, sharing information with employees, and involving employees in the decision-making process. Leaders with a participative style boost employees to run their departments and make decisions regarding policies and procedures. Employee encouragement promotes care for poor morale and low productivity. Drucker noted that employee praise is not appropriate for every organization and at every level. This research study elaborates assessing the strength of the relationship between leadership, decision making, and ethical behaviour. According to Drucker, businesses have a responsibility to every employee (Toubiana & Yair, 2012). The emphasis on the results of managerial actions rather than on the supervision of activities was a major factor behind the choice of Drucker's theory of management for this study.

Objectives of the Study

Ethical leadership needs ethical leaders. If leaders are ethical, they can confirm that ethical practices are carried out all over the organization. Leaders are naturally in a position of power both on and off the profession, so ethical leadership must focus on how leaders control this power in the decisions they make, actions they involve in and ways they affect others. What are some traits of ethical leadership? The best leaders are those who know what they value -- for illustration, attributes such as honesty, integrity, responsibility, compassion,

friendliness and innovativeness -- and who also identify the importance of ethical behavior in the workplace, at home and in the community. This study is based on the subsequent objectives:

- To shed light on the theory of ethical leadership by reviewing the applicable literature. The objectives of the paper include providing definitions for the theory of ethical leadership and unfolding an ethical leader's personality.
- To evaluate the major elements of leader's ethical behavior in an organization. The research questions of the paper include: - 1) what are major personality features of an ethical leader and what is his typical behavior? 2) What is the leader's role in nurturing followers' ethical behavior and how do followers observe an ethical leader?
- To analyze the results from unusual empirical studies about ethical leaders and the followers' observation of ethical dimension in leaders. The structure of the paper reflects the resolution and follows the research questions.

Ethical Perspective of Leadership: Defining the Construct

The ethical perspective of leadership refers to the set of ethical principles and values that guide leaders in their decision-making and behaviour within an organization. It involves prioritizing the welfare of employees, stakeholders, and society at large, and acting in ways that promote fairness, transparency, accountability, and social responsibility.

At its core, ethical leadership requires leaders to act with integrity and demonstrate a commitment to ethical principles and values. This means that leaders must be honest, transparent, and accountable for their actions, and must prioritize the well-being of their followers above their own interests. They must also consider the long-term impact of their decisions on the environment and society and act accordingly.

Ethical leadership involves several key constructs, including moral reasoning, ethical decision-making, ethical climate, and ethical culture. Moral reasoning refers to the cognitive processes that leaders use to evaluate ethical dilemmas and make decisions that align with ethical principles and values. Ethical decision-making involves applying moral reasoning to real-world situations and making decisions that promote ethical behaviour. Ethical climate and culture refer to the shared values, beliefs, and practices that shape ethical behaviour within an organization.

Leaders–Followers Relationship and Unethical and Ethical Behavior

Leader-follower relationship is a critical factor that can influence both ethical and unethical behavior within an organization. Leaders have the power to shape the behavior of their followers, and the nature of their relationship can impact the ethical climate of the organization.

When leaders demonstrate ethical behaviour, such as honesty, transparency, and accountability, it can create a culture of trust and respect within the organization. This can lead to followers adopting similar ethical behaviour, which can improve the overall ethical climate of the organization. In contrast, when leaders engage in unethical behaviour, such as lying, deception, or misuse of power, it can create a toxic environment that encourages followers to engage in similar unethical behaviour.

The nature of the leader-follower relationship can also impact the likelihood of unethical behaviour occurring within an organization. Leaders who create a positive relationship with their followers, such as by providing support, guidance, and clear expectations, are more likely to discourage unethical behaviour. In contrast, leaders who create a negative relationship, such as by being overly critical or controlling, can create an environment that encourages unethical behaviour. Leaders also have a responsibility to hold their followers accountable for their behaviour, both ethical and unethical. Leaders who fail to hold their followers responsible for unethical behaviour can create a culture of exemption, where unethical behaviour is encouraged.

Personality Characteristics of Ethical of Ethical Leaders

Personality characteristics are essential components of ethical leadership. Ethical leaders possess a set of personality traits that allow them to act with integrity, prioritize the welfare of their followers, and promote ethical behaviour within their organizations. Some of the personality characteristics of ethical leaders include:

- **Integrity:** Ethical leaders are honest and transparent in their actions, decisions, and communications. They demonstrate consistency between their words and actions and act in ways that align with their ethical principles and values.
- **Empathy:** Ethical leaders are able to understand and relate to the emotions and experiences of their followers. They prioritize the welfare of their followers and act in ways that promote their well-being.
- **Self-awareness:** Ethical leaders have a deep understanding of their own values, beliefs, and biases. They are aware of their strengths and weaknesses and use this knowledge to make ethical decisions and improve their leadership.
- **Fairness:** Ethical leaders treat all individuals fairly and impartially, regardless of their status or position within the organization. They consider the impact of their decisions on all stakeholders and act in ways that promote fairness and equality.
- **Courage:** Ethical leaders have the courage to stand up for what they believe in, even in the face of opposition or adversity. They are willing to make difficult decisions that align with their ethical principles and values, even if they are unpopular or challenging.

- **Humility:** Ethical leaders recognize that they do not have all the answers and are open to learning from others. They are willing to admit when they are wrong and seek feedback and input from others.

Individual Characteristics and Ethical Leadership

Individual characteristics play a crucial role in ethical leadership. Ethical leaders possess certain traits and values that guide their decision-making and behaviour. These traits include honesty, integrity, accountability, empathy, and respect for others. Ethical leaders also tend to have a strong sense of purpose and a commitment to doing what is right, even when it is difficult.

Honesty is an important characteristic of ethical leadership because it fosters trust and credibility with followers. Ethical leaders are transparent in their actions and communication, and they avoid misleading or deceiving others.

Integrity is another key characteristic of ethical leadership. Leaders with integrity consistently act in accordance with their values and principles, and they do not compromise their standards for personal gain or convenience.

Accountability is also an essential aspect of ethical leadership. Ethical leaders take responsibility for their actions and decisions, and they hold themselves accountable to the same standards they expect from their followers.

Empathy is another important trait of ethical leaders. Ethical leaders understand and care about the perspectives and feelings of others, and they make an effort to consider these perspectives when making decisions. Respect for others is also a critical characteristic of ethical leadership. Ethical leaders treat others with dignity and respect, regardless of their position or status.

Leadership Values

Leadership values refer to the set of guiding principles and beliefs that guide the actions and decisions of a leader. These values are essential for effective leadership and play a crucial role in establishing trust, respect, and credibility with followers:

Here are some common leadership values:

- **Integrity:** Leaders with integrity are honest, ethical, and transparent in their dealings with others.
- **Courage:** Leaders with courage are willing to take risks, stand up for what they believe in, and make tough decisions, even when they are unpopular.
- **Empathy:** Leaders who demonstrate empathy are able to understand and relate to the perspectives and feelings of others. They show compassion and kindness, and they work to create an inclusive and supportive environment.

- **Accountability:** Leaders who take responsibility for their actions and decisions. They are willing to admit their mistakes and learn from them, and they hold their team members accountable for their performance.
- **Vision:** Leaders with a clear and compelling vision inspire and motivate their team members to work toward a common goal. They communicate their vision effectively and provide direction and guidance to help their team achieve it.
- **Humility:** Leaders who demonstrate humility acknowledge their limitations and seek input and feedback from others. They are open to learning and growth and recognize that they don't have all the answers.
- **Respect:** Leaders who show respect treat others with dignity, value their contributions, and listen to their ideas and opinions. They foster a culture of mutual respect and encourage collaboration and teamwork.

These are just a few examples of the many leadership values that can contribute to effective leadership. Different leaders may prioritize different values based on their personal beliefs, experiences, and leadership style.

Organisational Values

Organizational values play a crucial role in shaping the personality characteristics of ethical leaders. Organizational values are the guiding principles and beliefs that shape the behaviour and decision-making of individuals within an organization. They serve as a framework for ethical behavior and help to create a culture of accountability and responsibility within the organization. Ethical leaders prioritize the values of their organization and align their actions and decisions with these values. They act as role models for their followers by demonstrating the importance of these values and holding themselves accountable to them.

Some common organizational values that are important for ethical leadership include:

- **Integrity:** This value refers to the importance of honesty, transparency, and accountability in all actions and decisions. Ethical leaders prioritize integrity and act in ways that align with this value.
- **Respect:** This value emphasizes the importance of treating all individuals with respect and dignity, regardless of their status or position within the organization. Ethical leaders prioritize respect and create a culture of inclusivity and diversity.
- **Responsibility:** This value emphasizes the importance of taking responsibility for one's actions and decisions. Ethical leaders prioritize responsibility and hold themselves and their followers accountable for their behaviour.

- **Fairness:** This value emphasizes the importance of treating all individuals fairly and impartially, without discrimination or bias. Ethical leaders prioritize fairness and create a culture of equity and justice.
- **Collaboration:** This value emphasizes the importance of working together as a team to achieve common goals. Ethical leaders prioritize collaboration and create a culture of teamwork and cooperation.

Values based Leadership

Values-based leadership is a leadership approach that emphasizes the importance of personal values and ethics in decision-making and behaviour. It involves aligning personal values with organizational values to create a culture of ethical and responsible leadership.

In values-based leadership, leaders focus on developing and promoting core values such as honesty, integrity, respect, empathy, accountability, fairness, and social responsibility. These values are then used as a guide for making decisions and taking actions that are consistent with the organization's values and purpose.

Values-based leadership also involves creating a culture of trust and openness, where team members feel empowered to speak up and share their ideas and concerns. Leaders who practice values-based leadership foster a sense of ownership and commitment among their team members, which leads to improved performance and job satisfaction.

To practice values-based leadership, leaders should:

- Clearly define the organization's values and purpose, and communicate them effectively to team members.
- Lead by example by consistently demonstrating values-based behaviour in their own actions and decisions.
- Encourage team members to share their ideas and concerns openly and provide a safe and supportive environment for open communication.
- Encourage ethical decision-making by providing clear guidelines and support for ethical behaviour.
- Recognize and reward team members who demonstrate values-based behaviour and hold team members accountable for actions that violate the organization's values.

The Leader's Role in Nurturing Ethical Behavior in Organizations

Ethical behavior in organizations is critical for creating a positive work environment, fostering trust among employees, and enhancing organizational performance. Leaders play a vital role in fostering ethical behavior within their organizations. Here are some ways in which leaders can promote ethical behavior in their organizations:

- **Establish a Code of Ethics:** Leaders should develop and communicate a code of ethics that outlines the organization's values and expectations for ethical behavior. The code of ethics should be clear, concise, and easy to understand.
- **Lead by Example:** Leaders should model ethical behavior and demonstrate a commitment to the organization's values and ethical standards. They should act with integrity, honesty, and transparency in all their actions and decisions.
- **Provide Training and Education:** Leaders should provide training and education on ethical behavior to employees. This can include training on the code of ethics, workshops on ethical decision-making, and ongoing education on ethical issues in the workplace.
- **Create an Ethical Culture:** Leaders should create a culture of ethics within the organization. They should promote open communication, encourage ethical behavior, and recognize and reward employees who demonstrate ethical behavior.
- **Establish a Reporting System:** Leaders should establish a system for employees to report ethical concerns or violations without fear of retaliation. The system should be accessible, transparent, and confidential.
- **Enforce Ethical Standards:** Leaders should enforce the organization's ethical standards and hold employees accountable for ethical violations. They should take appropriate action when violations occur, including discipline, training, or termination.

Ethical Leadership Outcomes

Ethical leadership can have a variety of positive outcomes for organizations, employees, and stakeholders. Here are some examples:

- **Trust:** Ethical leaders inspire trust and confidence in their followers, which can lead to increased loyalty and commitment.
- **Reputation:** Ethical leadership can enhance an organization's reputation, which can help attract customers, investors, and talented employees.
- **Employee Engagement:** Ethical leaders create a positive work environment that fosters employee engagement, productivity, and satisfaction.
- **Ethical Behaviour:** Ethical leaders model ethical behaviour, which can encourage employees to behave ethically as well.
- **Innovation:** Ethical leaders encourage creativity and innovation by creating a safe environment where employees feel comfortable taking risks and making mistakes.

- **Social Responsibility:** Ethical leaders promote social responsibility and environmental sustainability, which can contribute to the greater good of society.
- **Reduced Risk:** Ethical leaders can reduce the risk of legal or ethical violations, which can save an organization money and protect its reputation.

Conclusion

Ethical leadership is essential for modern organizations to succeed in a sustainable and socially responsible manner. Ethical leaders prioritize organizational values, lead by example, and create a culture of accountability and responsibility within their organizations. They foster ethical behaviour by providing training and education, establishing a reporting system, and enforcing ethical standards.

The leader-follower relationship plays a crucial role in determining ethical behaviour in organizations. Ethical leaders establish trust with their followers by demonstrating integrity, honesty, and transparency in all their actions and decisions. They create a sense of community and collaboration by promoting open communication, recognizing and rewarding ethical behaviour, and holding employees accountable for ethical violations.

Personal characteristics such as integrity, empathy, and self-awareness are critical for ethical leaders. These characteristics enable ethical leaders to make decisions that are aligned with organizational values and to create a positive work environment that fosters trust, respect, and collaboration.

Overall, the ethical perspective of leadership is a complex and dynamic construct that requires ongoing development, education, and training. Organizations that prioritize ethical leadership and foster a culture of ethics will be better equipped to meet the challenges of the modern business environment, build trust among stakeholders, and achieve long-term success.

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Electric Vehicles Changes: The Face of India

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Introduction

As, we can see that over the last two months, India's petrol and diesel prices and pollution levels in metros have been increasing year by year which gives birth to many kind of diseases. And, Government find a solution in the form of Electric Vehicle invention. So, for that purpose Indian Government launched national electric mobility mission plan, 2020 in the year 2012 which aim is to improve the national fuel Security by the use of hybrid and electric vehicles. If we look at the history of invention of Electric Vehicles then the first crude electric vehicle was developed by Robert Anderson around 1832. The first Successful Electric car made by William Morrison from Des Moines, Iowa, USA. Let's understand about the concept or meaning of Electric Vehicles first. "A Electric Vehicle is defined as new innovative vehicle that can be run by an electric motor that draws electricity from a battery and can be charged from an external source." As many researches conducted in this area like one of the study on the adoption of Electric Vehicles in India: The mediating role of attitude, (By Anil Khurana, V.V. Ravi Kumar, Manish Sidhpuria, in 2019 published in sage journals). They just did the analysis of the different factors that affect a consumer's adoption of an Electric Vehicles in India. So, this paper mainly focus on the role of electric vehicles in changing the scenario of Indian economy. And, for that purpose we just collect the data related to current GDP, CAGR from Government portal.

Objective of the Study

- To analyze the role of Electric Vehicles in changing the face of Indian economy by reducing the pollution level in our country.

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Scope of the Study

Many researches conducted in the area of Electric Vehicles, but still there are some gaps which we will try to cover with the help of our study. This paper basically helps in analysing the benefits & disadvantages of use of electric vehicles in India.

Research Methodology Used

We just collect secondary data from Government of India portal.

Discussion

As, per the data collected from Money Control Site related to Contribution of Electric Vehicles are:

- **Share in overall GDP:** EVs contributes about 7.1% to the overall GDP
- **Share in manufacturing sector:** 49% of GDP
- **Generates direct & Indirect employment:** Employment of 3.7 crore at the end of 2021.

Now, we just look at the evolution of Electric Vehicles in India and there are some points related to this:

- First Electric Vehicle was launched by Mahindra in the year 2001, Mahindra is the pioneer of Electric Vehicles in the Indian Market being to the first major EV Manufacturer also. Mahindra introduced Reva as the first electric car. After some years Mahindra set up a dedicated R & D center in Bengaluru.
- Electric vehicles came into commercial vehicle market in the year 2019 with Revolt RV400 which is most preferred electric bike in the market.
- Now, if we look at Tata Nexon EV which was the next hit product in the EV market and now there are many Electric Vehicles companies in India like Ola, Ather, Pure EV, Hero Electric.
- **Electric Vehicles Market Share in India:** If we look at the growth of Indian automobile industry, then as per current data it is the world's fifth biggest industry and it is expected to become the third largest industry by 2030. According a report made by India Energy Storage Alliance (IESA), the Indian EV market is at a 36% CAGR. As, Indian population is growing year by year and the demand for automobiles also increases, and due to this dependence on conventional energy supplies is no longer a suitable option and in this regard the country imports over 80% of its crude oil from other countries.

Now, We Just Discuss About The Role Of Electric Vehicles In India In Detail:

If we look at the need of current time period then Transport is a fundamental requirement of modern life, but the traditional combustion engine is quickly becoming outdated. Petrol or diesel vehicles are the basic reason behind the Air pollution in our

country and due to this all the petrol or Diesel Vehicles quickly replaced by fully electric vehicles. Fully electric vehicles (EV) do not produce any kind of emissions or we can say it comes with Zero Emission quality which are better for the safety of Environment, that's why it is also named as Environmental Friendly vehicles in the world.

There are some common advantages of electric vehicles and those are:

- **Tax Benefits:** Electric Vehicles use in India comes with several tax benefits, includes a 5% GST rate which is almost eight times lesser than any Conventional Vehicle.
- **Reduce Emissions:** Electric vehicles also have the potential to reduce our dependence on crude oil and reduce their consumption.

Apart from these common benefits there are certain benefits of Electric Vehicles and those are as follows as under:

- **Decrease the Level of Running Costs:** As, Electric Vehicles use electricity to charge their batteries instead of using fossil fuels like petrol or diesel. So, with the use of Solar panels, the electricity cost can be reduced further if charging done by Solar panels.
- **Reduce the Maintenance Cost:** Electric vehicles have very low maintenance costs because they don't have as many cost consuming parts as an internal combustion vehicle. The servicing requirements of electric vehicles are less costlier than the conventional petrol or diesel vehicles. Therefore, the yearly cost of running an electric vehicle is significantly low in comparison to petrol or diesel vehicles.
- **Reduce Emissions up to Zero Level:** An, Electric vehicle can help in reducing carbon footprint because there will be zero tailpipe emissions. It also reduce the environmental impact of charging the vehicle further by choosing renewable energy options for home electricity.
- **Provide Tax and Financial Benefits:** Electric Vehicle provides tax and financial benefits to the citizens of India. As, It Registration fees and road tax on purchasing of an electric vehicle is more lesser than a petrol or diesel vehicle. There are multiple policies and incentives offered by the government depending on which state you live in.

Now, we just discuss about the Incentive scheme for Electric Vehicles in India?

Here we just discuss about the Flagship Scheme for promoting electric vehicles in India which is named as Faster Adoption and Manufacturing of (Hybrid and) Electric Vehicles (FAME) – I and II. Currently as per it's 2nd phase of Implementation, FAME-II is being implemented for a period of 3 years, started from 1st April 2019 with a budgeted amount of 10,000 Cr. The incentives offered under this scheme are:

- **For Two wheelers:** approximate incentives is ₹15000/- per KWh which is up to 40% of the cost of vehicles (Approximate size of the battery is 2 KWh)
- **For Three Wheelers:** ₹10,000/- per KWh (Approximate battery size is 5 KWh)
- **Four Wheelers:** ₹10,000/- per KWh (approximate battery size is 15 KWh)
- **E Buses:** ₹20,000 (Approximate battery size 250Kwh)
- **E Trucks:** ₹20,000

Now we just discuss about the common myths of electric vehicles in India in detail and those are as follows as under:

- **Uneconomical Nature:** There is a myth about the Electric Vehicles that these are economical only when you take fuel and maintenance cost. And, that's why there is misconception that EVs are uneconomical in nature. But, in reality there are many subsidies or incentives provided by government to promote electric vehicles in India.
- **Long Charging Time:** It is a real fact that cars spend over 90% of the time in parking area and We can charge our car at home also. If there is a need to charge while driving on the road then it is still difficult to find charging stations in India. The charging capacity always depends upon the type of charger we used. So, it's a misconception that EV take more time to charge.
- **Batteries will only Last for a few Years:** It's a misconception that electric vehicle batteries will only last for few years. But, in reality the batteries used in electric vehicles are designed to offer a long self life with a time period of 5 to 8 years.
- **Low Range:** It's a fact that range of electric vehicles related with the typical daily mileage of the average Indian Driver. So, it's of misconception that electric vehicles have low range. Ex- According to Bureau of Energy Efficiency, the Average range of 2 Wheelers (Electric) is about 84 km per charge.
- **Electricity Grid is not Compatible:** As, It's a misconception that electric grid in India not compatible for electric vehicles. But, in reality India has committed to having up to 450 GW by 2030.
- **Threat of Water Logging in Rainy Season:** Another Misconception about the use of Electric Vehicle in India is that charging a electric vehicle during rainy season is dangerous and even there is a possibility of causing a damage to electric vehicle due to water logging. But, in reality electric vehicles comes with an Ingress Protection (IP) as standard. For example most of the electric vehicles have an IP67 rating or more; here 67 denotes the protection against two elements - dust and water.

Conclusion

Finally on the basis of above data we can conclude that the future period of Electric vehicles is quite bright and shining! Many Manufacturing businesses are putting more effort into transitioning from traditional automobiles to electric vehicles. As, we discussed several benefits to buy/use an electric car with the appropriate level of functionality and infrastructure.

By 2030, NITI Aayog expects to reach 70% electric vehicles market penetration for all commercial vehicles, 30% for private vehicles, 40% for Electric buses, and 80% for two wheelers and three-wheelers in EV Market. This is consistent to reach net zero carbon emissions by 2070. The Indian electric vehicle market was worth USD 1,434.04 million in 2021, and it is predicted to grow to USD 15,397.19 million by 2027, at a CAGR of 47.09% during the forecast period (2022-2027).

Questions

- Q. 1 What are the Benefits of Electric Vehicles? Discuss about the Market share of EV category Vehicles in India.
- Q. 2 Discuss about the role of electric vehicles in Indian Economy.
- Q. 3 Discuss about the Misconceptions about Electric Vehicles use in India?

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Impulsive Buying Behaviour of Credit Card Users in Reference to Gorakhpur City

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Introduction

Impulse buying behavior is something which can be explain as behavior that is not designed or intended or anticipated, it happens without much of consideration or considering very quickly that sometimes leads to disappointment or contentment. Generally, when a shopper sees any product or service that is of his interest or he is in need of it and purchases it even while he was on a shopping trip for some other product this behaviour can be described as Impulse Buying Behaviour and Piron (1991) call it as “on -the-spot”. Many researchers said buying what is not on the shopping list is Impulse buying behaviour and similarly not buying what is on the list is also Impulse buying behaviour. (Coley, 2002).

Definition of Impulse Buying Behaviour and Credit Card

Impulse Buying Behaviour is defined as “A Sudden and instant purchase with no pre-shopping intentions either to buy the specific product category or to full fill a specific buying task. The behaviour occurs after experiencing an urge to buy and it tends to be spontaneous and without a lot of reflection. It do not include the purchase of a simpler reminder item, which is an item that is purely out-of-stock at home” (Beatty and Ferrell, 1998).

Investopedia (2013) defines credit card as “A card issued by a financial company giving the holder an option to borrow funds, typically at point of sale. Credit cards charge interest and are mainly used for short-term financing. Interest usually begins one month after a purchase is made and borrowing limits are pre-set according to the individual’s credit rating”.

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Research from Khare completed that credit cards allow consumers to show their status to others and communicate one's position in society. Ease of making transactions makes one need not worry when shopping if you do not carry or do not have cash, because he can still make purchases with a credit card.

When visiting places to shop, consumers tend to make purchases that are not planned before. The work done by each individual when making decision in buying activities is different from one purchase to another. Sometimes decision making is done spontaneously, with slight information, and low involvement. This type of unplanned purchase is referred to as impulsive buying. . Impulse is a spontaneous desire to behave in a certain way. This happens when individuals do something more emotionally based than based on reasoned analysis Hoyer &McInnis defines impulsive buying as a purchase that occurs when a consumer suddenly decides to buy something that was not planned to be buy before. Impulsive buying is part of the pattern of consumer purchases in which purchasing decisions are made while in a store and at that moment consumers experience a sudden immediately Belk. Rook in states that the difference between impulsive buying and rational buying is the incidence of an increased emotional factor, an urge to consume, and a psychological tendency to make an immediate purchase. Impulsive purchases usually involve high emotional responses and occur without a plan.

Literature Review

T Sai Chen (2008) has concluded through a study that Product type plays a major role in impulsive buying. His study investigates impulsive buying behaviour in both traditional store and online shopping context.

Rekha Saraswat (2012), found that India are more likely to do impulsive buying because of the economic reasons as promotional offers help in getting monetary benefits. Different dynamic of advertisements like advertisements of product in print and visual media, advertisements by celebrities, hoarding and pamphlets of product affects majority of respondents into impulsive buying.

Erkan Ozdemir and Gamze Akcay (2012) pointed out that Demographic characteristics have a significant influence on impulsive buying. Impulsive buying differs significantly between male and female shoppers where the phenomenon is more common in female shoppers due to their likeness and spontaneous attraction to fancy products. Similarly age of shoppers and impulsive buying behaviour are inversly related.

James Cho (2014) revealed that in store browsing and positive mood of consumers are the strongest influential predictors of impulsive buying behaviour. Positive mood makes shoppers excited and elated and responding more favorably to the surrounding and product evaluation stimulus exposure.

Chen M. H. (2001) pointed out that impulse buying behaviour is most affected by the impulsive buying tendency and determinants and traits like Impulsive shopping in addition to having an emotional content can be triggered by several factors, including: the store surroundings, life pleasure, self-esteem, and the affecting state of the user at that time.

Abratt and Goodey (1990) found that the examination of impulse buying in supermarkets could be of much interest to the manufacturer as well as retailers worldwide.

Mattila and Enz (2002) argued that fashion-oriented impulse buying can be influenced by shopper's own positive emotions when shopping.

Dwivedi V K and Shukla B (2020) find out that visual appeal and store ambience enhances impulse buying positively.

Shukla B (2020) in her study reveals and discussed about many factors which enhances impulse buying and how their absence negatively affect.

Objectives of the Study

This research is focused on fulfilling the below-mentioned purposes:

- To study the impulse buying constructs and the various behaviour related aspects.
- To find out the factors which effecting consumer impulsive buying behaviour during using credit card.
- To study the relationship among impulsive buying, budget constraint, and credit card.
- To find out Impact of gender, income and age on Credit Cards usage and Impulse Buying Behaviour.

Methodology Adopted

Survey Instrument

- **The Study:** The study was exploratory in nature with survey method being used to complete the study.
- **Population:** Population included the residents of Gorakhpur city who use credit card.
- **Sampling Technique:** Probability purposive sampling technique was used to select the sample.
- **Sample Size:** Sample size was 145 Respondents.

A standardized questionnaire was created for the survey, which included questions about gender, age, occupation, education, monthly income, and marital status. The survey was all matched with specific characteristics that influenced impulsive buying behaviour of credit card users.

The collected data was statistically analyzed using IBM SPSS 21 software.

Data Sources

Both Primary (questionnaire) and Secondary data (research papers, articles, journals, books etc.) sources were used.

Data Collection

The information was gathered from Gorakhpur, Eastern Uttar Pradesh, India, using the questionnaire that had been designed. Consumers were chosen at random with the help of convenience sampling as the data collection method and were contacted to complete the survey. Over the course of two months, the data was collected. One hundred and eighty people were contacted and asked to fill out the survey form, with 145 people completing the entire questionnaire. To contrast the data collected from 145 respondents, various statistical methods were used.

Data Analysis and Interpretation

Respondents' Demographics are as follows:

Age

Table 1

Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
• 18-25	55	37.9	37.9	37.9
• 26-35	43	29.7	29.7	67.6
• 36-45	24	16.6	16.6	84.1
• 46-55	20	13.8	13.8	97.9
• 56-65	2	1.4	1.4	99.3
• 66 and over	1	.7	.7	100.0
Total	145	100.0	100.0	

Source: Primary Data

Majority age of respondents are between than 18 to 25 which showing that youngsters use more credit card while impulse buying.

- What type of discount people prefer while using credit card?

Table 2

	Frequency	Percent
Buy now pay later	47	32.4
Loyalty program discount	14	9.7
Percentage Sale	39	26.9
Seasonal Discount	45	31.0
Total	145	100.0

Source: Primary Data

Interpretation

Majority of credit card holders do impulsive buying via credit card because they get the benefit of buy now pay later.

- You Frequently buy things you did not plan to buy.

Table 3

	Frequency	Percent
Strongly Disagree	3	2.06
Disagree	8	5.5
Neutral	52	35.9
Agree	58	40.0
Strongly Agree	23	15.9
Total	145	100.0

Source: Primary Data

Interpretation

From the above data it can be interpreted that mostly people are agree that they buy things without planning when they have to use credit card.

- Income of respondents

Table 4: Income

	Frequency	Percentage
Above Rs 100000	34	23.4
Below Rs 10000	29	20.0
Rs 10000 – Rs 50000	47	32.4
Rs 50000 – Rs 100000	35	24.13
Total	145	100.0

- It is easier to control my expenditure when I use cash rather than credit card.

Table 5

	Frequency	Percent
Strongly Disagree	14	9.65
Disagree	12	8.2
Neutral	40	27.85
Agree	56	38.6
Strongly agree	23	15.9
Total	145	100.0

Interpretation

The above data depicts that majority of respondents agree on the term that for them it is easier to control their expenditure while using cash.

- Here are more advantages with credit card payment, then with cash.

Table 6

	Frequency	Percent
Strongly Disagree	12	8.2
Disagree	16	11.03
Neutral	35	24.13
Agree	65	44.8
Strongly Agree	17	11.7
Total	145	100.0

Source: Primary Data

Interpretation

People agree that there are more advantages with card payment than with cash as they get discounts, awards.

- The reason why most people adopt the credit card is that it makes them feel cool and fashionable.

Table 7

	Frequency	Percent
Strongly Disagree	11	7.5
Disagree	23	15.86
Neutral	40	27.58
Agree	57	39.3
Strongly Agree	14	9.7
Total	145	100.0

Source: Primary Data

Interpretation

The above chart shows that the majority of respondents feel that by using credit card makes they feel cool and fashionable.

- The uses of a credit card would encourage people to buy things beyond their budget.

Table 8

	Frequency	Percent
Strongly Disagree	14	9.6
Disagree	14	9.6
Neutral	17	11.7
Agree	74	51.0
Strongly Agree	26	17.9
Total	145	100.0

Source: Primary Data

Interpretation

Using credit card makes peoples buy things beyond their budget due to its offer and buy now pay later discount.

Findings

- As the credit card is an tool of sum which can be used in expenditure of money and provides facility of payment, it affects purchasing behaviours.
- Consumer makes more impulsive buying with credit even when they do not have cash money as the credit card provides the opportunity of future payment.
- Income level is significant on impulsive selling using credit card.
- The reason why praise card usage affects impulsive buying behaviour is that it causes high spending tendencies in spite of low income.

Results Derived from the Study

- As the credit card is an tool of payment which can be used in expenditure of money and provides facility of expense, it affects purchasing behaviours.
- Consumers make more impulsive buying with credit even when they do not have cash money as the credit card provides the opportunity of future payment.
- Income level is powerful on impulsive buying using credit card.
- The reason why praise card usage affects impulsive buying behaviour is that it causes high spending tendencies in spite of small income.

Conclusion

- The result of the study showed that there is a important relationship between credit cards with impulsive buying, and impulsive buying, the higher the use of credit cards, the more impulsive buying.
- The factor that most cause's consumers to do impulsive buying is discount as an effective form of promotion that can copy the consciousness of consumers and support them to buy the products offered. Besides the price of goods, product look, needs, and store atmosphere also encourage consumers to do impulsive buying.
- Most respondents make buy more because they like to buy goods rather than needing so that the purchase is unplanned.

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Women Entrepreneurship in India: An Overview

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Introduction

An entrepreneur is one who identifies a significant opportunity in the market and then assembles the necessary resources to create a new business with the hope of attaining profit in the face of risk and uncertainty. When a person gets into this whole process of creating a new business, he becomes an entrepreneur resulting in entering into entrepreneurship.

Entrepreneurs are responsible for the process of creative destruction as they are continuously working on new ideas to serve people's needs in a better way and improve their standard of living, thereby making the old ideas obsolete. This whole process is a sign of a vibrant economy. (Schumpeter).

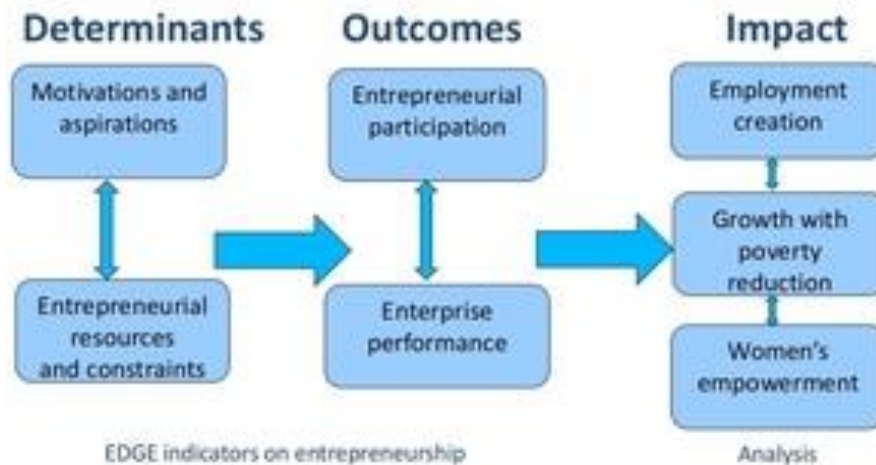
Our nation's population is growing every day. Since there is a problem of growing overpopulation in the country, which directly contributes to the problem of unemployment, it becomes very difficult for the government to provide jobs to everyone. Thus, promoting self-employment in the country becomes the need of the hour. Self-employment is an effective way of overcoming the problem of poverty and low standard of living. Promoting self-employment is necessary as it will not only provide employment to the one entering into entrepreneurship, but it will also create job opportunities for others.

The diagram below explains the conceptual framework of entrepreneurship. (United Nations Statistics Division).

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EDGE Conceptual Framework



A women entrepreneur is a person who, in search of achievement and living an independent life, initiates, innovates or adopts a business activity while balancing both her work and family life. The glass ceilings have been shattered, and women are found indulged in each line of business, from pickle to telecommunication. (Ritwik Saraswat & Remya Lathabavhan, 2020)

Traditional small-scale enterprises promoted by women were agarbatti (incense stick), papad, pickle, masala powder, embroidery, handicraft, tailoring, small kirana stores, small canteens, etc., which were managed from their residences. Due to the need to provide for their families, the so-called 3Ps—papads, pickles, and powders—chutney and masala powder—came from the unorganised self-employment sector and gradually made their way into the service industry over time (Sharma, 2013).

Women entrepreneurs in India have come out of their preparing only 3' P's- Pickles, Papads, and Powder and are now exploring new avenues in the field of entrepreneurship.

The effective and optimum utilization of the available resources, in general, and human resources, in particular, is critical for the development of any region or country. Competent human resources will undoubtedly utilise the other resources to their fullest potential. A developing economy like India needs entrepreneurs who will use scarce natural resources. Effective and efficient use of human resources will help in the utilization of other resources in an optimum manner. Competent entrepreneurs will take risks and seize every opportunity to utilize the existing physical and natural resources which are required for the development of the nation. (Vibhavari M. Chavan & Dr. Prachi A. Murkute, 2016)

It's a true fact that a country needs to utilize its human resources properly then only it can utilize its other resources effectively and efficiently. But the participation of women in economic activities is not only necessary from the human resource point of view but also from the need to raise the status of women in society. The economic status of women is an accepted indicator of a society's stage of development. (S.Tarakeswara Rao, G. Tulasi Rao and M.P. Suri Ganesh)

A woman's education benefits her entire family. As Pandit Jawaharlal Nehru once stated, "When women move forward, the family moves, the village moves."

With their unpaid abilities and efforts, women contribute greatly to family enterprises. The value of this effort is underestimated and taken for granted both by the families and the academicians. Moreover, many of the enterprises defined as being run by women (that is, enterprises in which women hold the controlling share) are, in fact, run by men in their names who control operations and decision-making. Programmes aimed for women Entrepreneurs can only be successful if they are aware of this contradiction and the familial and social conditioning that limits their confidence, independence, and mobility. (A.B. Siddiqui, 2012)

Women entrepreneurs are taking the challenge of working in a complex and competitive male-dominated business environment (Brush & Hisrich, 1999). Their entrepreneurship not only improves their living conditions and earns them more respect in the family and society but also contributes to business and export growth, supplies, employment generation, productivity, and skill development. (Chowdhury Abdullah Al-Hossienie,2011)

Women need a large quantity of cooperation and encouragement in the sphere of activity, at all levels at home, in society, and from governmental organizations for effective enterprise management. (Rajani & Sarada, 2008).

Review of Literature

Tulika Khare (2019) concluded that entrepreneurial culture should be encouraged among youth. Media has a role in highlighting all platforms which can bring about creativity among women and men entrepreneurs. Women entrepreneurs must be properly embedded with entrepreneurial traits and skills in order to meet the changing trends and challenges that exist in the global market.

Rakesh Kumar Gautam & K. Mishra (2016) concluded lack of self-confidence, lack of education, low risk-bearing ability, the absenteeism of entrepreneurial skills and finance economically rich and poor women, lack of balance between family and career obligations of women, poor degree of financial freedom for rural women, lack of direct ownership of property, no awareness about capacities, negligence by financial institutions, lack of contact with successful women rural entrepreneurs lack confident schedule of life, problems of work with male workers, and flexibility limitations are major problems of Rural Women Entrepreneurship development in India.

Tebogo Mogashoa (2014) concluded business success mostly depends on the presence of an enabling environment and the possession of skills and competencies from the side of the entrepreneur. It's a necessity to encourage rural women entrepreneurs as they are the key targets for economic development in rural areas.

A.B. Siddiqui (2012) concluded that women's family obligations, gender inequality, the problem of finance, low-level risk-taking attitude, and male-female competition are some of the major problems encountered by women entrepreneurs. The problems can be eradicated by proper training, incentives, encouragement, motivation, and family moral support.

Garima Mishra & U.V. Kiran (2012) concluded Economic empowerment of rural women would lead to the growth and development of our country, and it is very necessary to give proper attention to women empowerment in rural areas for developing our country in all spheres. Women's entrepreneurship is important for women's position in society, and the economic development of women will lead to the development of family, community, and country. It will open up new avenues for creating employment opportunities for both women and men.

Jeevan Jyoti, Jyoti Sharma & Anita Kumari (2011) concluded the intensity of different factors like the social, psychological, financial, problem, pull, and push are the deciding element for the orientation and satisfaction of women entrepreneurs. Pull factors motivate women entrepreneurs to enter into the business field and affect their orientation towards business; thus, they reflect higher satisfaction as compared to women entrepreneurs who are motivated by push factors.

Research Objectives

- To identify the opportunity areas for unlocking the potential of women entrepreneurs in India.
- To identify the challenges and motivational factors of women entrepreneurs during Covid-19.

Research Methodology

This study is descriptive in nature as it attempts to review the existing literature and to understand the concept of women entrepreneurship in detail. The study is based on secondary data from various research papers, articles, and websites.

SWOT Analysis of Women Entrepreneurs

Strengths of Women Entrepreneurs

The limited managerial ability of women is a major roadblock for them in running their enterprises successfully. (M. Vasan) However, it is not a true story. Women entrepreneurs have great inherent managerial ability. She has been a manager in her home for a long. She has been innovative ever since when it comes to budgeting and managing expenses within limited resources. (Tarakeswara Rao, G. Tulasi Rao & M.P. Suri.)

Women are many times inexperienced in negotiating with the banks, and they also lack the financial confidence to stand for what they are entitled to. Male members feel that it is a huge risk financing women-led ventures, and many financial institutions are doubtful about the entrepreneurial ability of women. The bankers consider women's loans riskier than men's loans, and thus they ask for unrealistic and unreasonable securities to give loans to women entrepreneurs (Ayadurai, 1987). Hence, they run their ventures with whatever resources they have. Women entrepreneurs are resourceful. She has been using old and waste materials for reusing at her home.

There are so many examples of women in various previously male-dominated fields. The changing mindset of women and their increasing confidence is proving as a strength for them in exploring new avenues, even in entrepreneurship.

Women have to play the dual role of homemaker and entrepreneur. To cope with these roles and achieve success, she needs support. This may be the reason that women entrepreneurs have reported having their husbands' support as a big strength. Acceptance of women by the community as an entrepreneur also gave strength to the respondents. Support from the different family members, which also includes in-laws, provided strength to the entrepreneurs. (Deepa Swamy, 2019)

- **Weakness of Women Entrepreneurs**

Women have limited mobility. People still look up with suspicious eyes when women move alone and stay out at night for business purposes. (M. Vasani)

Women entrepreneurs most often face the problem of scarcity of financial resources. The reasons are that banks and other financial institutions are doubtful of their entrepreneurial ability and also don't give loans because of the lack of collateral security. They don't have properties in their name. Also, male members of their families often don't want to invest in their venture.

Women are expected to give utmost importance to their families first. They are expected to work in their ventures after they finish their household work. A married woman has to make a perfect balance between her work and family life.

- **Opportunities for Women Entrepreneurs**

Ministry of Small Industries launched the Trade Related Entrepreneurship Assistance and Development (TREAD) scheme to develop the entrepreneurial qualities of women entrepreneurs. (Anjali Singh, 2014). Dena Shakti scheme, Mudra Yojana scheme, and Udyogini scheme are some of the government schemes to provide finance to women entrepreneurs.

Worldwide commercial companies and personal business ventures, with the help of e-commerce platforms, can locate new clients, contacts, and suppliers locally and globally; offer additional worth through better service to existing and new clients;

improve the efficiency of their business performance; propose completely new services and products or start new ventures (Payne, 2005, p. 8). There are now so many websites and applications like Meesho and Flipkart that provide a platform for entrepreneurs to sell their products without the hassle of them going to market and making efforts to sell them. Even social media application like Instagram and Facebook is helping them in expanding their business.

- **Threats to Women Entrepreneurs**

Many women entrepreneurship comes to an end after having children. There are so many other difficulties that surround women entrepreneurs after attaining motherhood. They are also not entitled to maternity benefits. (Sabrina Korreck, 2019)

The existence of a male-dominated society often puts speed breakers on the growth and development of women entrepreneurs.

As described by a male interviewee (28.03.2019, Bangalore), The Indian startup ecosystem is characterized by a “bro culture” of “alpha males,” which lacks empathy, and talking about emotional challenges is perceived as a weakness. (Sabrina Korreck, 2019)

Women Entrepreneurs are not taken Seriously

There is a misconception that men are more skilled in financial things and that business is not a woman's realm. Men reflect such attitudes in communication and hence often treat them with less respect. Women entrepreneurs often sense doubt when interacting with their business partners. (Sabrina Korreck, 2019)

Information Revealed in the Sixth Economic Census on the Status of Women Entrepreneurship

S. No.	Facts	Figures
1.	Involvement of women in entrepreneurship	13.76% of the total entrepreneurs
2.	Employment potential	Provide employment to 13.45 million people
3.	Sector wise involvement	2.76 million women (34.3% of the total entrepreneurs) works in agriculture sector whereas 5.29 million women(65.7% of the total entrepreneurs) works in non-agricultural sector.
4.	Involvement in agricultural activities	Livestock dominates (with a share of 31.6%) among all other farming activities.
5.	Involvement in non-agricultural activities	Manufacturing and retail trade are dominant ones with corresponding percentage being 29.8% and 17.8% respectively.
6.	Largest share in number of establishments under women entrepreneurship	Tamil Nadu (13.51%) followed by Kerala (11.35%), Andhra Pradesh (10.56%), West Bengal(10.33%) and Maharashtra(8.25%).
7.	Average employment per establishment for women owned establishments	1.67

Opportunity Areas for Unlocking the Potential of Women Entrepreneurs in India

- **Expand the Top of the Funnel**

These are the working-aged women who are currently not in the workforce, but they have the desire to enter the workforce while continuing to respond to domestic priorities, or the formerly employed women who chose to opt-out to attend to personal priorities. They need to regain their confidence in themselves as well as support from their surroundings to take the leap. Better results for oneself and one's family, as well as easier access to opportunities and skills, can be used to motivate them to enter the workforce.

Things that can be done:

Sector-specific workshops, certificate courses, and training programs should be organized to increase their participation in women-friendly and growing sectors. Remote start-up incubators can be installed to teach basic and practical business skills, along with access to resources, digital coaches, and networks to drive continuous engagement.

Digital literacy campaigns should be organized to enable skill building and monetization via corporate interventions similar to Amazon Saheli to onboard women entrepreneurs on a digital storefront and find opportunities beyond the locality.

Bundled financial services solutions can be provided with flexible repayment schemes, such as small-ticket loans, crop insurance, and equipment leasing, among others. There should be a simplified and transparent loan application process for first-time borrowers, and banks can showcase openness by having women-dedicated days or hours (for example, Women Wednesdays).

Local, specific women-only networking programs can be organized to spur entrepreneurial engagement and participation across India at a village, panchayat, or city level. Government-funded initiatives that emphasise the achievements of business owners and their families while emphasising overall improved results on online video sharing sites like YouTube.

- **Cultivate productive rural agripreneurs**

These are the rural women who run agricultural enterprises out of financial necessity and sell through local markets and distributors as a means of generating supplemental income. They remain tied to farm work and income, mainly as the rural male workforce migrates seasonally. They need to gain the skills, confidence, and economic support to build sustainable and reliable businesses. Their mobility and social interaction often remain restricted. They can be encouraged by creating more vibrant, attractive, financially viable, and aspirational agri-business models.

Things that can be done:

Policy measures should be implemented to provide infrastructural and capacity-building support to women farmers and make sectors more accessible to

women. “For women” and “owned by women” segments should be expanded, and state-level policies should be made to provide tactical productivity and support to grow each sector.

Taluka-level enablement led by female officers to aid women in accessing banking and government financial schemes, financial services with flexible repayment schemes, expanding the number of SHGs across India, and policies specially tailored for innovative collateral-based learning can prove as good initiatives for reducing their financial constraints.

- **Prime the “Willing Middle” for Growth**

These are the women who have experienced initial success and demonstrate the confidence and ambitions to scale and including solopreneurs or small business owners across urban and rural India with aspirations to scale. They aspire to go beyond creating employment and income for themselves, and their business ideas have been market-tested and proven to be scalable. They often challenge and break away from societal biases and cultural norms. They can be motivated by expanding access to structured knowledge as well as finance and market opportunities.

Things that can be done:

One-stop loan portals (online, physical) should be made to provide information, guidance, and support to access all existing public and private instruments. Financial products, including lending with no collateral or innovative collateral, should be tailored for them. The loan application process should be simplified and made transparent with fast-tracked disbursement.

Greater encouragement should be made for the integration of women entrepreneurs into corporate value chains enabled by a reassessment of corporate social responsibility norms. Focused women-only networks and forums to foster structured connections with investors, suppliers, and customers should be promoted.

Broad-based and sector-specific online courses and content should be made available for scaling businesses in India. Government-funded campaigns highlighting the success stories of entrepreneurs and their families via digital platforms such as YouTube.

- **Level the Playing Field for High-Impact Entrepreneurs**

They are well-established high-growth entrepreneurs, including scalers and high-growth small business owners, who experience yearly revenue or employment growth of more than 20%. They have crossed initial barriers and are proven to have the highest job creation potential. They have given a greater propensity to hire more women and have a multiplier effect on overall job creation and female labor force participation. By creating an equal playing field for access to money and business networks, particularly informal networks, they might be fostered.

Things that can be done:

The loan application process should be simplified and made transparent across the country, with fast-tracked disbursement. Women-focused funding initiatives should be made that can include dedicated pitch days that encourage women entrepreneurs to build affinity and confidence with the investor community and funds dedicated to women-led companies.

Individual “pay it forward” mentorship pledges should be promoted across the existing entrepreneurship ecosystem. Celebration of a variety of relatable role models by niche as well as general media can be done for mass influence.

Mainstreaming of a diverse set of female and male entrepreneurs to break beliefs around stereotypes (for example, parental roles) by various media and entrepreneurship encouragement in gender-balanced ways should be essentially done.

Women Entrepreneurship in India during Covid 19

The Covid-19 crisis left most economic activities at a standstill at that time. Disturbed supply chains, closure of various economic operations, and unemployment made people think of entrepreneurship as a career option and income generation source.

Knowledge, Financial motivation, Family responsibility, and Under-Employment were the factors that motivated women during the Covid-19 crisis to start a business and choose entrepreneurship as a career among rural and urban populations. (Ritu Yadav, Krishna Kumari & Chand Prakash Saini)

The key to fostering new product innovations during tough times was- (1) networking, an essential component of social capital, helps WEs generate new ideas, knowledge, and resources to introduce new products. (2) resilience, a critically important component of psychological capital, is equally vital for WEs surviving and thriving through a crisis. Whether the crisis is severe (as it is for industrial goods businesses) or mild (as it is for consumer goods businesses), entrepreneurs need to be resilient. (Gurjeet Kaur Sahi , Pratik Modi & Stanzin Mantok, 2023)

Taking orders online, giving home deliveries, contacting customers via phone calls, using Facebook pages for promotion, Instagram accounts for business, starting a website, and using WhatsApp as a business market were the modes of operation that they used during this Covid-19 crisis. They used social media during that time as a marketing tool, which has helped them in a major way to get the needed exposure.

The problems that they have faced while operating their business during the pandemic included various aspects such as unavailability of groceries, scarcity of fresh vegetables and meat, unable to stock up inventories, online unavailability of raw materials, delivery service delays from suppliers, trust issues with the suppliers with the provided goods, commute problem, and completely relying on buying only available online materials without touching it.




According to a survey by Bain & Company, COVID-19 adversely affected nearly 73% of women-owned businesses in India, while 20% of female entrepreneurs saw their revenue drop to zero.

Notably, the highly impacted sectors, such as trading and services, are dominated by women. Personal and non-professional services, comprising operators of small-scale enterprises such as tailors, dressmakers, petty shopkeepers, barbers, beauty-parlor owners, and domestic help and part-time workers, witnessed relatively high volatility compared to other sectors. Male employment fell 30% of its pre-lockdown level while female employment fell 43% due to the lockdown effect (Abraham, 2021).

While the impact of COVID-19 was disproportionate, recovery has also been skewed in favor of men. Men's employment levels recovered by August 2020, compared to women, for whom the likelihood of being employed was 9.5 percentage points lower than men compared to the pre-pandemic period (Deshpande, 2020).

After the pandemic is over, the retail mode they prefer is continuing home delivery, opening a boutique, starting business pages on social media and starting e-commerce, continuing collecting orders over the phone, and accepting online transactions in various business sectors, respectively. (Sanjana Santra, Sayan Kumar Das & Suchona Biswas, 2020)

Women have pivoted their business models along three dimensions—skillssets, operations, and technology (Megha Chawla, Prapti Sahni & Kamayani Sadhwani)

	 Reskilling people	 Reengineering processes	 Revamping technology
Kirana store	<ul style="list-style-type: none"> Trained frontline store employees to become delivery agents, virtually address consumer queries 	<ul style="list-style-type: none"> Redesigned store operations to maintain social distancing/hygiene norms 	<ul style="list-style-type: none"> Leveraged video calls for addressing customer queries/receiving orders
Online coaching	<ul style="list-style-type: none"> Reskilled staff for conducting online classes 	<ul style="list-style-type: none"> Acquired new students online; conducted online examinations 	<ul style="list-style-type: none"> Shifted end-to-end interaction with students to digital (video sessions, group chats)
Fashion house	<ul style="list-style-type: none"> Trained artists on modeling/creating content from home Sensitised factory workers on social distancing norms 	<ul style="list-style-type: none"> Pivoted to online B2C selling model, forged "on-demand" partnership with photographers/models 	<ul style="list-style-type: none"> Adopted online commerce support platforms; bolstered customer engagement through social media platforms
Bakery owner	<ul style="list-style-type: none"> Trained self/employees to prepare immunity boosting variants of chocolates 	<ul style="list-style-type: none"> Targeted driving sales to nearby hyperlocal communities, owing to underlying trust factor 	<ul style="list-style-type: none"> Offered online baking classes
Fitness instructor	<ul style="list-style-type: none"> Reskilled staff for conducting online classes 	<ul style="list-style-type: none"> Pivoted to more at-home/without equipment workouts, sharing quick and healthy recipes 	<ul style="list-style-type: none"> Shifted to online at-home workouts (video sessions, group chats)

Note: Models listed are non-exhaustive

Sources: Interviews with urban women entrepreneurs

Conclusion

A nation cannot develop by only mainstreaming men and sidelining women. An equal emphasis on both men and women is essential for the growth and development of the country. Since the existence of a dominant male society, we need to give special consideration to women when devising schemes and policies. Unless women are economically free, they are dependents, and dependents are never free. They need to be economically empowered for self-independence, financial independence, recognition, status in society, and various other reasons. One such way to economically empower women is to promote women entrepreneurship. It will not only make them independent but will raise their status in society.

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