

DYNAMICS OF CONFLICTS MANAGEMENT IN COLLEGES

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ABSTRACT: *Private educational institutions join forces with public educational institutions in an attempt to enhance the educational environment. This study aims to elucidate the importance of conflict management in the governance of private universities, encompassing academic disciplines, facilities, infrastructure, and student affairs. Additionally, the researcher will showcase how conflicts are effectively addressed at research locations. Case studies and qualitative research are used in the research design. The research was conducted at a private university, overseen by the Coordinator of Private College VII-East Java. Data were gathered through interviews, observations, and documents. Single-case analysis was utilised to analyse the data, and triangulation was employed to ensure its accuracy. The findings demonstrated that conflict management is strongly represented in each study program's features at the institution, which featured six faculties, twelve study programmes, and two postgraduate programmes. Nevertheless, in the realm of human resources, facilities, and infrastructure, a conflict management approach is implemented to prioritize management-style activities, even though the effectiveness of this approach in promoting professional growth among teachers has not been adequately proven. The Institute for Research on Learning and Teaching (IRLT) has discovered that conflicts are rare in the academic sector due to the utilization of an Academic Information System that meticulously outlines all assessment criteria. Although the avoidance of conflict management method is less exact, it is the case that third-party involvement and self-regulation are used to resolve conflicts. Effectiveness can be achieved when a private university engages in activities that demonstrate activity, usefulness, and suitability, all aligned with the intended objective.*

Keywords: *Effectiveness, Conflict Management, Private University, Management Efforts*

INTRODUCTION

Although human relation views conflict as disruptive to OB(organizational behaviour) and dangerous, there are others who have argued that it need not be seen in the light. Conflict can be 'functional' for OB. For instance, it can have a group binding function to harmonize the OB of individuals. (It can strengthen the cohesion of the group by uniting it against a common enemy). It can act as a safety value to streamline OB to increase the productivity of the employees in an organization like a college (without outlet stress, it could build up within a group, which might eventually lead to its destruction) and it can have a boundary making

function to limit the OB (It shows people in a group just how far, they can go without expecting some reaction from the rest of the group).

There are three different management views about conflict in (college) organizations. Based on the classical perspective, conflict within an organization is considered an anomaly that is detrimental and should be consistently evaded. The behavioural approach views conflict as harmful and so it is to be avoided. But under the third approach, conflict is considered a natural occurrence in organizations. Contemporary writers hold the belief that conflict is both unavoidable and even advantageous. When effectively managed, a certain degree of conflict becomes essential for the well-being of organizations. Within a college setting, conflict can take on various meanings for different employees and its intensity can vary greatly, ranging from a minor divergence of views to escalated disputes leading to emotional or physical confrontations between the conflicting parties. In Teachers, Non-teachers or Students from a formal organization like a college: conflict is inevitable and many times it is useful for the development of organizational behaviour. Within the college functioning, there are usually

- Many needs and roles
- A variety of different ways that impel or promote the roles
- There are numerous barriers that can arise to hinder motivation and objectives.
- The desired goals come with both positive and negative aspects connected to them.

All of the above may make the teaching functions and development process of college difficult and sometimes it may result in conflict. The subsequent discussion in the chapter relates to knowing the nature, scope, and features of conflict and its role in the college OB.

II. CONFLICT DEFINED AND DESCRIBED

Louis R. Pondy presents four distinct ways in which the term 'conflict' can be employed to characterize:

- Antecedent circumstances like resource shortages or policy disputes;
- Sentimental state of individuals involved such as stress, tension, hostility, anxiety etc.
- Cognitive state of individuals, that is, their perception or awareness of the conflictual situation and
- Conflictual behaviour ranging from passive resistance to over-aggression.

Conflict is an inherent part of our life. Conflict is ubiquitous in organizations. Perrow asks and then answers the question, why is there so much conflict in organizations? "One answer is obvious enough: there is a never-ending struggle for values that are dear to participants—security, power, survival, discretion, and autonomy—and a host of rewards. Because organizations do not consist of people sharing the same goals and because control is far from complete, people will struggle for these kinds of values."

Conflict within an organization can encompass various forms of disagreement, hostility, contradiction, or incompatibility among individuals and groups. It can also arise from policy

discrepancies or limited availability of resources. As per S.P. Robbins, "Conflict is a process in which an effort is purposefully made by one person or unit to block another that results in frustrating the attainment of other's goals or the furthering of his or her interests."

III. THE PROCESS OF CONFLICT

Conflict is an ever-changing process characterized by a series of events that typically occur in a specific order, as illustrated in Figure 1. The conflict episode can be broken down into five distinct stages, namely:

- Latent Conflict (Antecedent Conditions),
- Perceived Conflict (Cognition),
- Felt Conflict (Affect),
- Manifest Conflict (Behaviour)
- Conflict Aftermath (Conditions).

The stages are briefly discussed below.

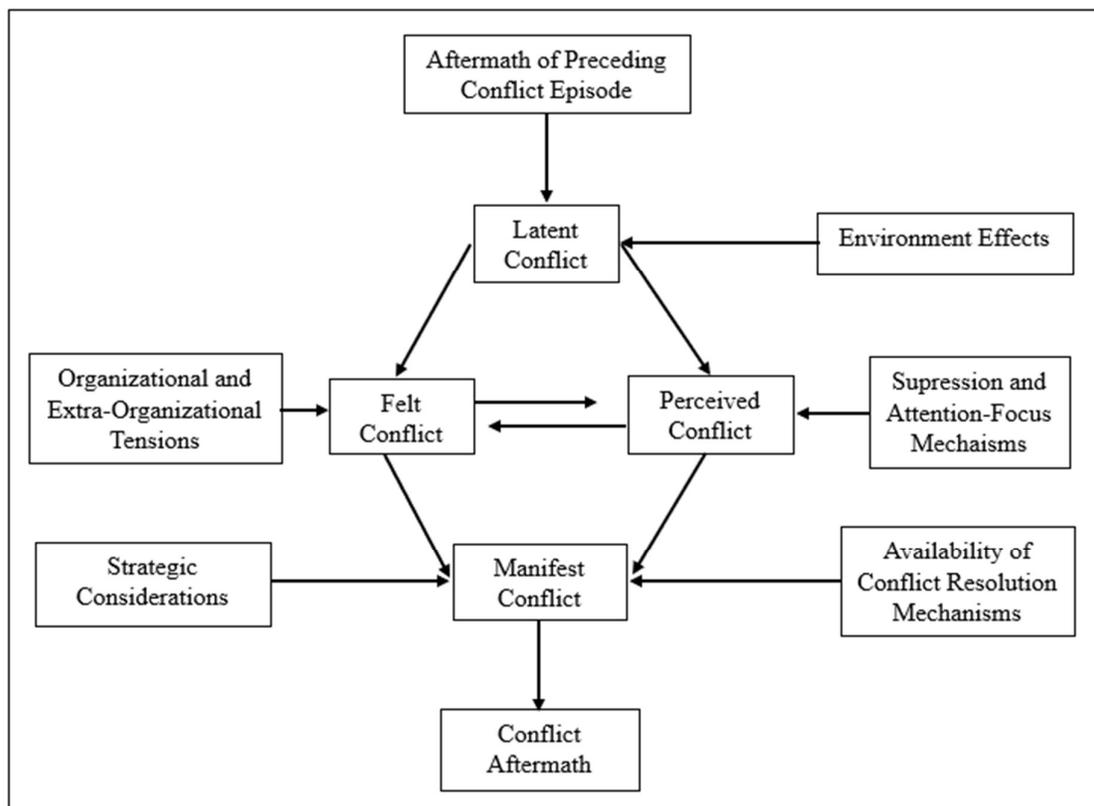


Fig.1. Stages in conflict

TYPES OF CONFLICTS

1. Goal conflict

2. Inter-personal conflict
3. Role conflict
4. Organisational Conflict

1. Goal conflict: -

There are diverse goals in college organizations, such as elevation of the teaching standard, improvement in passing percentage, increase in enrolment, maintenance of congenial academic environment etc. The teachers have to strive for these goals as a Team. However, the teachers aligned with these goals may have opposite or conflicting goals such as earning more by engaging in private tuitions, promoting the students of his caste, region, district, or native, escaping teaching assignments, coming to college at late hours, involved in some supplementary occupations like farming, grocery business etc.

.Approach: This situation arises when the college employee is driven to pursue multiple desirable objectives that cannot be simultaneously achieved. For example, an excellent teacher is faced with two excellent use of time one is teaching honestly during college hours or teaching or spending time for student placement.

.Approach-avoidance conflict: For example where a teacher is motivated to study for a PhD after college hours and at the same time he is motivated to spend time for additional coaching. Under this situation, he can avoid one of them or the rational way is he can participate in both. In such a situation a teacher may be counselled by his seniors since he may be in dilemma about the above two goals.

.Avoidance- Conflict: The teacher is driven to steer clear of two or more conflicting negative objectives. For instance, the teacher aspires to allocate time for leisure, engage in entertainment, pursue income-generating activities, assist their parents on the farm, and more. With this, he may avoid some activities.

2. Inter-personal conflict:

Typically, there exists a conflict between the clerical head and the staff. The clerical head believes that senior teachers often fail to provide appropriate instruction, while these teachers express dissatisfaction with the lack of proper attention to their needs. This missing message may emerge from non-coordination among seniors and clerical incumbents. Coordination today is not regarded as merely a function to be looked after by the College Principal, it has now become the essence of the employees when they work in a team. To avoid interpersonal conflict, division, unit, and individuals, the college Principal shall knot the employees to the commonness of purpose. It is necessary that all activities of the college should pull together and present a picture of a unified unit. Approach to each aspect of the academic is often not integrated and well-co-ordinated and the same leads to interpersonal conflict. All these calls for the coordination of activities so that the entire fabric may remain intact and splintering efforts, cross-purpose working, and inter-personnel conflict may be avoided.

When individuals join a college, they enter into not only an economic contract but also a social and psychological contract. Individuals have many needs and in order to satisfy these needs, they join college. While satisfying the college's needs, they try to satisfy their individual

needs. Not only do the individuals bring their skills to the college but they also bring their beliefs, values and customs etc. As a result of this, individuals join together knowingly or otherwise to form groups and social systems. Since man is a social animal, he has to interact with other fellow working men.

People either don't like one another or don't agree with one another, which leads to an increase in antagonism, pointing out the other person's flaws and receiving criticism, among other things. Interpersonal conflict can be caused by a variety of things, including competition, contrasting values, stereotypical behaviour, the exploitative nature of people, etc. A competitive setting can serve as a major catalyst for interpersonal discord. Within a college environment that values competence and grants recognition to individuals who achieve tangible outcomes, a competitive atmosphere takes shape. In such a milieu, whenever someone is rewarded, it tends to breed discontent among others. This dissatisfaction stems from a sense of personal worth being questioned, leading individuals to direct their anger either towards the recipient of the award or towards the institution responsible for bestowing it. The authority, its assessment system, etc. are attacked either directly or indirectly in the latter instance while the individual is the target of attack in the former.

People who work in colleges may differ in their tastes, values, and cultural backgrounds, among other things. Additionally, it could result in interpersonal conflict. Like some Principals may view employees' unionism as a negative sign in union-management relations, all may not view it that way. Hence, Principals belonging to these two categories may have different types of interpersonal relations with employees belonging to Unions. The College Principals belonging to the first category may have tensed interpersonal relations with employees belonging to unions, while the principals belonging to the second category may not have tensed interpersonal relations with the union members.

The tendency to stereotype and make quick judgments causes individuals to assess others prematurely and develop opinions based on hasty assessments. Such perceptual distortions prompt biased behavior among people, leading to conflicts. In the colleges from Marathwada where employees belonging to different castes, religions and linguistic segments constitute the total workforce. In such a situation, Principals belonging to one particular set may interact with employees belonging to another social category in a manner which leads to conflict.

Due to some team members' inclinations for exploitation, interpersonal conflicts may arise in situations where the team is working together. The tendency for people to claim an excessive share of the spoils even when their contribution to a goal's achievement may not be proportional is a frequent trait of human nature. Interpersonal tension occurs as a result of situations like these in work teams.

Briefly interpersonal conflicts in colleges may be narrated in a few words as below.

- **Personality Differences.** Some employees have difficulty getting along with others. Such employees cannot develop cooperative relations with others.

- **The difference in Perceptions.** Employees coming from different sociocultural or professional backgrounds hold different perceptions. Such differences in perceptions may lead to interpersonal conflicts. Opinions may differ about task-related matters.
- **Clash of Values and Interests.** Differences in value system and ego state may create misunderstanding leading to conflicts between employees, for example, one teacher may favour students since they belong to his caste while another may consider it unethical.
- **Power and Status Differences.** Interpersonal differences can arise due to an imbalanced distribution of power and status. For example, conflict may occur when one teacher gives some orders to the senior teacher who enjoys a higher status in the college.
- **Scarcity of Resources.** When individuals vie for limited resources, such as a single promotion, it can lead to the emergence of interpersonal conflicts. For instance, if three highly skilled employees compete for a sole higher position, it may result in conflict between them.

Strategies for Interpersonal Conflict Resolutions

- Lose-Lose
- Win-Lose
- Win-Win

i) Lose-Lose

In a lose-lose method of dispute resolution, all sides suffer. It has been noted that this strategy might take on various shapes. Compromise or choosing the middle ground when in a disagreement is one of the more typical strategies. Paying off one of the disputing parties is a second strategy. Bribes are a common method of payment for these services. The use of a third party or arbitrator is an option. The last variation of this tactic is when parties to a dispute turn to the existing laws or bureaucratic procedures to settle their differences. In each of these four strategies, the losing party is the conflicting party. Although it is occasionally the sole means of resolving a dispute, it is typically less preferable than desirable than the win-lose or especially, the win-win strategy.

ii) Win-Lose

A win-lose approach to conflict resolution is extremely typical. In a competitive culture, one side in a dispute strives to organise its resources to prevail, and the other side loses. The features of this circumstance are as follows.

- The sides are divided into us and them.

- In an atmosphere of victory and failure, parties focus their energies on one another.
- Parties assess the problem from their own perspective.
- Instead of emphasizing achieving values, aims, or objectives of the solution is highlighted.
- Conflicts are subjective and condemning.
- There is no differentiation of conflict-resolving activities from another group process, nor is there a planned sequence of those activities.

Relationships between superiors and subordinates, conflicts between line staff and management, relations between unions and management, and many other conflict scenarios that may be seen in today's businesses are examples of win-lose methods. The college may see both positive and negative effects from the win-lose method. It is useful in that it fosters a desire to compete and win, and it can promote unity among the people or groups caught in a conflict situation. On the dysfunctional side, a win-loss approach disregards alternate possibility like a cooperative, mutually agreed-upon outcome. There are demands to comply which may discourage a questioning, creative environment for conflict resolution and highly organised power relationships tend to evolve quickly. The biggest problem, however, with a win-lose strategy is that someone always loses. Those who lose tend to be angry and vengeful, but they may learn something as a result. Having both parties in a conflict situation triumph is a far healthier course of action.

iii) **Win-Win**

The best conflict resolution approach from a human and organisational perspective is undoubtedly one that benefits all parties. It makes use of win-constructive lose elements while doing away with many of its destructive ones. According to a study of the pertinent literature, win-win decision-making procedures are linked to improved judgement, positive organisational strategy experience, and better deals. Although achieving a win-win conclusion with respect to interpersonal conflict is frequently challenging, it should be the main goal for conflict management.

0. **Role conflict:-**

Conflicting expectations of the many responsibilities that a particular college employee plays lead to role conflict and role ambiguity. "The simultaneous occurrence of two (or more) role expectations such that compliance with one would make compliance with the other more challenging" is the definition of role conflict. The two expectations are mutually exclusive. In the most extreme scenario, meeting one expectation would absolutely rule out meeting the other. The Principal is a prime example of an organisational job that experiences ongoing conflict and uncertainty as a result of conflicting role expectations between the college and the professors.

One set of requirements for the Principal's supervisory function is that he or she be a member of the management and possess the associated ideals and attitudes. The Principal should have the same principles and attitudes as the teachers' group, of which she is a former member and who she is still today. The principal is a distinct link between management and the workforce,

and he should have his own set of values and attitudes, according to the third set of expectations. The fact that the principal himself, like the employees and managers, is unsure about which set of expectations they should abide by leads to conflict.

Role conflict may be of the following kinds:

- . Conflicting intra-sender roles. This conflict occurs when a teacher is expected to teach a subject that he is not qualified to teach or for which there is not enough time or funding.
- . Inter-sender role conflict. When the teacher receives roles from different sources which prescribe different behaviours, conflict arises. For example, a teacher may be asked by the Principal to avoid the detection method of teaching and to adopt new teaching techniques based on case studies etc.
- . Inter-role conflict is number three. When a person must play many distinct roles, conflict arises. When the discipline committee meets, a teacher who is a member may be forced to make a decision that is adverse to the pupils.
- . Person-role conflict. When a teacher is required to perform a task at odds with his own set of values, a conflict arises. For instance, a teacher might be instructed to bribe politicians in order to obtain their favour.
- vi. Role-overload. Conflict arises when performance criteria for a given function are extremely high on both a qualitative and quantitative level, and the focus individual is under pressure to satisfy all of the standards without running out of time or resources.

Role conflict affects seriously the health, job satisfaction and performance of college employees. Therefore, the college management should minimize such conflicts. Job descriptions, participative management, and joint problem-solving may be used for this purpose. A role is made up of a set of expectations and is directly tied to how they are used on stage. A role is a position where expectations develop from accepted norms as an actual pattern of behaviour. A role is one side of a social connection since it is a pattern of defined behaviour. A person may play several roles at once.

Organisational Conflict

A related type of interface that generates problems involves the meeting point of sub-organisations. As remarked by one experienced Principal, such an interface arises when the college Principal office, academic departments, Placement cell, Sports department, Social or student welfare unit, NSS wing, Research, college establishment section or clerical section must meet for mutual support. The interface may become a focal point of conflict.

Many such meeting points are evident in every large college. Each provides an opportunity for friction, losses, and hang-ups, in each, gears are expected to mesh, but they may clash instead. Sub-organisations of the large college may develop friction in horizontal contacts – Teaching and Sports timings, for example. They may encounter vertical clashes – teaching level to trust management level, class to the principal office, academic department to the non-academic department etc. Most Principals have neither the understanding of conflicts nor the

skill to avoid their rise. They come into view to widen out of inadequacies in formal organizations and administration. What appears to be necessary demands of the formal organization may, at the same time, neglect or conflict with the needs of individuals who fill an important position in the structure. Employees may find themselves unsatisfied and perhaps frustrated by the relationships thus established. Some decisions tend to suggest that solution for such conflicts is relatively simple. They conclude that the alert Principal arranges for harmony in the goals of both informal and formal organizations, that he gets informal organizations to work with rather than against the formal association. He can do so, however, only by understanding informal organization and individual worker expectations.

Every employee in the college organization should be directed only by one boss i.e. principal relating to a single major function of college management and administration. This is based on the principle of specialization and unity of direction. Multiplication of direction may create confusion and may lead to role conflict. Many times it happens that some others assume themselves as a principal by virtue of the unwritten or informal approval of the management. Naturally, the person assuming himself as a principal breeds the germs of a conflicting environment. In order to avoid this, the University has already prescribed the role of teachers and Principals in the colleges. Despite this, many teachers on their own assume themselves as superior and work with such egoistic perception, that it hurts others by disturbing the college OB. Since the college teacher has many roles to play, the budding role conflicts in college organization are:

- (a) Hierarchical Conflict: There may be disagreements at different organisational levels within the college. There may be a general dispute between the management and the college staff, a conflict between the principal and the teachers, or a conflict between the college management trustees and the trust head.
- . Functional Conflict: Where senior teachers do not formally have authority over juniors or the office staff, there may be a conflict between various functional departments of the college.
- b. The conflict between the academic HOD and the personnel directly below him is possible. It frequently happens when supervisory staff members lack official power over the employees who report to them.
- c. The conflict between formal and informal organisations: There might be a conflict between formal and informal organisations. The performance standards of the informal organisation, for instance, could not be compatible with those of the official organisation. Thus the teachers' tea club is an informal organization and the peon, since he is a part of a formal organization i.e. college often refuses to work for the tea club which is informally formed. Thus there are several informal events in colleges in which some employees refuse their participation. For example, social gatherings, sports, speeches by eminent guests, Ganesh or Shard Utsva, yoga training camps etc. are informal events in which many employees do not participate.

Reasons for conflict

1. Interdependence leads to conflict
2. Overload on Some Groups

3. Status Difference
4. Role Ambiguities
5. Lack of Understanding of Each Other's Functions
6. Differential Reward Systems
7. Intergroup Conflict

1. Interdependence leads to conflict

In college, academic departments do not exist in isolation. The department depends upon each other. Three different types of interdependence can be recognised. **Pooled interdependence** occurs when two groups or departments operate with a degree of independence yet their combined output supports the general objectives of the college.

When a group depends on another for its input but the relationship only goes one way, it is said that **sequential interdependence** exists. For instance, one party may claim that sport depends on another. Sport equipment purchases serve as its inputs, but there is only one direction of dependency. When there is sequential interdependence, the other group that depends on the first group will be greatly impacted if the group providing the input does not accomplish its job successfully. In the aforementioned scenario, if purchasing doesn't order crucial sports kits for sporting events, the sports department may have to temporarily halt or scale back its sporting endeavours. Reciprocal dependency is the most complicated type. Groups exchange inputs and outputs in these situations. For instance, the effectiveness of a student laboratory practicum depends on the theory instruction provided by other teachers in a college. This kind of dependence results in more contact and coordination requirements.

2. Overload on Some Groups

Work overload in some groups like the examination section of college gives rise to conflicts. The overload groups may become dissatisfied with the situation and seek rewards and special treatment. Their bargaining for such differentials treatment may give to defensive and other reactions from the less worked units. If the more loaded units are given any extra incentives, status and treatment differences filter into the organization giving rise to a new kind of conflict.

3. Status Difference

The principal gives some groups a ranking according to their standing. The groups who are placed lower are offended by their ranking, and they begin to assert their dominance by causing troublesome situations to make themselves known. For example, the Principal may treat the commerce teacher as a support system for office accounts. The principal may communicate this by passing certain orders or giving certain directions to the commerce teacher who treats this as irritating. In response, the commerce teacher may delay to demonstrate that he cannot be relegated to a lower status.

4. Role Ambiguities

The lack of a proper definition of the roles of different departments and the absence of a mechanism to clear the ambiguities may also lead to conflicts. It is not sufficient to define the

roles of various departments once and for all. As any college grows, new roles may get added and new departments may get created.

5. Lack of Understanding of Each Other's Functions

One of the factors which lead to interdepartmental conflict in colleges is a lack of understanding of other departments' roles may lead to indifference and lack of enthusiasm in collaborating with or appreciating the problems of the other departments.

6. Differential Reward Systems

Differential reward systems are another potential source of intergroup conflict. Some groups by nature of the task they perform have fewer opportunities for promotion and a few others have relatively more opportunities. Some departments may give more opportunities for overtime work and others may not. Such differential opportunities may lead to conflict.

7. Intergroup Conflict

Organizational groups can be divided into two categories: official groups and informal groups. For various reasons, people belong to various groups. Several elements contribute to effective inter-group performance. Coordination is the overarching idea that takes precedence over these elements. The subsequent elements all have an impact on coordination.

Method and Strategies for Managing Conflicts

As disputes often aid in development, it is not always necessary to diffuse them. Changes and creativity can result from conflict. It can energise employees to action, create protection for other organisational assets, and be a crucial component of the organization's systems analysis. Conflicts that are constructive or functional must be encouraged. However, by taking preventative and remedial actions, unfavourable or harmful disputes can be avoided. As a result, colleges may choose one of three possible conflict-resolution techniques:

1. Conflict stimulation.
2. Conflict prevention.
3. Conflict resolution.

(1) Stimulating Conflicts

When there is too much complacency and conformity on the campus, conflict may be stimulated. The college administration may incite conflict using the following techniques:

- **Reorganization.** Conflict might be sparked by altering the organisational structure of the college. Reorganizing work groups and departments create new relationships and responsibilities. Employees attempt to acclimate, and in the process, better operational procedures may emerge.
- **Informal Communication is Used.** The Principal may use message manipulation to provoke disagreement. Ambiguous or threatening statements, such as "a teacher without research merits will be de-recognized," might lessen apathy, inspire fresh thinking, and compel an examination

of current procedures. In the informal communication system, rumours might be deliberately spread. Redirecting communications and changing communication channels can also encourage conflict.

- **Encouraging Competition.** Employees and their groups might be encouraged to compete positively by using the right incentives. College students' competitive spirit can be encouraged via bonuses, incentive money, and incentives for exceptional performance. Positive conflict will arise when one group works hard to outperform the other.
- **Bringing in Outsiders.** The college Management may shake up stagnant employees by bringing in people whose attitudes, values and styles differ significantly from the prevailing norms. When such heterogeneous persons join an organization, the status quo is disturbed. Divergent opinions, innovative ideas and originality can be developed.

(2) Preventing Conflicts

To prevent conflicts, the following strategies may be employed:

Establishing Common Goals. Goal discrepancies are a frequent source of conflict in organisations. Goal disagreements can be avoided by setting shared objectives. Conflicting personnel put aside their differences and work together to achieve the shared objective. For instance, achieving maximum enrollment may compel several departments to collaborate in order to ensure the college's survival and expansion. A shared threat or opponent might therefore serve as a powerful unifying force.

Reducing Interdependence. When two or more departments are interdependent and share limited resources, there is a very high likelihood of conflict. Therefore, conflict can be reduced by lessening departmental interdependence. Each department in a college may have access to resources that are separate from those of other departments, such as a departmental library, computer lab, or administrative unit.

Rotation of Personnel. Rotation of employees between interdependent departments in colleges is rather difficult in colleges due to rigid borders of study disciplines i.e. Arts, Science, Commerce, Management, engineering etc. Hence the rotation of headship, even a Principalship is suggested. The same can improve perception and mutual understanding. Employees under new heads/Principals may see the big picture and exchange views with one another. Narrow primitives, departmental loyalties and misunderstandings created by the traditional heads may be reduced. Employees become more considerate and cooperative.

Trust and Communication. The communication will be more open and honest and more trust is there among the college staff. To avoid misconceptions and be able to grasp one another's difficulties when necessary, people and groups should be encouraged to speak honestly with one another.

Creation of Liaison Groups. Intermediaries acceptable to both units are appointed in a few colleges to mediate or arbitrate between the warring groups. A liaison officer has no vested interest and can speak the language of both parties. He can rally the fighting groups towards a mutually agreeable solution. Sometimes, third-party consultants may be appointed to change the attitudes of the conflicting groups and thus reduce conflict.

Avoidance. It involves the *withdrawal* of parties from the scene of the conflict. When parties to the conflict fail to arrive at a mutually agreed solution, they may detach themselves from the conflict believing that avoidance is more mature and reasonable than wasting time and energy on childish arguments. They stay out of conflict and take no position on the issues involved. As a result, the conflict is neither resolved nor eliminated.

Appeal to Higher Authority. Conflicts may be referred to as a superior position when they cannot be resolved at the level of the parties involved. The superior can be successful in bringing the opposing parties together because he has the power to impose terms on both parties.

(3) Resolving Conflicts (Curative Techniques)

The simplest and less costly method of managing intergroup conflict is to establish in advance rules and procedures which will assist in interdepartmental regulation. In complex organisations, without standard operating procedures, it will be difficult to manage complex interdepartmental relations. For example, any functional department requires additional manpower for some tasks to advance and any last-minute confusion could be averted.

While preventive measures help to minimize the occurrence of conflicts, curative measures are useful in resolving conflicts amicably. Some of the common approaches towards conflict resolution are:

- Designing Hierarchy
- Planning of Functions
- Integrating Departments
- Avoidance
- Diffusion
- Confrontation
- Compromise
- Smoothing
- Problem-solving
- Arbitration

i) Designing Hierarchy

In case the rules and regulations are inadequate to regulate interdepartmental relations, then the use of organizational hierarchy becomes the primary method for managing this relation. This means, that coordination is achieved in college by referring problems to a

common superior appointed by the college Principal. For instance, in a college, if there is a dispute between the NSS and the store department – they could approach a common superior for resolution. The major limitation of, these methods is that it increases demands on the common superior's time. If all differences were resolved by this means, the college Principal would be relieved of inter-group problems, leaving more time for other matters.

ii) Planning of Functions

Another factor which could bring inter-group conflict down is appropriate planning. If each work group has specific goals for which it is responsible, then each knows what it is supposed to do. Inter-group tasks that create problems are resolved in terms of the goals and contributions of each group. For example, in college, while teaching, each college department should have a set of goals which define their area of responsibility and thus acts to reduce intergroup conflicts.

iii) Integrating Departments

When intergroup relations become too complex to be coordinated through plans, task forces, teams and the like, the college creates major divisions/wings such as Arts, Science, and Commerce permanently with employees formally assigned to the task of integration between these three wings. While these wings are permanent, they tend to be used when a college has many groups with conflicting goals, non-routine problems, and college decisions that have a significant impact on the group conflicts on the total working of the college. There are other behavioural strategies, which include Avoidance, Diffusion and Confrontation.

iv) Avoidance

Avoidance would clearly indicate not facing the conflict. There are various ways at the disposal of the college Principal to avoid conflict. They are ignoring the conflict situation, running away from the situation or taking it easy by agreeing to the demands of one of the parties. All these methods of not wanting to face the conflict situation out of fear that the person may not be able to respond or resolve the conflict can be termed as avoidance strategies.

Avoidance strategies do not help College. The Principal, who uses an avoidance strategy, is seen as lacking courage, and subordinates may increasingly create conflicting situations to weaken such a Principal. Also, any issue once avoided may surface again in course of time. However, where intense emotions are involved, avoidance may serve as a good escape strategy. When employees or students involved are in more congenial or harmonious moods, the issue can be slowly taken up.

v) Diffusion

This strategy involves the postponement or delaying decision to cool down the aroused tempers. It may also involve focusing on necessary issues to avoid the main problem for some time. This strategy may help in temporarily avoiding the problem but result in anxiety about the future and dissatisfaction of the concerned parties.

vi) Confrontation

This is facing conflict and confrontation involving negotiation and the use of authority. Power or authority may be used to sort out the conflict. The authority figure i.e. College Principal may decide in favour of one of the parties or the other, he may either reprimand somebody or punish one of the parties or take decisions to rectify the situation. Negotiation is another mechanism of confrontation which could move beneficial to the organization.

The other tactics/strategies used for resolving conflict are stated below:

- **Competitor Type Approach:** This is a dictator-type approach. It focuses on success at any cost. In this approach, one wins the battle in the short run but loses the war in the long run.
- **Compromise Type Approach:** This is a business approach. It relies on upon give and take policy.
- **Collaborative Type Approach:** This is an integrated approach.
- It emphasizes integrating the benefit to all concerned.
- **Avoidance Type Approach:** The incumbent facing the problem goes away to get rid of the problem.
- **Surrender Approach:** The incumbent is interested in peace and as such, he surrenders to the opponent.

vii) Compromise

This is how disputes are typically settled. In order to reach an agreement, the parties engage in a process of negotiation known as a give-and-take. Since each party is anticipated to give up something in exchange for a concession, there is no clear winner or loser. Where there are conflicts involving divergent aims, values, or attitudes, compromise is frequently adopted. When the desired outcome, such as resources being shared between the parties, is possible, it is effective.

viii) Smoothing

It is the technique of downplaying differences that already exist between conflicting parties and highlighting shared interests. The removal of misunderstandings through the exchange of perspectives helps both parties see how similar they are. When there is aggression present between the parties, smoothing or accommodating may be helpful. It can only be used as a quick-team solution to disagreement, though.

ix) Problem-solving

With this strategy, an effort is made to reconcile the parties engaged in dispute and discuss their shared issues. The emphasis is on information sharing to prevent misunderstandings and identify areas of shared interest. It is avoided to ask who is right or wrong. This approach is appropriate for settling disputes brought on by misunderstandings.

x) Arbitration

Two important agents for the settlement of conflict are employee unions and collective bargaining. There are four stages in the development of Unions in the academic field. The begin with, the teachers' or non-teachers unions informally arose as a counterforce to the college management or Educational Trust. They attempt to equalize the bargaining power of

the employees with the Educational trust. As a result, the college management saw unions as a threat, they challenge the college management's freedom of action and economic status.

The second stage of development is a few colleges try to override the employees' associations on their own and counter the 'union power'. The Govt. or university may come to the rescue of the colleges such as Unions to disturb the social interest. There are frequent examples of a ban on university examinations and subsequent paper checking by teachers. The same harm the social interest. The examinees and their guardians /parents suffer at the first instance and later on the society tool

This drive leads unions to bargain and take action for their social benefits. This third stage of development sees an entry of the state into the field in a big way. The state intervenes increasingly in disputes between employees and college management, on occasions, if necessary, takes over the control of colleges. This leads to the Forth Stage which increases dominated discussion and action. However, in many ways, union leaders are ill-suited to the new situation. In an attempt to stabilize their position, the employees' leaders allow their unions to evolve into institutions which integrate the employees for a better cause, in which the State Department and agencies participate and arbitrate actively. The Role of the State Govt. as Arbitrator assumes to be significant.

It is voluntary for the parties involved in a dispute to agree to refer to employees under dispute for arbitration. The arbitrations as specified in an agreement are forwarded to the parties. The copies of the agreement are forwarded to the university court appointed by the Govt. to handle the employees' grievances or body created by the University for a Particular Conflict under question.

The arbitration shall investigate the dispute and submit the award to the Government or to the body formed by the university or even by the college itself. There develop urge feelings to abide by the decision of the arbitrator as he is appointed with the consent of the parties. There is no appeal for the award of the arbitrator. The award is binding for the parties. The dispute regarding seniority, salaries, overtime, dismissal for misconduct and alike are kept within the preview of the arbitration. When the parties failed to agree in conciliation, they seek a settlement through arbitration. Arbitration is judicial in character.

Three options are left if the dispute has not been resolved by the top management and leaders of the teachers' union and non-teachers union:

- The Union may decide to drop the matter indefinitely or temporarily.
- If the contract allows it, the Union may declare a strike.
- An unbiased arbitrator must be appointed to hear the dispute.

A single person or a panel of representatives from the workforce, management, and an unbiased third party often handle arbitration. An arbitrator is a neutral third person who is appointed to resolve a conflict. He or she has the power to decide whether something will be advantageous to the union or the college. The candidates must, of course, be acceptable to the union and

management. Salary is usually paid by both since no undue influence must be brought to bear on his or her deliberations. In the Indian situation, the arbitrator is selected mutually.

Collective bargaining can help to institutionalize conflict by encouraging employees to work under certain guidelines, persuading them to accept the need for a compromise and leading them to believe the present system. The regulation of conflict can be encouraged not only through the use of the employees union and collective bargaining but through moral pressure and persuasion to reduce the extent of the conflict.

Advantages of Arbitration

- Enables the parties to select the arbitrator of their choice in whom they have faith and full confidence.
- Settlement is prompt.
- It is expensive.
- It built healthy academic relations through mutual understanding between employees and college management, provided.

Arbitrator Shall –

- Ensure fair hearing.
- Follow up the principles of natural justice
- Observe impartiality.

IX. CONFLICT RESOLUTION/MANAGEMENT PROCESS

Conflict resolution is a part of college management. Inside and outside the organization individuals are constantly subjected to conflict. Conflict arises primarily as a result of resource shortage, rivalry, and differences in attitudes, values, goals, and expectations, among other things. Whatever the cause, unresolved disagreements can hurt the management of the college as well as the staff members.

Understanding conflict is necessary for good personnel management by colleges. It is defined as “A process in which an effort is purposely made by ‘A’ to offset the effort of ‘B’ by some blocking that will result in frustrating ‘B’ in attaining his or her goals or furthering his or her interest”. Conflict also can be defined as the actual or threatened use of force in any continuing social relationship. Force is the attempt to override opposition by an act designed to produce injury to the other party. Various attempts to understand conflict show that conflict does not emerge all of a sudden. It is a process which moves from one stage to another and finally takes, the form of an individual, group or class conflict. The stages of conflict while managing the personnel may be explained in the following manner.

Stage I – Potential Opposition

The existence of circumstances in college that provide the potential for conflict to occur is the first step in the conflict process. Conflict in any college can start with just one of these circumstances, even if they don't necessarily lead to conflict. One of the major elements that

lead to conflict among college staff is a lack of communication. The conflicting forces that result from linguistic challenges, misunderstandings, and communication channel crises are represented by the communication source. Poor communication is certainly one of the sources of conflict among college personnel. Researchers indicate that semantic difficulties, insufficient exchange of information, and noise in the communication channel are barriers to communication in understanding college personnel by Management and vice versa. There are potential antecedent conditions that frequently exist in the majority number of colleges. The potential for conflict increases, when either too little or too much communication takes place. Further, the channel chosen for communication can influence stimulating opposition.

Structure: In this particular scenario, when we mention "structure," we are referring to various elements such as the size of the group, the level of task specialization, the extent of jurisdictional charity, the compatibility between members and goals, leadership styles, incentive systems, and the level of intergroup dependence. Research indicates that two factors, namely size and specialization, tend to promote conflict. Conflict becomes more probable when the group is larger and its activities are more specialized. Conflict and tenure have been demonstrated to have an antagonistic relationship. The likelihood of conflict is typically highest in groups with younger members and environments with a high turnover rate. The possibility for conflict to arise increases with the degree of ambiguity in precisely defining the roles. Groups at colleges have a variety of objectives, leading to significant conflicts due to this wide range of goals. It appears that adopting a leadership style that emphasizes strict and constant inspection, as well as exerting general control over others' behaviours, increases the chances of such conflicts, based on existing evidence. Conflict is also observed to arise in reward schemes when one employee benefits at the expense of another. Finally, competing forces are sparked when one group is dependent on another or when interdependence enables one group to profit at the expense of another.

Personal variables: The unique value systems and personality traits that each person possesses are examples of personal elements that contribute to individual diversity. Evidence suggests that some personality types, such as those that exhibit poor self-esteem and are excessively authoritarian and dogmatic, might result in conflict. Social conflict is also influenced by individual value systems that differ from one another.

Stage II – Cognition and Personalization

The aforementioned condition initially causes dissatisfaction, but now it causes conflict. Conflict can arise only when there is awareness and impact on one or more parties involved. When individuals develop emotional investment,[33] feelings of anxiety, discomfort, frustration, or hostility emerge, thereby necessitating the parties' awareness of the underlying factors.

Stage III– Behaviour

When a member engages in behavior that obstructs the pursuit of someone else's objectives or hinders the progress of their interests. This means that there must be a deliberate attempt to thwart someone else. The dispute is openly visible at this point. There may be overt or subtle

conflict behaviour. Overt conflict encompasses a broad spectrum of behaviour, ranging from indirect, carefully regulated, and subtle kinds of interference to overt, aggressive, violent, and well-managed battles.

2. LITERATURE REVIEW

The genuine Normative Clash between American and Chinese managers was examined by Catherine (2003)[18]. As a result of a normative conflict, he looked at the actual impact of the nation's source on the intentions to humiliate and exact revenge (Thomas, 1990; Wall & Callister, 1995). Earlier studies have indicated that shame is employed as a prevalent method of social regulation in collectivistic societies, contrasting with individualistic societies (Creighton, 1990; Demos, 1996). However, this finding contradicts cross-cultural theories suggesting that fostering social harmony holds greater significance within collectivistic cultures.[32]

Since conflict is innate to society, it will always remain as long as society does, making the dictator's aim to have the conflict disappear impossible. On the contrary, it is unlikely that the agreement will endure in the long run, even if forceful methods are employed, which aligns with the desires of an authoritarian leader. The dispute also highlights the dynamic interaction between multiple actors (individuals or groups) with conflicting objectives. Moreover, Algert and Froyd (2016) assert that Jeong has successfully integrated the examination of social conflict dynamics, incorporating both structural and behavioural aspects [16].

Conflict and violence are distinguished clearly in this definition. Violence encompasses deeds, words, attitudes, institutions, or systems that harm a person physically, psychologically, socially, or environmentally, or that keep them from realising their full potential. Conflict management is one of the subjects that management experts take very seriously. In conflict management literature, the definition of conflict management involves the creation and implementation of conflict strategies by either the conflicting parties or a neutral third party. The objective is to effectively manage the conflict and achieve a desired resolution. The conflict management literature also identifies five control models, namely competing, cooperating, compromising, avoiding, and accommodating, which are used to justify and establish a new policy in order to minimize the impact of social pressures. This approach is facilitated by a tool called the "Management-of-Differences Exercise," also known as the MODE instrument.

The initial findings of the study demonstrated that the new conflict behavior instrument, when compared to the other three instruments, effectively reduces the social bias commonly observed in the general population. However, it should be noted that all four instruments may still be influenced by individual biases.[31] The study also evaluated other aspects such as structural and substantive validity. While the presentation of the emerging evidence for external validity in this text is encouraging, it emphasizes the need for continued research to thoroughly investigate the validity aspects of the new MODE instrument.[30]

Social science researchers have recently devised a five-category classification system to categorize interpersonal conflicts. This system, developed by Thomas following the work of Blake and Mouton, includes five modes: competing, cooperating, compromising, avoiding, and accommodating. Each of these modes represents a unique model within the classification system, capturing the different dimensions of interpersonal conflict behavior. This framework offers the advantage of highlighting the autonomous aspect of such behavior. Thomas (1976) proposed this system based on two distinct characteristics that differentiate it from the concepts of aggression and cooperation. Avoiding is characterized as non-aggressive, compromising seeks a middle ground between cooperation and assertiveness, competition is assertive but uncooperative, and collaboration is both assertive and cooperative.[29]

Mathur and also Sayeed (2003)[19] surveyed the literature about the conceptual focus connected with conflict management and support the assumption that if conflict managed correctly, it may be functional and valuable to the organization in general and team objective in particular. To manage interpersonal conflict particular techniques presume great value and can be linked to three potentially imported background factors i.e. conflict perception, interaction orientation and enthusiasm to aim or attempt a strategy.

Role conflict among female teachers was investigated by Saita (2004)[20]. The study's goals were determined by the findings on overall role conflict, teaching role conflict, and personality role conflict. The study's key findings included a significant difference in the overall role conflict experienced by female teachers. The findings also showed that there was no discernible difference in the social role conflicts experienced by female instructors working at the primary, secondary, and college levels. The study came to the additional conclusion that primary-level female instructors experienced more disciplined role conflict than secondary-level female teachers.

Bickmore Kathy (2005)[21] examined how teachers' conflict resolution skills were enhanced through a combination of research material analysis and direct observation of participants in a public urban elementary school's model development initiatives. This article demonstrates the learning opportunity for teachers that may be produced by a collaborative reform process, in particular, the case study, decisions planning deliberations regarding school discipline, practical and student-involved conflict resolution efforts.[26] The debate focuses on the connection between instructors managing conflict (and learning) in their own democratic planning and students' opportunity to practise new roles and abilities for self-discipline and conflict management (Ghosh, 2004; Maynes & Sarbit, 2000).

Cinamon conducted study on the work-family tension among female instructors in 2005[22]. The investigation was directed at identifying connections between instructors' personal and professional life. Cinamon and Rich's questionnaire (Acker, 1989; Goodson, 1997) was employed to evaluate teachers' perspectives on two dimensions of work-family conflict. A cluster analysis revealed that numerous teachers assigned significant importance to both responsibilities. The findings indicated that work-family conflict and the interplay between

support and strain among teachers exhibited deviations from patterns observed in other occupations. Experience in teaching and school level helped to explain the conflict.[27]

Malhotra (2005)[23] conducted a study on Social Roles and Role Conflict to examine how different professions and multiple social roles affect the role conflict experienced by working women. The study categorized professionals into three groups: Medical doctors, Academics, and Nurse practitioners. Respondents were asked to rate these professionals, with doctors receiving high ratings, teachers/lecturers receiving moderate ratings, and nurses receiving low ratings.[28] Professionals were assigned role levels based on their family roles, such as being an unmarried worker, a married worker, or a married working mother. The findings indicated that academicians experienced the least amount of role conflict compared to doctors and nurses, regardless of whether they were single or married. Nurses practitioners were found to have the highest level of role conflict.[37]

3.METHODOLOGY

Variables of the study

The objective of this study is to examine the correlation between stress management and conflict handling styles among college management, taking into account different personality types. Accordingly, the variables in this research are classified into independent and dependent variables, as outlined below:

Independent variables	Personality types
Dependent variables	Conflict handling styles, stress management

Population and Sample of the Study

Population: The management working in four districts of Gujarat were considered as population.

Sample: The objective of the research is to gather feedback pertaining to the management of conflicts and stress, taking into account individuals' personality traits. Such data was collected from the college management. The requisite data was gathered by servicing the standardized tests of four districts of Gujarat. The sampling method employed in this study was simple random sampling. The sample size for the current research was limited to 300 college staff members from Gujarat. Each individual participant served as a sampling unit, and probability sampling techniques (specifically random sampling) were utilized to select a sizable sample of approximately 300 individuals from a large, finite population. In this research the sample was selected using multi-stage method.[36]

Tools Used; Tools and techniques are the backbone of a research study. Tools are means to collect relevant data and come out with desired results about research problem. So, tools should be dealt in a careful way. The term used for gathered evidence is data, and the instruments utilized for this purpose are referred to as data collection devices. These devices enhance the

objectivity, systematic approach, and credibility of the research study. Choosing the right tools is crucial for the success of the research. In this particular study, a questionnaire was deemed suitable and utilized to gather the required data.[35]

So, on the basis of the objective, to study the stress management and conflict handling styles of teachers in relation to their personality types, the tools used for the study are:

- (A) Conflict handling styles inventory prepared by investigator.
- (B) Stress Management Scale by Dr. Vandana Kaushik and Dr. Namrata Arora Charpe(2011).

The Data Analysis

Bogdan and Biklen characterized their data analysis as a methodical procedure aimed at scrutinizing and gathering interview transcripts, field notes, documentation, and other relevant materials in order to enhance comprehension of the research subject. This process involves delving into observations, interviews, or documentation to generate research findings.[34]

4.RESULT AND DISCUSSION

Table 1: Coefficient correlation between conflict handling style & personality types of college management:-

SI. No.	Variable	N.	Mean/ df	Coefficient of correlation	Level of significance
1	Conflict Handling Style of school teachers	300		0.48	Significant at both levels i.e. .05 & .01
2	Personality types of school teachers	300	598		

df=598 value at .05= .062 value at .01= .081

The correlation coefficient between conflict handling styles and personality types of college management in Table 1 is 0.48.[25] The analysis revealed a positive correlation between conflict handling style and personality types of college management. This correlation is significant as the calculated coefficient value exceeds the corresponding values in the standard table at df = 598 for both levels of significance, namely 0.081 at the 0.01 level and 0.062 at the 0.05 level. This suggests that individuals connected to a conflict may react differently due to situational variables and their own personalities. Since there is no universally prescribed style for conflict resolution in institutions, each staff member employs a style that aligns with their personality. Influence of personality characteristics has a direct impact on the styles applied.[24]

Hypothesis – The stress management and personality types of college students do not exhibit a significant correlation.

Conclusion

The research process culminates with summarizing the findings, reaching conclusions, providing recommendations, and formulating relevant generalizations for the applicable population. This step serves a crucial dual purpose, significantly contributing to the overall research endeavor. It is the essence of research work and indicates the worth of a research work. The proper communication is required in a process of research regarding its contribution to the field studied. The conflict management strategies implemented at Gujarat University may not be directly applicable to other private universities due to their unique characteristics. However, it is important to note that colleges operate on a nonprofit basis. While the effectiveness of conflict management in the university cannot guarantee optimal outcomes, its success demonstrates a well-structured and beneficial approach that contributes to the educational sector and facilitates state-level efforts to achieve educational goals. On the basis of conclusions and the limitations of the present study the investigator feels that more studies of this type should be undertaken at a large scale so that one can develop better understanding of stress management, conflict handling styles in relation to personality types

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