

A STUDY ON EFFECTIVENESS OF JOB ANALYSIS AT SOUTH CENTRAL RAILWAY, VIJAYAWADA

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ABSTRACT

This job analysis at South Central Railway (SCR) provides a comprehensive examination of various roles within the organization to enhance workforce efficiency and optimize operational effectiveness. By systematically studying job requirements, responsibilities, and performance criteria, this analysis aims to align human resources with strategic goals. The study encompasses diverse roles, from operational staff to administrative positions, employing methods such as interviews, surveys, and observational techniques. Findings highlight key competencies, training needs, and potential areas for process improvement. This analysis serves as a foundation for recruitment, training programs, and performance management, ensuring SCR's sustained growth and service excellence.

Key words : Strategic job analysis, job analysis , changing workplace , competency monellin's.

1. INTRODUCTION

Job analysis is the process of gathering, documenting, and analysing information about a job. It involves identifying the tasks, duties, responsibilities, skills, knowledge, and qualifications required for a particular job role. This information is crucial for various HR functions such as recruitment, selection, training, performance appraisal, and job design.

Two major types of job analysis.

The information gathered from the job analysis falls into two categories: the task demands of a job and the human attributes necessary to perform these tasks. Thus, two types of job analyses can be performed: a task-based analysis or a skills-based analysis.

The scope of the job analysis.

A job analysis covers a thorough examination of the characteristics needed for the position, as well as the responsibilities of each employee. Human Resources conducted a comprehensive analysis of the job and a study of the sort of individual needed to carry out the job.

Job Analysis 2 types:

Job Description:

1. Title, position, location.
2. Duties, Reporting
3. Machines, workplace environment

Job specification:

1. Education, Work experience, skills
2. Responsibilities, Trainings
3. personal & emotional characteristics

Job analysis is a systematic process of gathering, documenting, and analyzing information about a job or position within an organization. It involves examining the duties, tasks, responsibilities, skills, knowledge, and qualifications required for a particular job. Job analysis is typically conducted to ensure that the organization has a clear understanding of what each job entails and what qualifications are necessary for successful job performance.

Here are the key components and steps involved in job analysis:

- **Job Description:** A job description is a written document that outlines the duties, tasks, responsibilities, and requirements of a specific job. It provides a comprehensive overview of what the job entails and what is expected of the employee who holds that position.
- **Job Specification:** Also known as a person specification or job requirements, this component of job analysis outlines the qualifications, skills, knowledge, and attributes needed to perform the job successfully. It describes the ideal candidate for the position.
- **Methods of Data Collection:** Job analysis can be conducted using various methods, including:
 - Interviews with employees currently performing the job, supervisors, and subject matter experts.
 - Observations of job incumbents performing their duties.

- Review of existing documentation such as job descriptions, performance evaluations, and organizational charts.
- Questionnaires or surveys distributed to employees or supervisors to gather information about job tasks and requirements.
- **Data Analysis:** Once data is collected, it is analyzed to identify the key components of the job, including primary duties and responsibilities, essential skills and qualifications, physical and environmental conditions, and any other relevant factors.
- **Documentation:** The findings of the job analysis are documented in the form of updated job descriptions and job specifications. These documents serve as valuable resources for recruitment, selection, training, performance evaluation, and other HR processes.
- **Use of Job Analysis Results:** The results of job analysis are used in various HR functions and organizational processes, including:
 - Recruitment and selection: Job descriptions and specifications help in identifying the right candidates for open positions.
 - Training and development: Job analysis identifies the skills and knowledge required for a job, which informs training programs.
 - Performance appraisal: Job analysis provides a basis for evaluating employee performance against job requirements.
 - Job design and redesign: Job analysis helps in designing or modifying jobs to better meet organizational needs and improve efficiency.
 - Legal compliance: Job analysis ensures that job descriptions and selection criteria comply with relevant laws and regulations.

Overall, job analysis is a critical tool for organizational effectiveness, as it ensures that jobs are well-defined, employees are properly qualified, and organizational resources are allocated efficiently.

It is a procedure by which pertinent information is obtained about a job, it is a detailed and systematic study of information relating to the operations and responsibilities of a specific job. An authority has defined job analysis as "the process of determining, by observation and study, and reporting pertinent information relating to the nature of the specific job. It is the determination of the tasks which comprise the job and of the skills, knowledge, abilities, and responsibilities required of the worker for a successful performance and which differentiate one job from all other". Job Analysis is a procedure and a tool for determining the specified tasks, operations and requirements of each job." it is the process of getting information about jobs: specially, what the worker does how he gets it done; why he does it; skill; education and training required; relationship to other jobs; physical demands; environmental conditions". In other words, it refers to the anatomy of the job. It is a complete study of job, embodying every known and determinable factor, including the duties and responsibilities involved in its performance, the conditions under which the performance is carried on, the nature of the task. The qualities required in the worker, and such conditions of employment as pay, hour, opportunities, and privileges. It also emphasizes the relation of one job to others in the organization.

2. PURPOSE OF JOB ANALYSIS

Job Analysis is useful for overall management of all personal activities. While this is a generalized statement, it is important to specify the uses of job analysis. Job related data obtained from a job analysis programme are useful in HRP, employee hiring, training, job evaluation, compensation, performance appraisal, computerized personnel information systems, and safety and health. Each of these applications of job analysis is described in brief here. They will however be explained in greater detail in subsequent chapters.

Human Resource planning: It determines as to how many and what type of personnel will be needed soon. The number and the type of personnel are determined by the jobs which need to be staffed. Job-related information is, therefore, necessary for HRP.

Recruitment and Selection: Recruitment needs to be preceded by job analysis. Job analysis helps the HR manager to locate places to obtain employees for opening anticipated in the future. An understanding of the types of the skills needed and types of job that may open in the future, enables managers to have a better continuity and planning in staffing their organization. Similarly, selecting a qualified person to fill a job requires clearly knowing the work to be done and the qualifications needed for someone to perform the work satisfactorily. Without a clear and precise understanding of what a job entails, the HR manager cannot effectively select someone to do the job.

The objective of employee hiring is to match the right people with the right jobs. The objective is too difficult to achieve without having adequate job information.

Training and Development : Job analysis is useful for an HRD manager in as much as it helps him/her know what a given job demands from the incumbent in term of knowledge and skills. Training and development programmes can be designed on the job requirements. Selection of trainees is also facilitated by job analysis.

Job Evaluation :- Job evaluation involves determination of relative worth of each job for the purpose of establishing wage and salary differentials. Relative worth is determined mainly based on job description and job specification.

Remuneration:- Job evaluation helps determine wage and salary grades for all jobs. Employees need to be compensated depending on the grades of the jobs which they occupy. Remuneration also involves fringe benefits, bonus, and other benefits. Clearly, remuneration must be based on the relative worth of each job. Ignoring this basic principle results in inequitable compensation. A perception of inequity is a sure way of demotivating an employee.

Performance Appraisal: Performance appraisal involves assessment of the actual performance of an employee against what is expected of him/her. Such assessment is the basis for awarding promotions effecting transfers or assessing training needs. Job analysis facilitates performance appraisal in as much as it helps fix standards for performance in relation to which actual performance of an employee is compared and assessed.

Personnel Information: Organizations generally maintain computerized personnel information systems. Such information system is useful as it helps:

1. Improve administrative efficiency by speeding up the provision of data, by reducing the resources required to carry out routine administration, and by freeing the resources for higher-value activities which are fundamental to the success of the management
2. Provide decision report-information which gives a factual basis for decisions concerning the planning, acquisitions, development, utilization, and remuneration of human resources.

Job analysis is vital for building such information systems.

Safety and Health:- The process of conducting a detailed job analysis provides an excellent opportunity to uncover and identify hazardous conditions and unhealthy environmental factors(such as heat, noise, fumes, and dust) is that corrective measures can be taken to minimize and avoid the possibility of human injury. Job analysis defines the organization of jobs within a job family. It allows units to identify paths of job progression for employees interested in improving their opportunities for career advancement and increasing compensation. Analysis is a systematic process of gathering, documenting, and analyzing information about a job's duties, responsibilities, tasks, skills, knowledge, and qualifications required for successful job performance. It provides essential insights into understanding the nature of a job and serves as a foundation for various HR functions such as recruitment, selection, performance evaluation, training, and compensation. Through job analysis, organizations can ensure alignment between job requirements and employee capabilities, ultimately enhancing productivity and organizational effectiveness.

Objectives:

Here are some specific Objectives of Job Analysis:

1. To identify the factors affecting job Analysis
2. To collect the opinion of employees on achieving job Analysis objectives
3. To analyse the effectiveness of job analysis
4. To suggest the techniques to improve job analysis effectiveness

Problem statement :

Problem Statement: Enhancing Job Analysis to Optimize Workforce Alignment and Performance

Effective job analysis is essential for creating accurate job descriptions that reflect the necessary skills, responsibilities, and expectations for various roles within an organization. However, many companies face challenges in maintaining up-to-date job analyses, which can lead to a misalignment between job requirements and employee capabilities. This misalignment can negatively impact recruitment, training, employee performance, and overall job satisfaction.

Current Challenges

- **Outdated Job Descriptions:** Many job descriptions are not regularly updated to reflect changing job roles, leading to discrepancies between job expectations and actual duties.
- **Inaccurate Role Definition:** Insufficient or unclear job analysis results in job descriptions that do not accurately capture the scope and requirements of the role.
- **Inefficient Recruitment:** Inaccurate job descriptions hinder the recruitment process, making it difficult to attract and select the right candidates.
- **Training Gaps:** Without a clear understanding of job requirements, training programs may not address the actual skills needed, leading to gaps in employee development.

- **Employee Dissatisfaction:** Employees may feel dissatisfied or disengaged if their job roles are not clearly defined or if there is a mismatch between their skills and job expectations.

Research methodology :

Methodology is a plan of action for a research project and explains in detail how data is collected, analysis and presented. So that they will provide meaningful Information. This section is to give enough background on the technical aspects of the study to allow the reader to appraise the quality of the information obtained.

Research design is the plan, structure, and strategy of investigation. Conceived, to obtain answer, to research questions. Questionnaire Research design was adopted in this project work. Since, the investigator wants to know about the consumer perception and opinion.

DATA USED :

Collection of information is called as data. Data is of two types.

Primary data: Primary data are those which are collected a fresh and for the first time, and thus happen to be original in character. Under primary method of data collection several methods are available. For this project study questionnaire method is used.

Secondary data: The secondary data are those which have already been collected by someone else and which have already been passed through statical process. Secondary data may be published or unpublished data. Sampling method non-Probability sampling method

Sampling Technic

Convenience sampling technique

Sample Size 100 Employees

Sample Instrument Questionnaire

Data Sources: Primary Source: The Primary Sources of Data that were used in the study are observation and discussions with peers and Supervisor.

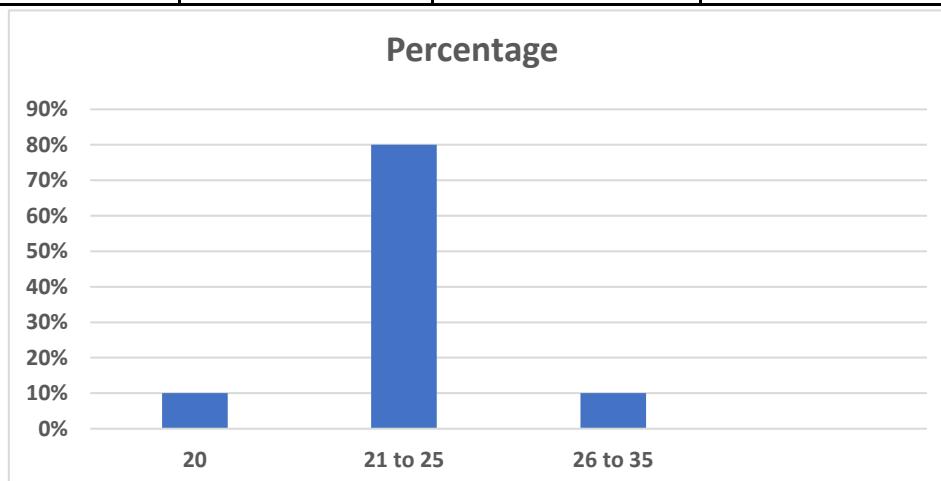
Secondary Source: The Secondary sources of data that were used in the study are articles, Books, Research Papers, Websites, Journal.

3. DATA ANALYSIS AND

Interpretation

1. Age group of the respondent?

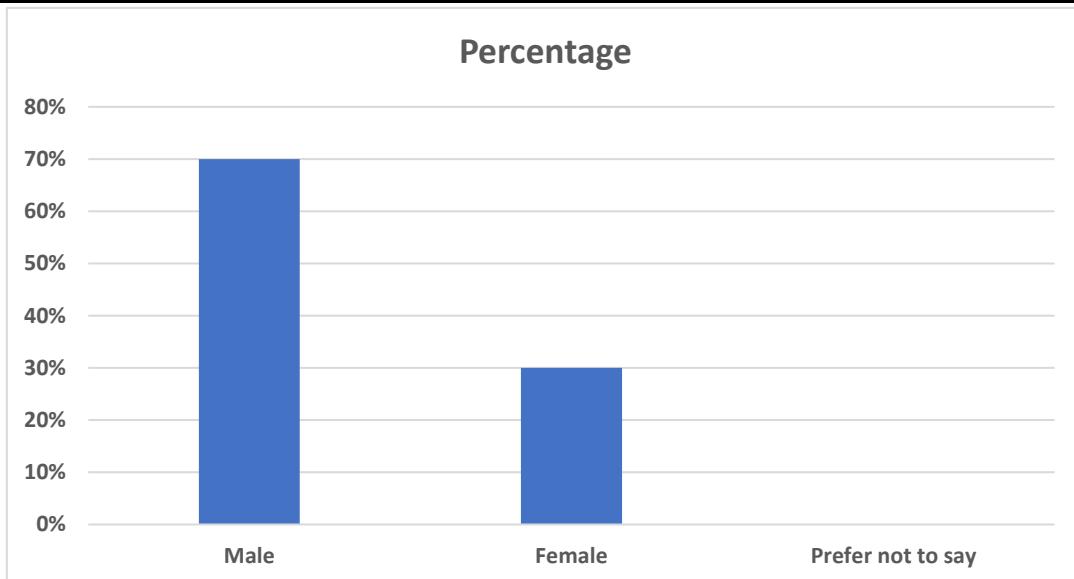
	Years	No. of responses	Percentage
1	20	4	10%
2	21 to 25	45	80%
3	26 to 35	1	10%
4	35 to 50	0	0%



Interpretation: The survey results on the age group of respondents show: 10% are 20 years old. 80% are between 21 to 25 years old. 10% are between 26 to 35 years old. 0% are between 35 to 50 years old. Overall, most respondents are in the 21 to 25 age group.

2. Gender of the respondents?

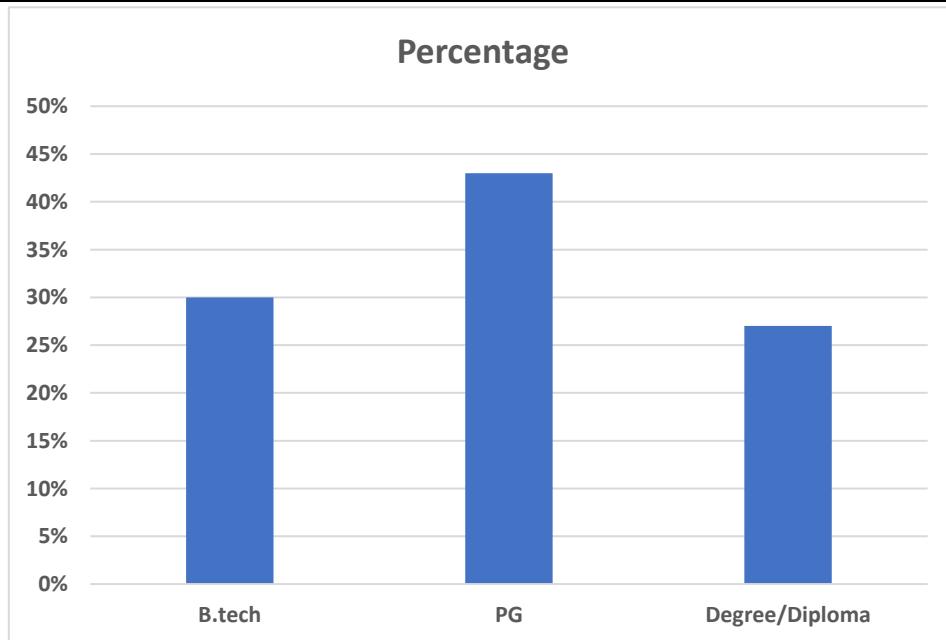
S. No	Gender	No. of respondents	Percentage
1	Male	35	70%
2	Female	15	30%
3	Prefer not to say	0	0%



Interpretation: Most of the respondents (70%) are male, indicating a predominantly male participation in the survey. Females account for 30% of the respondents, representing a significant minority. There are no respondents who preferred not to disclose their gender, indicating that all participants chose to identify their gender as either male or female.

3. Qualification of the respondents?

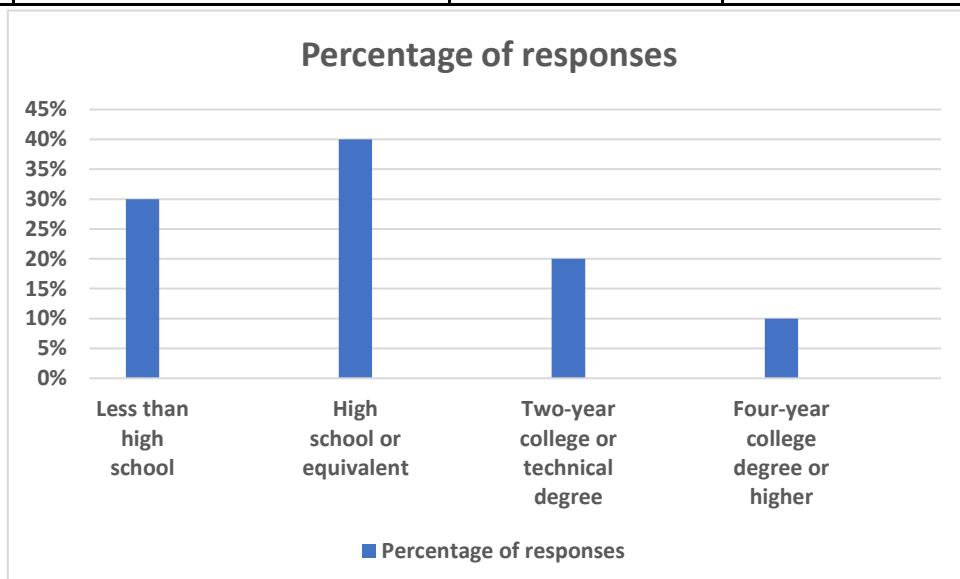
S. No	Qualification	No. of responses	Percentage
1	B.tech	15	30%
2	PG	22	43%
3	Degree/Diploma	13	27%



Interpretation: The survey results on the qualifications of the respondents indicate: 30% have a B. Tech degree. 43% hold a postgraduate (PG) qualification. 27% have a degree or diploma. Overall, most respondents possess higher education qualifications, with postgraduate degrees being the most common.

4. What is the typical level of formal education required for your position?

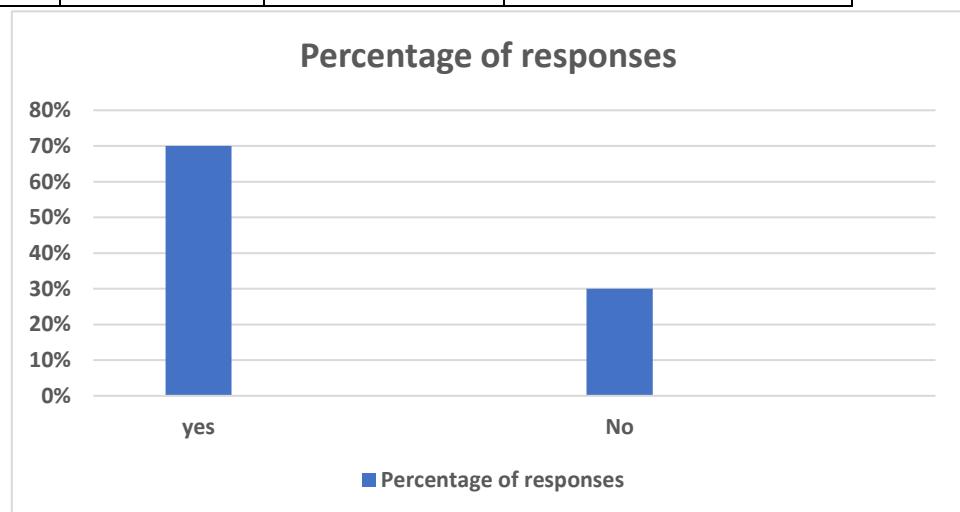
S. No	Attributes	No of responses	Percentage of responses
1	Less than high school	15	30%
2	High school or equivalent	20	40%
3	Two-year college or technical degree	10	20%
4	Four-year college degree or higher	5	10%



Interpretation: The survey results indicate the typical level of formal education required for positions: 30% of respondents require less than a high school education. 40% need a high school diploma or equivalent. 20% require a two-year college or technical degree. 10% need a four-year college degree or higher. Overall, most positions require a high school education or less, with fewer requiring higher education.

5. Do you manage a department or division?

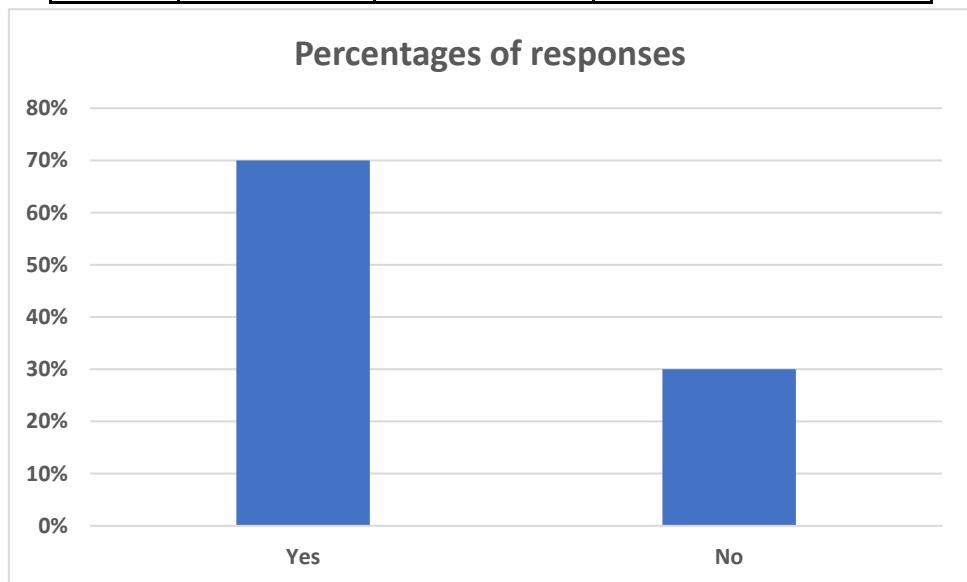
S. No	Attributes	No of responses	Percentage of responses
1	yes	35	70%
2	No	15	30%



Interpretation: 70% of respondents indicated that they do manage a department or division, indicating a significant proportion of individuals in leadership roles within their organizations. 30% of respondents stated that they do not manage a department or division, suggesting that a sizable portion of respondents are not in managerial or leadership positions within their organizations.

6. Do have the authority to hire and fire employees?

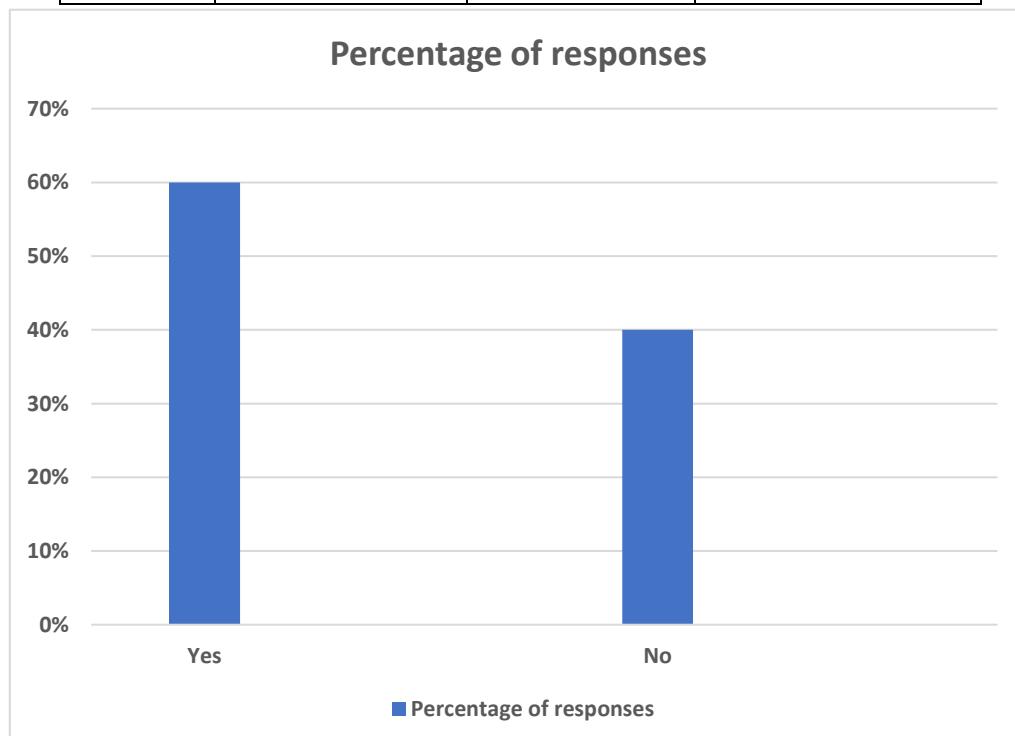
S. No	Attributes	No of responses	Percentages of responses
1	Yes	40	70%
2	No	10	30%



Interpretation: 70% of respondents have the authority to hire and fire employees. 30% do not have this authority. Overall, most employees hold hiring and firing authority within the organization.

7. If you not have the absolute authority to hire and fire, are your recommendations sought and given serious consideration?

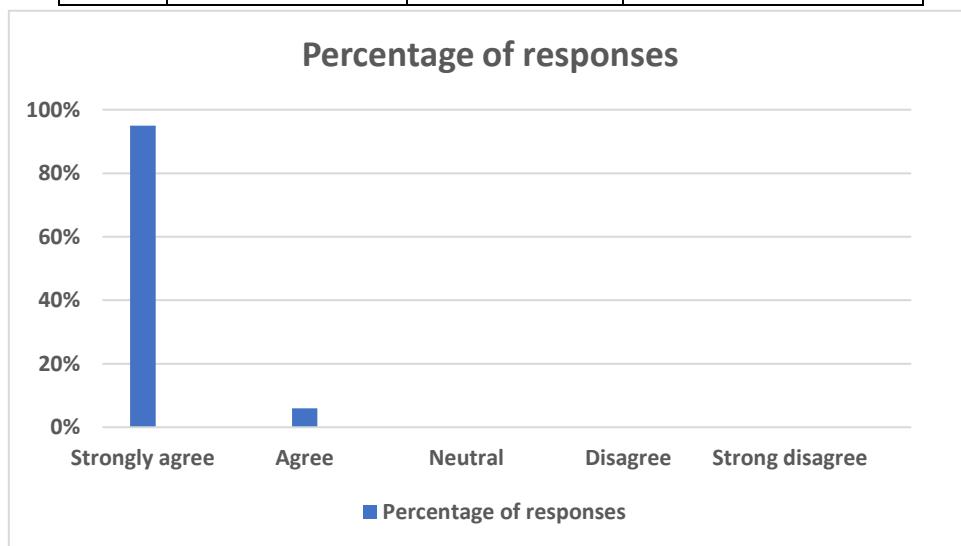
S. No	Attributes	No of responses	Percentage of responses
1	Yes	35	60%
2	No	15	40%



Interpretation: 60% of respondents say their recommendations on hiring and firing are sought and given serious consideration. 40% feel their recommendations are not considered. Overall, most employees feel their input is valued even without absolute hiring and firing authority.

8. What is your opinion towards welfare facilities provided by the organization?

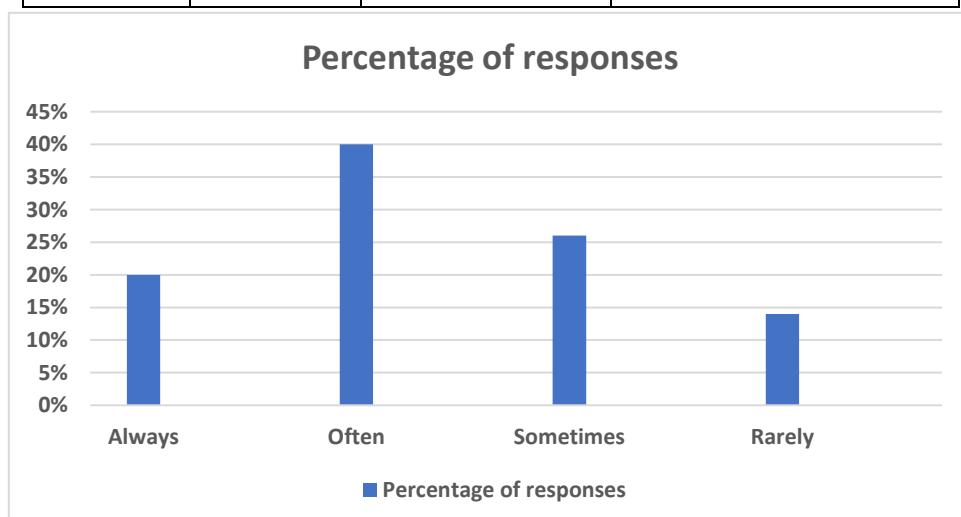
S. No	Attributes	No of responses	Percentage of responses
1	Strongly agree	45	95%
2	Agree	5	6%
3	Neutral	0	00%
4	Disagree	0	00%
5	Strong disagree	0	00%



Interpretation: 95% of respondents strongly agree that the organization provides excellent welfare facilities. 5% agree with this positive sentiment. No respondents are neutral, disagree, or strongly disagree. Overall, employees overwhelmingly appreciate the welfare facilities provided by the organization.

9. Do you feel that job assignment contributes to your professional growth?

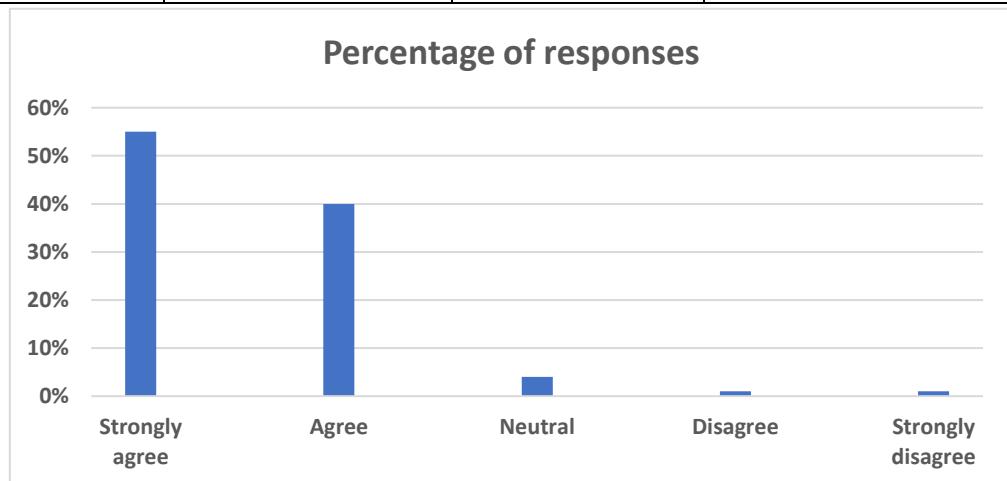
S. No	Attributes	No of responses	Percentage of responses
1	Always	13	20%
2	Often	20	40%
3	Sometimes	10	26%
4	Rarely	7	14%



Interpretation: 60% of respondents feel that their job assignments contribute to their professional growth either always (20%) or often (40%). 26% believe their assignments sometimes contribute to their growth. 14% feel that job assignments rarely contribute to their professional growth. Overall, most employees see their job assignments as beneficial for their professional development.

10. Do the organization provide job security to its employees?

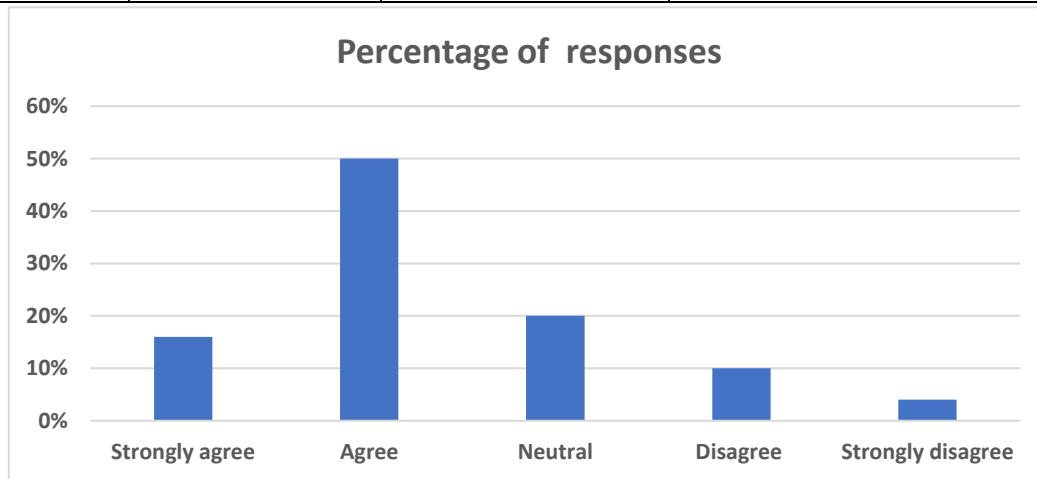
S. No	Attributes	No of responses	Percentage of responses
1	Strongly agree	30	55%
2	Agree	10	40%
3	Neutral	8	04%
4	Disagree	01	01%
5	Strongly disagree	01	01%



Interpretation: A significant majority (95%) of respondents either strongly agree (55%) or agree (40%) that the organization provides job security. Only a small percentage are neutral (4%) on the matter. Very few respondents disagree (1%) or strongly disagree (1%) with the organization's provision of job security. Overall, most employees perceive the organization positively regarding job security, with minimal dissenting opinions.

11. Are your resources and tools provided adequate to meet your job assignment objectives?

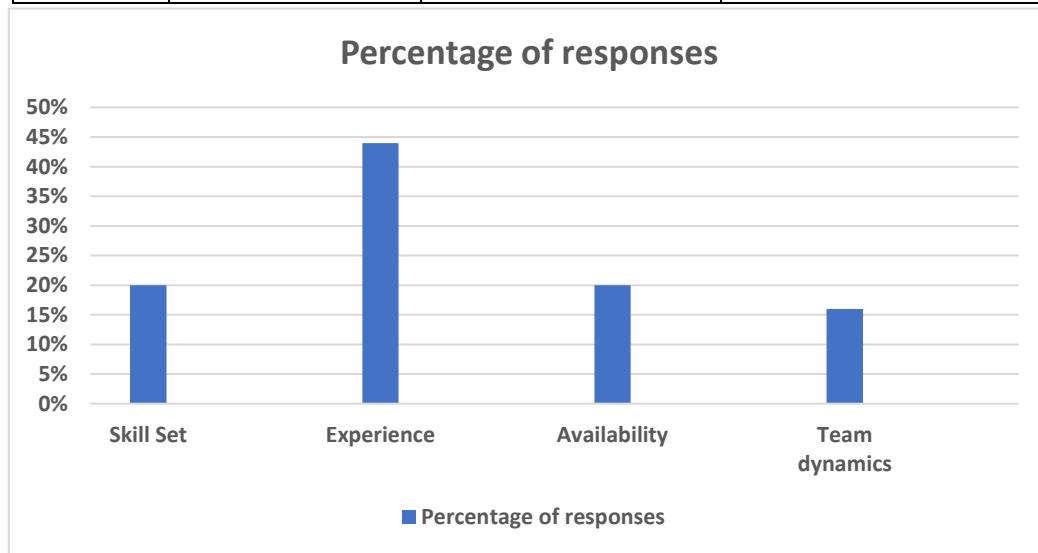
S. No	Attributes	No of responses	Percentage of responses
1	Strongly agree	8	16%
2	Agree	25	50%
3	Neutral	10	20%
4	Disagree	5	10%
5	Strongly disagree	2	4%



Interpretation: 66% of respondents (16% strongly agree, 50% agree) find their provided resources adequate for job objectives, indicating satisfaction. 20% are neutral, indicating uncertainty about resource sufficiency. 14% (10% disagree, 4% strongly disagree) believe resources are inadequate, expressing dissatisfaction. Overall, while most feel supported, there's a notable group seeking improvements in resource allocation for better job performance.

12. Which factor most affects your job assignment?

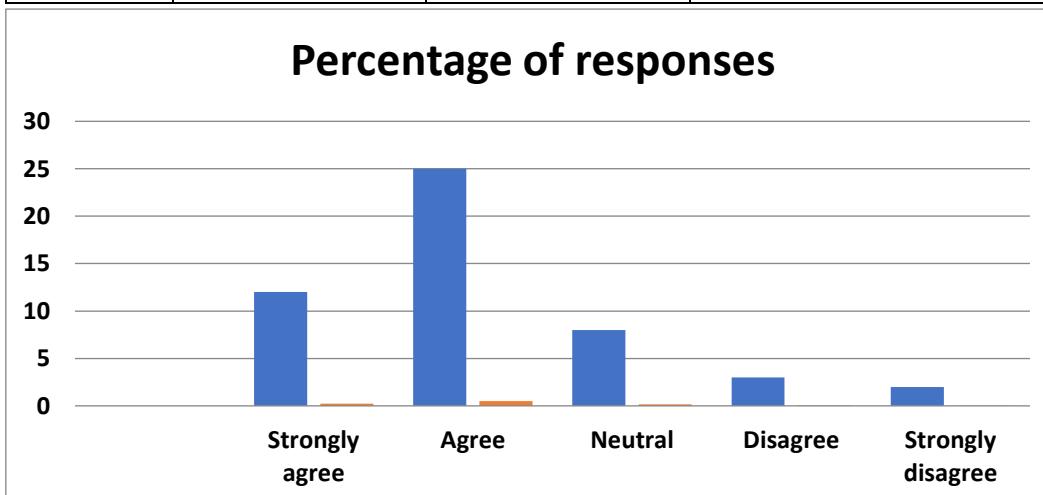
S. No	Attributes	No of responses	Percentage of responses
1	Skill Set	10	20%
2	Experience	30	44%
3	Availability	10	20%
4	Team dynamics	2	16%



Interpretation: The survey shows that experience (44%) and skill set (20%) are the primary factors influencing job assignments, highlighting the importance of accumulated expertise and relevant competencies. Availability (20%) also plays a significant role in task allocation, while team dynamics (16%) have a lesser but notable impact on job assignments, reflecting the importance of interpersonal relationships within teams.

13. Do you believe that job assignments help in achieving team goals?

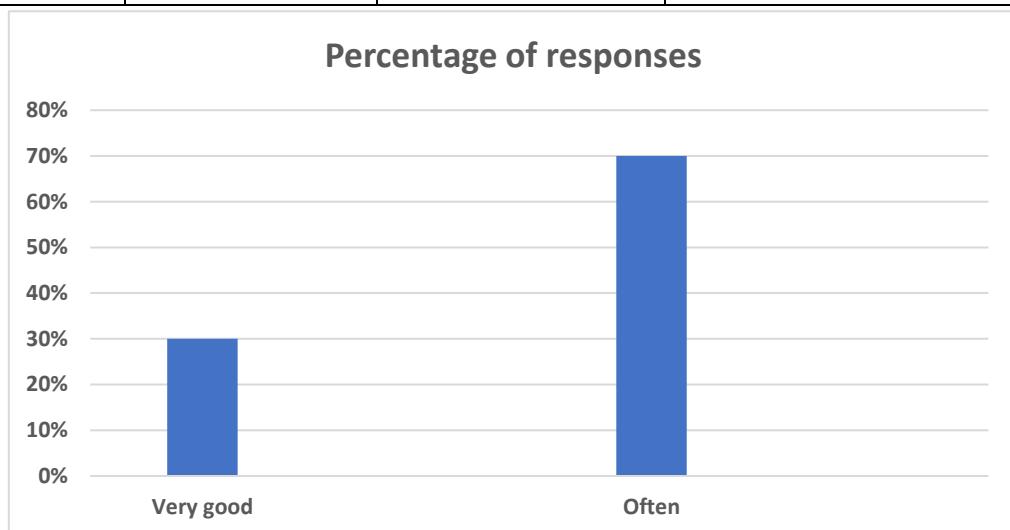
S. No	Attributes	No of responses	Percentage of responses
1	Strongly agree.	12	24%
2	Agree	25	50%
3	Neutral	8	16%
4	Disagree	3	6%
5	Strongly disagree	2	4%



Interpretation: The survey results on whether job assignments help in achieving team goals show: 24% strongly agree, 50% agree, 16% are neutral, 6% disagree, and 4% strongly disagree. Overall, most respondents (74%) believe that job assignments contribute to achieving team goals.

14. How often do you receive feedback on your job performance?

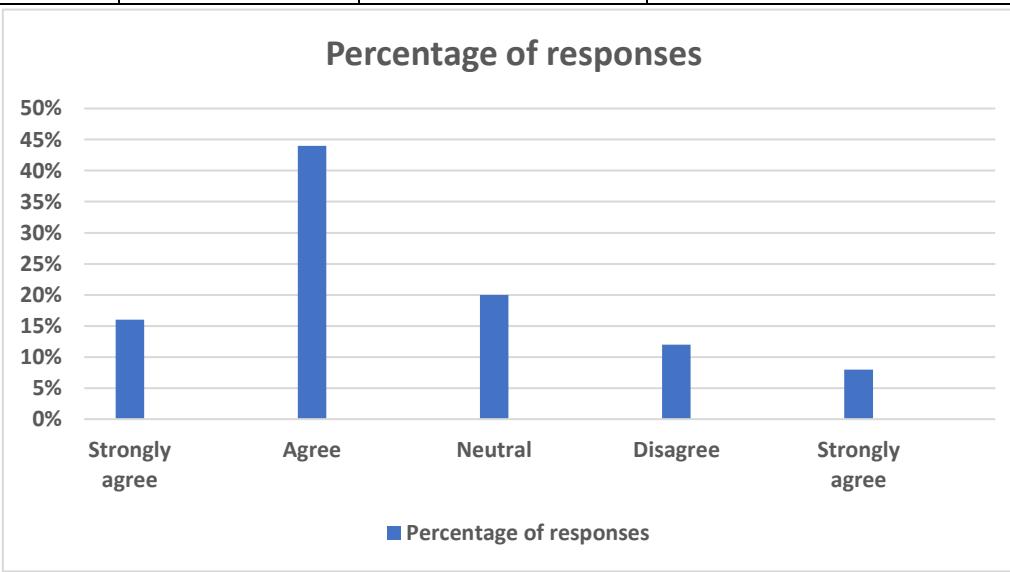
S. No	Attributes	No of responses	Percentage of responses
1	Very good	15	30%
2	Often	35	70%



Interpretation: The survey results on how often respondents receive feedback on their job performance indicate: 30% receive feedback very frequently. 70% receive feedback often. Overall, most respondents regularly receive feedback on their job performance.

15. Are you satisfied with training programs conducted?

S. No	Attributes	No of responses	Percentage of responses
1	Strongly agree	8	16%
2	Agree	22	44%
3	Neutral	10	20%
4	Disagree	6	12%
5	Strongly agree	4	8%



Interpretation: Based on the survey results regarding satisfaction with training programs: 60% of respondents either strongly agree (16%) or agree (44%) that they are satisfied with the training programs conducted. 20% are neutral about their satisfaction. 20% express dissatisfaction, with 12% disagreeing and 8% strongly disagreeing. Overall, while a majority are satisfied with the training programs, a notable minority indicates room for improvement or dissatisfaction with the training offerings.

3. FINDINGS

1. Enhance engagement and development opportunities tailored to a predominantly young workforce, considering the significant 80% aged 21-25.
2. Implement targeted recruitment strategies to increase female participation, aiming to balance the current 70% male, 30% female distribution.
3. Leverage the high educational qualifications (43% postgraduate, 30% B. Tech) to foster a culture of continuous learning and advanced skill development.
4. Improve communication and consideration mechanisms for hiring and firing recommendations to address the 40% who feel their input is undervalued.
5. Continue to invest in and possibly expand welfare facilities, maintaining the overwhelmingly positive perception (95% strongly agree).
6. Create more structured professional growth pathways, addressing the 14% who feel their job assignments rarely contribute to their development.
7. Reassess and optimize resource allocation to improve satisfaction, particularly for the 14% who believe resources are inadequate.
8. Revise and upgrade training programs to address the 20% dissatisfaction and better align with employee expectations and needs.
9. Consider experience (44%) and skill set (20%) primarily in job assignments while ensuring availability (20%) and team dynamics (16%) are also factored in.
10. Ensure job assignments are clearly linked to team goals, reinforcing the belief of 74% that assignments contribute positively, while addressing the concerns of the 10% who disagree.

4. SUGGESTIONS

- Develop initiatives to attract and retain more female employees to balance gender representation.
- Offer more structured opportunities for professional development, as 14% feel their job assignments rarely contribute to growth.
- Address the concerns of the 14% who believe resources are inadequate by ensuring all employees have the tools and support they need for optimal performance.
- Address the 20% dissatisfaction with training programs by seeking feedback and implementing improvements to better meet employees' needs.
- Increase efforts to consider and act on employee recommendations, particularly for the 40% who feel their input on hiring and firing is not valued.
- Continue to maintain and improve welfare facilities, as they are highly appreciated by employees, with 100% expressing positive sentiments.
- Maintain and communicate job security measures to sustain the high level of confidence (95%) among employees.
- Focus on aligning job assignments with employee experience and skill sets, while also considering availability and team dynamics to optimize task distribution.
- Continue the practice of providing regular performance feedback, as it is valued by employees, with 100% receiving it often or very frequently.
- Support employees in pursuing higher education or technical degrees to meet the varied educational requirements of different positions.

5. CONCLUSION

The survey results reveal several areas where confusion or discrepancies in perceptions among employees may arise. Firstly, despite efforts to ensure gender disclosure, the workforce remains predominantly male (70%) with females accounting for only 30%. This disparity could lead to questions about gender inclusivity efforts within the organization and the effectiveness of current strategies aimed at achieving a more balanced representation.

Secondly, there is ambiguity surrounding the alignment of educational requirements with actual qualifications. While most positions supposedly require a high school diploma or less, a substantial number of respondents hold higher qualifications, such as postgraduate degrees (43%) and B. Tech degrees (30%). This mismatch suggests a potential disconnect between job descriptions and the qualifications of the workforce, prompting confusion about whether educational prerequisites are appropriately set or need revaluation.

Thirdly, while most employees perceive job assignments as contributing to professional growth (60% frequently, 26% sometimes), a notable portion (14%) feels that their assignments rarely support their development. This disparity in perception could stem from unclear career progression frameworks or discrepancies in how growth opportunities are defined and communicated within the organization, highlighting a need for clearer pathways and expectations regarding job roles and career advancement. Addressing these points of confusion requires strategic communication, transparent policies, and potentially reevaluating educational and career development strategies to ensure alignment with employee expectations and organizational goals.

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