

# The 14<sup>th</sup> India-Japan International Conference



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# SUSTAINABLE DEVELOPMENT GOALS

**Economic & Industrial Growth through  
Recent Innovations and Advancement**



**Department of Commerce & Management  
and Information Technology**

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*Economic & Industrial Growth through Recent Innovations and Advancements*

## The 14th Anniversary India-Japan Fest



# BICON-2019



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## TABLE OF CONTENTS

### INVITED LECTURES:

- IL 1 *Data Analysis for Improving Patients' Prognosis in Hospitals* 27  
*Yasunobu Nohara, Naoki Nakashima*
- IL 2 *Climate Change and Consciousness Transition to Sustainable Technologies* 30  
*Aneta Loj*
- IL 3 *Analysis of Electrophoretic Migration for Genome Profiling* 33  
*Atsuo Yoshitaka, Pho Ngoc Dang Khoa*
- IL 4 *Sustainable Development Goals and Business Responsibilities* 35  
*Dr. Divesh Kumar*
- IL 5 *Advancement of Deep learning in Industrial Application* 36  
*Dr. Santosh Kumar Vipparthi*

### CONTRIBUTED PAPERS

1. *To Identify the Predictors of Stress and their Impact on the employee Performance: Study of an Organization in Higher Education with special reference to Jaipur* 40  
*Dr. Neha Pandey, Dr. Rajeev Biyani*
2. *The Effectiveness of Long form Audit Report and Internal Control System in Banking Sector* 42  
*Bhawana Kumari, Richa Khunteta, Dr. Sanjay Biyani*
3. *Upcoming Innovations and Marketing Strategies to enhance Quality in Higher Education* 43  
*Sujata Biyani, Dr. Pawan Patodiya*
4. *Recent Economic and industrial growth in corporate social responsibility in context of Indian banking sector* 44  
*Deepa Mathur, Dr. Neeta Maheshwari*
5. *Financial inclusion through Recent Innovations and Technological Advancements* 45  
*Dr. Reeta Mathur, Dr. B.N. Gaur and Ms. Anupam Gupta*
6. *Compositional Performance of WiMAX over WiFi* 50  
*Mr. Vivek Sharma, Ms. Poonam Soni*
7. *Sustainable Development and Technological Progress* 52  
*Aayushi Gupta, Dr. Pawan Kumar Patodiya*
8. *A study of Artificial Intelligence with Cloud-based IoT* 53  
*Dr. Poonam Sharma*
9. *Economic Scenario in India* 54  
*Ms. Shikha Dugar & Ms. Simran Sharma*

3.	Enhanced Intelligent Water Drops Algorithm for Sinkhole Attack Detection in Wireless Sensor Networks <i>Ms. Anju Bhatt, Dr. Purnima Sharma</i>	55
1.	Innovation Management in Small Business <i>Dr. Anita Rathore, Dr. Sakshi Arora</i>	57
2.	Importance and Applications of Fuzzy logic in Artificial Intelligence <i>Dr. Dharmveer Yadav, Rahul Agarwal</i>	58
3.	Gaining Momentum-Sustainable Development Goals <i>Dr. Shweta Mishra, Yashu Shrivastava</i>	59
4.	Impact of Quantum Computing <i>Mr. Sanjit Bhagat, Ms. Harshita Bhati</i>	62
5.	Pros and Cons of Artificial Intelligence in Banking Sector of India <i>Dr. Shivraj Singh, Dr. Lokesh Agarwal</i>	63
6.	Optimal Learning of Hopfield Neural Network using Object Oriented Metrics <i>Dr. Swati Agrawal, Ms. Anjali Sharma</i>	67
7.	Importance of Economic Infrastructure in Achievement of Sustainable Development Goals set by United Nations <i>Dr Shiv Jhalani</i>	68
8.	A Review of Challenges in Software Defined Networks <i>Dr. Kulvinder Singh, Mr. Kamlesh Kumar</i>	70
9.	Stature of Emotional Intelligence before & after Professional Exposure: With Special Reference to Nursing Services <i>Arpita Roy, Dr. Medha Gupta</i>	72
10.	Use of Data Mining in Big Data Technology <i>Mr. Sachin Bagoria, Dr. Puran Mal Mali</i>	73
11.	Artificial Intelligence: The Impact on Society <i>A.S. Abhinand</i>	74
12.	Delivering Smart Education using Internet of things based Cloud Application <i>Mr. Shivam Dixit</i>	74
23.	DTH Services in India: An Analysis of Consumer Behavior in Jaipur Region <i>Aishwarya Singh, Jitendra Singh</i>	76
24.	Artificial Intelligence in Decision Support System <i>Ms. Kamini Pareek</i>	80
25.	Merger and Acquisition in Banking Industry <i>Anita Poonia</i>	81
26.	Use of BIG DATA in Sustainable Development <i>Ms. Swami Nisha Bhagirath</i>	85

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JAIPUR

ISBN: 978-93-83462-96-4

27. Developing Future Leaders-Five factors of EI (A Focus on Ajmer Vidhut Vitran Nigam Ltd (Ajmer discom) Rajasthan, India) 85  
*Dr. Anita Sukhwai, Nand Kishore Koli*
28. Improve Business Intelligence Solutions Using Predictive Analytics 91  
*Ms. Ranu Sewada*
29. Industry, Innovation & Infrastructure 91  
*Ankit Verma*
30. Review of Game Refinement Theory in Aspects of Cricket 91  
*Ms. Supriya Bhutani, Hiroyuki Iida*
31. Factors Influencing Re-Purchase Intention of Customers in E-Commerce 91  
*Dr. Anita Sukhwai, Mr. Anshul Mathur*
32. A Present Status of Vocational Education, Skill Development and Labour Force in India 91  
*Chanchal Jain*
33. Artificial Intelligence 101  
*Chirag Choudhary*
34. Sustainable development study in Image Pattern Recognition through "Fuzzy logic and soft computing approach" 101  
*Ms. Bhavana Sangamnerkar*
35. ✓ **Teacher's Quality of Work Life and Job Commitment in Higher Education** 101  
*Damyanti Sodha and Supriya Singhal*
36. A Study of Object based Image Analysis on Digital Ground 111  
*Dr. Madhu Sharma, Ms. Cmaune Sharma*
37. Economic Slowdown in Indian Economy- Challenges and Measures 111  
*Dr. Rajkumar Thathera*
38. Cloud Computing Based E-Learning: An Overview 111  
*Jayanti Goyal, Prof. (Dr.) Ripu Ranjan Sinha*
39. Environmental Accounting Disclosures and Financial Performance in India 111  
*Dr. Ankita Chaturvedi, Dr Aditi R Khandelwal*
40. Scope of Cloud Computing to Handle Big Data: Opportunities and Challenges 121  
*Dr. Sonal Bordia Jain, Ms. Vandana Nigam*
41. Innovation and Economic Growth of India 121  
*Dr. Anupama Goyal*
42. A Parallel Approach for Join Query Optimization Problem in Distributed Database System 121  
*Ms. Anjali Soni*

## **Teacher's Quality of Work Life and Job Commitment in Higher Education**

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### **Abstract**

Committed teachers instill in students the required values, attitudes and behaviours and prepare the future citizens of any nation. Students learn more rapidly from the "invisible" curriculum i.e. the lives of teachers, principals and institutions than from the "visible" curriculum. Teachers are the main determinants of quality education and if they are apathetic, unmotivated, non-committed, immoral and antisocial then expected positive learning outcomes may not be achieved. This paper seeks to find the relationship between teacher's quality of work life and job commitment.

**Keywords:** Committed, teachers, work life, commitment

### **Introduction**

Committed teachers serve as a model of values, attitudes and behaviours to students and others. More dependable and psychologically participative behaviour on the part of teachers on one hand, and educational outcomes and the students' intellectual and personality development on the other depend largely on the commitment of the teachers (Mohan Raju & Srivastava, 1994) (14). Students learn more rapidly from the "invisible" curriculum – the lives of teachers, principals and institutions – than from the "visible" curriculum (Adishesaih, 1988) (1). Research has found a strong relationship between teacher commitment & motivation and students' achievements. Teachers are the main determinants of quality education and if they are apathetic, unmotivated, non-committed, immoral and antisocial then expected positive learning outcomes may not be achieved. Non-committed and de-motivated teachers are generally unprofessional in their behavior and are characterized by absenteeism, underutilization of class time, professional misconduct, reliance on traditional teaching practices, poor preparation and involvement in secondary income-generating activities that distract them from teaching duties (Bernell, 2004; Guajardo, 2011) (2,8).

This explores quality of work life as a research construct that may point to the characteristics of teachers' work that contribute most to their commitment to work. Measures of quality of work life are examined, along with the relationship between the quality of work life variables and measures of teachers' commitment.

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**Results and Discussion:**

**Quality of Work Life Aspects/ Components/ Dimensions:**

S. No.	Author	Quality of Work Life Components
1.	Huang, Lawler and Lei (2007) (9)	<ul style="list-style-type: none"> <li>• Work-life balance;</li> <li>• Job characteristics;</li> <li>• Supervisory behavior; and</li> <li>• Compensation and benefits</li> </ul>
2.	Lewis et al. (2007) (12)	<ul style="list-style-type: none"> <li>• Pay</li> <li>• Benefits</li> <li>• Supervisory Style</li> </ul>
3.	Saklani (2004) (17)	<ul style="list-style-type: none"> <li>• Job Security</li> <li>• Job Stress</li> </ul>
4.	Gilbert, Jacqueline A., and John M. Ivancevich (2001) (6)	<ul style="list-style-type: none"> <li>• Management and supervisory style,</li> <li>• Satisfactory physical surroundings,</li> <li>• Job safety,</li> <li>• Satisfactory working hours, and</li> <li>• Meaningful tasks</li> </ul>
5.	Wyatt & Wah (2001) (20)	Nature of the job, Stimulating opportunities and Co-workers
6.	Gnanayudam and Dharmasiri (2007) (7)	<ul style="list-style-type: none"> <li>• Worker's point of belongingness to a group,</li> <li>• A sense of becoming oneself, and</li> <li>• A feeling of being worthy and respectable.</li> </ul>
7.	Padala and Suryanarayana (2010) (16)	<ul style="list-style-type: none"> <li>• Physical working conditions,</li> <li>• Employees' welfare,</li> <li>• Employee assistance,</li> <li>• Job factors, and</li> <li>• Financial factors</li> </ul>
8.	Straw and Heckscher (1983) (18)	<ul style="list-style-type: none"> <li>• Job security,</li> <li>• Better reward systems,</li> <li>• Higher pay,</li> </ul>